DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABOU BAKR BELKAID, TLEMCEN

FACULTY OF ARTS, SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH

A CONCEPTUAL FRAMEWORK ON TEACHER EDUCATION DEVELOPMENT: A MODEL OF REFLECTIVE TEACHING FOR SECONDARY SCHOOL TEACHERS

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
MAGISTER DEGREE IN APPLIED LINGUISTICS AND TEFL

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ملخــص:

عندما يجبر الأستاذ على تطبيق طريقة تعليمية محددة، يجد نفسه مكبّلا في ديمومة روتينية تجعله يصمد لكل تغيير أو تجديد في طرقه التربوية. يبدو واضحا أن التكوينات التي يحضرها الأساتذة في الطور الثانوي غير فعالة. التكوين التربوي للأستاذ طريق جديدة أثبتت فعاليتها ونتائجها، وبرهنة أن الأستاذ لما يعيد التفكير في تصرفاته التربوية يحصّل على نتائج جيدة مع المتعلّمين.

Résumé :

Quand la méthodologie d'enseignement est imposée sur l'enseignant, celui-ci se voit dans une situation de routine éternelle qui l'incite à résister à tout changement ou innovation dans ces pratiques pédagogiques. Il est tout à fait clair que les formations en cours d'emploi que subissent les enseignants sont inadéquats quant aux objectifs et besoins de l'apprenant.

La formation éducative de l'enseignant est une nouvelle approche dont les effets de son application a prouvé que l'enseignant, en reflétant ses pratiques d'enseignement, peut réaliser un progrès incontestable qui lui permet d'obtenir de meilleurs résultats avec ses élèves.

Summary :

If the process of teaching is fuelled by a top-down approach i.e., imposed on the teacher, the situation which arises is an on-going routinised way of teaching which makes the teacher resist to all kind of change or innovation. It is, now, common knowledge that in-service trainings, to which teachers are subjected, do not bring about change and satisfaction. Hereby, the new post-method approach, Teacher Education Development has proved to be an effective approach to teaching which triggers the teacher to change his beliefs and assumptions by reflecting and articulating his teaching practices, and, hence, achieve better results with his learners.

Mots clés
Teacher education development. reflective teaching .peer observation

DEDICATIONS

In memory of my father
To my mother, brothers, sisters and larger family
TO my children
Mohammed Djillali, Hadjer and Abderrahmane
To my wife
Safana

Acknowledgements

ABSTRACT

A recurring theme, in the field of education, of the last two decades has been teacher education development, the research-oriented approach to teaching that sets a high premium on teacher pedagogical preparation and raises the issues of the education and training of teachers. Arguably, many teachers, around the world, have explored this field and valued the diverse possibilities of change, betterment and enthusiasm it brings to their teaching practices. All along their career, teachers, by exploring their teaching and by reflecting on their practices, can broaden their language repertoire, raise their language awareness, and attain a technical expertise. However, in Algeria, this concept is still unknown to most of teachers at the level of secondary schools. More importantly, the academic preparation, i.e. pre-service and in-service trainings have proved to be, most of all, inconsistent and unfit. As a result, teachers, over time, have developed hidebound attitudes and have grown more and more reluctant to take on new responsibilities and to tackle their job with determination and commitment.

The objective of this dissertation is to enhance and suggest a reflective-oriented approach to teachers of secondary schools. The approach which will help them get rid of the feeling of jadedness set them free from instructional methodology and paves them out the way which will lead them to observe themselves, to collect data as a basis for critical thinking and self evaluation, and hence for professional growth.

In order to fulfil the purpose in view, the present work is divided into four interrelated chapters within which the aims will be described in some, and prescribed in others. In chapter one, the dissertation will attempt to underlie the variety of the variable teaching concepts with an emphasis laid

on the reflective exploratory tasks which are considered as the key components of teacher education development. Chapter two provides a general description and situation analysis of ELT in Algeria. It also lays the ground to the initial and in-service training of teachers: study days, seminars and, in all, the professional development from the outset. Chapter three describes the investigative procedure carried out by a multiple methods approach. Finally, Chapter four, provides a set of suggestions and recommendations from which springs up a reflective model for secondary school teachers. This consists of "peer observation" one of the most success-promising investigative procedure, with which teachers can make steady improvement and achieve high standard teaching objectives.

TABLE OF CONTENTS

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
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Chapter Three: Reflective Teaching in classroom Practice. Analysis.

Chapter Four: Suggestions and Recommendations: A Model of Reflective Teaching

List of Tables and Figures

KEY TO ABBREVIATION

Bac Exam	Baccalaureate Exam.
CAPES	Certificat d'Apptitude Professionel d'Enseignement.
CBA	Competency Based Approach
EFL	English as a Foreign Language
ELT	English Language Teaching
IATEFL	International Association of Teaching English as a Foreign Language
INSET	In-service Training
LTE	Language Teaching Education
PPP	Presentation Production Practice
PRESET	Pre-service Training
TED	Teacher Education Development
TESOL	Teachers of English to Speakers of Other Languages

General Introduction

Because of the new reforms in the educational system that are carried out in many countries of the world, the professional development of teachers (pre-service and in-service training) is going to new dimensions, which consist in putting teachers on the track of an on-going learning process, in which they engage deliberately to learn how best to adjust their teaching to the learning needs of their learners. These needs may incorporate issues of methodology, language and pedagogy. Moreover, teachers' professional development has become, increasingly, important as a way to ensure teachers to succeed in enabling their learners develop proficiency in the target language accompanied by implications on the target culture. On a worthier side, educators and teacher trainers insist nowadays, that language teachers, all along their professional development, should be involved in the new trend of teacher education development. Consequently, many pedagogues believe that workshops are the most suitable place wherein teachers can be acquainted by this concept because, simply, in workshops they have the possibility to exchange their teaching practices and experience with their colleagues. Hereby, teachers are asked to examine their practices, to reconsider them and to refine them for better.

This dissertation; 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. Nevertheless, what is unfortunate, in our country, is that in the school system, 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 adequately prepared at the level of pre-service and in-service trainings to tackle efficiently the job of teaching?

- What do teachers, novice or experienced, need to know to change their beliefs 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?

In general terms, this research has the objective to uncover the content of professional trainings of teachers i.e. whether they are or not reflective practionners and to propose a model of reflective teaching 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 deficiencies in teachers' pre-service and in-service trainings.

- The programmes of in-service trainings are devoid of concepts of teacher education development.

- Teachers, at the level of secondary schools, have no knowledge of the exploratory tasks that enhance reflective teaching, through which they can change for better teaching practices.

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 training 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 and help 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 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.

Chapter three deals therefore with the triangulative 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 eighteen questions is administered to teachers of secondary schools. The second tool is the interview conducted with the general inspector of English, and finally the classroom observation as the third research methodology is organized with a secondary school teacher. 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 remedies in the form of suggested models to be undertaken by teachers every now and then along their teaching career. Yet, the worthiest focus is on "peer observation" as one of the efficacious strategies to better one's teaching practices. Another more or less important element is about clinical supervision of inspectors, which is considered as the constraint that prevents teachers from taking on new responsibilities and makes them resist change and innovation.

To this view, educators, teacher trainers and inspectors 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.

Chapter One

Situating This Study in Theory and Research on Teacher Development

1.1. Introduction

The acquisition of practical pedagogical competencies and teaching skills need to be highlighted in the Algerian education system. In this chapter which is devoted to literature, we try to give an eagle view of how teaching and learning interact within the current learning process. Respectively, we also try to point out to different types of teachers, to their proficiency and effectiveness in teaching, laying an emphasis on the humanistic rapport they create in their classes with their learners. Another emphasis is going to be laid upon effective teaching, one of the issues of paramount importance, as far as language teaching education is concerned.

On the other hand, we underlie the novelties of teaching styles that have emerged with TED (Teacher Education Development), the new concept towards which many teachers around the world are diverting because of the realistic change it has brought to the education system. Furthermore we try to set a broad description of the principles, characteristics, and assumptions underlying this new perspective which has the potential to contribute to the improvement of standards in ELT and the empowerment of language teachers, who are viewed as life-long learners, researchers and methodologists.

1.2. Teaching Styles

Throughout the second half of the 20^{th}c, with the succession and proliferation of methods and approaches, various teaching styles emerged accordingly. Each approach advocates a new teaching style, new strategies, ensures promising learning results, and promoting high ranked learning objectives. However, teaching all these approaches have been distinctively undertaken within different teaching styles.

1.2.1. Traditional Teaching Style

In the traditional classroom, 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.

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 .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 is expressed on the importance of the whole person in the learner.

1.2.2. Learner Centeredness Perspective

Recent development in language teaching has emphasized a learner- centred 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, instruct or 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.

1.3. 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.

- 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

1.4. 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.

1.4.1. 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.

1.4.2. 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. 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. Teachers and Learners Rapport

In general teachers have the power to make learners feel better or worse about themselves and about their relation with their teachers. Admittedly, the teacher who most of the learners recall with pleasure is the one who devotes and verses himself to the "well-off" of his learners. This teacher is the one who really listens to the students, shows respect, gives positive feedback, is patient, knows his subject, inspires

confidence and trusts people. All these are elements or qualities that help a teacher in creating a good rapport with his students. The rapport, he creates, determines his personal atmosphere in the classrooms when students find that their thoughts, feelings and experiences are taken into consideration during the learning process, and are regarded as important in school. School, therefore, becomes important to them

Thus, it increases learning/ teaching to a more effective and enjoyable position. Scrivener (1998:8) asserts:

> **Rapport is not a skill or a technique that you can mimic. It is not something you do to other people. It is you and your moment-by-moment relationship with other human beings. Similarly 'respect[1]' or 'empathy[2]' or 'authenticity[3]' is not clothes to put on as you walk into the classroom, not temporary characteristics that you take on for the duration of your lesson. You cannot role play 'respect' or any of the other qualities. On the contrary, they are rooted at the level of your genuine intentions.**

The affective element, on the other side, in the affective based approach to learning, plays a determining role in interpersonal communication. Learners who find difficulties to cope with their teachers and do not feel at ease with them and with their classmates often fail to uphold the regulations of school.

Within the classroom context, new forms of language learning material that are adopted to enhance the expression of one's feeling, to share one's values and opinions with others and to develop a better understanding of other feelings and needs, are likely to help and motivate learners to overcome anxiety, frustration, inhibition and other psychological variables which may stand as hindrances to the learning process. In the same line of thought, Moskovitz posits that:

> **"Affective education is effective education. It works on increasing skills in developing and maintaining good relationships, showing concern**

and support for others, and receiving these as well. It is special type of interaction in itself, consisting of sharing, caring, acceptance and sensitivity. It facilitates understanding, genuineness, rapport and interdependence. Humanistic education is a way of relating that emphasizes self-discovery, introspection, self esteem, and getting in touch with the strengths and positive qualities of ourselves and others. It enables learning to care more for ourselves and others. In addition to all humanistic education is fun". (1978:14)

This clears up the fact that learners can evolve positively only if they feel relaxed and unthreatened. Besides, in a humanist setting, learners become emotionally involved in the learning process; they are encouraged to reflect on how learning happens, and their creativity is fostered.

1.5.1. The Effective Language Teacher

To be a language teacher requires more than linguistic and pedagogic competence. It also aims at having necessary ability to involve learners in the learning process, so as to help them acquire a systematic use of the language in meaningful ways, both its spoken and written forms, as well as, its target culture (Benmoussat: 2003). In fact there are two broad views on what determines the effectiveness of a language teacher. One focuses on teacher's language and methodological knowledge skills (Rivers: 1972). The other concentrates on personality, for example teacher's intelligent, self-awareness and rapport (Bridges: 1993).

1.5.1.1. Personality

Admittedly, the effective teacher is the one who, in terms of personality, has the attitude towards change, development, diversity and quality. All too often, these qualities can be of great prominence, in the making of learner's attitude and a vivid impulse towards interest and motivation. Within the same

16

context, this teacher is in full possession of self-awareness, interpersonal skills and sensitivity to context. Moreover, s/he has the ability to observe, think critically and use experience. What else is that, personality can stand as the criterion that enhances flexibility in enacting and in shaping teaching practices.

1.5.1.2. Methodology

Methodology is another contributively element in shaping the language teacher. For a novice teacher, it is quite imperative to acquire the knowledge and experience of how to teach a language. The emphasis of such an acquisition is laid on psycho-pedagogic knowledge of how to impart the language. At times, linguists and psycholinguists have gone to great length to provide teachers with a large number of views and teaching approaches. The diversity of these views and approaches made teachers plan and adapt their programmes with regard of their learners' needs. Henceforth, it is in the classroom situation that they decide about the most effective and efficient approach, method or technique. In terms of knowledge of methodology, the teacher should have his own views on methodology on learning and teaching using available materials; whereas, in skills he should respect implications of theory in planning and teaching. In a concise sense, teachers need a sound training in the domain of methodology so as to achieve a better implementation of the syllabus they work with and be in an appropriate position to take initiatives to enrich, innovate and design materials for their learners' specific needs and aspirations. Wilkins asserts all this in what follows: **Teachers cannot be expected to put new methods into practice efficiently, unless they are thoroughly familiar with both the principles and details of the methods.** (1974:32)

The core-component of most well-known methodologies consists of activities where learners are required to speak or

write the second language. However, inappropriate methodology will make learning too- consuming and may discourage learners.

1.5.1.3. Language

Language is another important criterion that shapes out the effective teacher. Yet, the language teacher needs to know something about language; he must have an appropriate language use as well as an awareness of his views on language. In terms of skills, the language teacher must be able to see the implications of language analysis and to draw conclusions from one's contact with language. Moreover, he must have sensitivity to learners' language level.

The TESOL (Teachers of English to Speakers of Other Language) Organization, in its Guidelines for the Certification and Preparation of Teachers of English of Other Languages in the USA (1975); cited the necessity for the teacher: **to understand the nature of language, the fact of language varieties-social, regional, functional, the structure and development of the English language systems**…

Arguably, however, it can be stated that an uninterested or offensive teacher will offer very little support and few opportunities for learning, and may demotivate learners. In terms of methodology, on the other side, it is worth noting that inappropriate methodology will make learning too time-consuming and may discourage learners, and limited or faulty language will communicate an inaccurate picture of the target language. Teaching, as it is conceived, is a work that entails both thinking and feeling, and those who can reflectively think and feel will find their work more rewarding and their efforts more successful. In other words, teachers with quality of personality, methodology and language, may become more skilled if they reflect through their teaching practices. This reflection can be enhanced by a professional development, which motivate thoroughly teachers to learn how best to adjust their

teaching to the learning needs of their students. These needs may be various but among the most important ones are, firstly to aim to proficiency in the target language with an understanding of the associated culture, and secondly to level-up learner's language awareness. To come up with this, teachers should go along with a continuous development in the wide context of educational change.

1.6. 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.

1.6.1. 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.)

1.6.2. 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.

1.6.3. 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 runs counter to 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. As stated by Nunan & Lamb. **The competent teacher is the one who creates a**

22

positive pedagogical environment in the classroom and is able to make professional decisions to ensure that learning is taking place effectively. (1996:69)

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.

1.7. Teacher Education Development

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. Teacher development seeks organic, attitudinal, holistic development along lines suited to the individuals themselves. It attempts not to mould 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.

1.7.1. 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.

1.7.2. 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 (1997:05) 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.

1.7.2.1. 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. 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)

1.7.2.2. 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. (1992:4).

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.

1.7.2.3. 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,

30

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.

1.7.2.4. 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) .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.

1.7.3. 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 watching a master teacher at work. The place of training for the apprentice, 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)

1.8. 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.

1.8.1 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.

1.8.2. Reflection on teaching

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. 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, 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:

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

1.9.1. 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.

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.(See appendix D).

1.9.3. Peer observation

Peer observation can be a powerful source of insight and discovery thought it can be intimidating, especially in context in which it is usually undertaken only for supervision and evaluation. To be effective in teacher development, observation needs to be thought of as cooperative discovery process. A focus on shared students and their attempts to negotiate meaning and construct understanding in both classes can help keep the attention focused on students learning, rather than on

teacher effectiveness. The main reasons behind classroom observation can be listed as follow:

- To make decision on whether students are progressing.
- To select difficulties that particular students may have.
- To plan appropriate instructions and remedies.
- To evaluate the effectiveness of the teaching lessons and tasks.
- To assess the appropriateness and relevance of learning materials.

1.9.4. 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 port folio 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.

1.9.4.1. Portfolios objectives

- To evaluate, promote and get tenure at the university level.

- To recognize and reward excellence in the field of teaching.

- To describe the full range of a teacher's abilities over and extended period of time.

- To stimulate reflection and improvement of a teacher's performance.

1.10. 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.

1.10.1. 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)

1.10.2 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 pupil self-concepts. Secondly, the academic consequences are the effects of one's teaching on pupil'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.

1.10.3. 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).

1.11. 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.

Notes to Chapter one

Carl Rogers, an American psychologist, suggested that there are three core teacher characteristics that help to create an effective learning environment. These are:

1. Respect (a positive and non-judgmental regard for another person),
2. Empathy (being able to see things from the other person's perspective, as if looking through their eyes)
3. Authenticity (being oneself without hiding behind job titles, roles or masks).

4. Assertiveness training

Powerlessness, whether real or merely perceived, is one of the major causes of stress. Everyone who writes on managing change effectively, whether for ourselves or for others, acknowledges that clear and assertive communication is one of the keys to 'finding a voice'. According to Meg Bond, who facilitated a teacher development workshop on assertiveness and time management, this means: …letting other people know what your priorities, preferences, wants or needs are in a specific situation while allowing others to state theirs and while taking them into account.

Chapter Two

Teacher Education Development and Teacher Training, Distinctively Viewed / Situation Analysis.

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 long route teachers have to undertake in order to reach high performances, qualifications and therefore certification in their profession.

The first part will be devoted to setting a clear distinction between teacher training and teacher development. 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, and then we shall describe thoroughly teacher's pre-service trainings, i.e. at the level of university, stating their objectives, principles, programmes and methodologies. Besides, we will also try to give an out look 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 must not be forgotten, is the cyclical supervision 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

46

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.

2.2. ELT Situation in Algeria

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 became 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. Our country, 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 (together with 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 our country 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

These objectives could be reached through the development of mental abilities and skills which should be catered for by all the subjects matters included in the curriculum (Arabic, mathematics, and other sciences as well as history and geography and other social sciences) because these skills are the basis for any efficient acquisition of knowledge. They are:

- Knowledge: state, recall, reproduce.
- Comprehension: identify, explain, illustrate.
- Application: predict, select, use construct.
- Analysis: select, compare, and break down.
- Synthesis: summarize, argue, organise, and conclude.
- Evaluation: judge, select, support, attack, evaluate.

(Syllabuses For English 1993:5-7)

2.2.1. Learner's Knowledge at the End of Basic Education

The learners at secondary schools level are supposed to have attended at least 200 hours of foreign language teaching classes. Thus, it is assumed that they acquire during this period of time a basic English (structures and vocabulary) necessary to express the four main functions of the language which are description, instruction, narration, and socialising in the four basic linguistic skills (listening, speaking, reading and writing) . As a result they are expected to master the basic characteristics of the language which are:

- Listening to and understanding aural messages
- Guided production of simple oral messages
- Reading of simple passages and showing their understanding through performing various activities or tasks of linguistic checking.
- Writing free or guided productions using the provided notes
- Taking notes and writing simple summaries of medium length texts. (ibid).

2.2.2. ELT and Competency Based Approach

In the fore most implementation of the new approach, which is the Competency Based Approach, the main objective of teaching English in Algeria, as stated by the Ministry of Education, (Programmes Langue Anglaise 2ème Année Secondaire 2006) is to help the society to integrate harmoniously in modernity while participating thoroughly and entirely with the community which uses this language with all its types of interactions. This participation, which is based upon the sharing and exchanging of ideas and of scientific, cultural, and civilisation experiences, will give rise to a better self-recognition of the individual.

The teaching of English, in this line of thought, implies, not only the acquisition of linguistic and communicative competences, but of transversal competencies as well. These competences are, mainly methodological, technological, cultural social… etc and can help the learner develop **analytical and critical thinking, to stick to national values, to respect the universal values that are based upon self- respect and the respect of others, to be tolerant and to accept the globalisation conceptual views.** (ibid) In this way a kind of a new dynamism will generate the teaching of English considering this language as a factor of individual and social development and as a vector of professionalism. Likewise, and with these components, it will be possible to endow the learner with the opportunities to succeed in tomorrow's world (in reference to the speech made by President Abdellaziz Bouteflika while setting up, the CNRES Commission National pour la Réforme du Système Educatif) (2001). (ibid)

2.2.3. The learner in the Context of CBA

What distinguishes the Competency Based Approach from the former methods is that the programme designers have created a climate of instruction and learning in which each skill is viewed as virtually a discipline into itself, more precisely, a knowledge

of the basic materials sufficient to enable the learners to use and understand them automatically. This knowledge is achieved through a logical and simplified presentation of cumulative exercises that are largely self explanatory and aim to encourage self expression. These exercises, also meet the four main objectives which are linguistic, methodological, cultural and socio-professional. This is what is being called a cognitive and socio-constructive teaching; it aims at knotting together all strands of all skills giving them a visible purpose.

Yet a language competence can be developed thanks to a more integrated approach of the four skills. Consequently, the prescribed communicative interaction activities tend to resemble the real life communicative situations whereby a speaker can be confronted with a combination of speaking, reading and writing activities. In order to achieve a well-rounded linguistic competence, the strategies of the new approach target the know-how and behaviour by putting great emphasis on communicative aspects. The teacher's role is maintaining control without dominating the class and the learner is expected to be more concerned, more interested, more involved, more committed, he works on his own, relies on his knowledge (feedback) and will be able to assess his own work. In short, each step of his learning is an act of the self. In conclusion, this new approach is founded on waking up the learner's everyday perception of the new world as he learns about its sociological and cultural aspects. It also wakes up his consciousness and helps his behaviour fits in various situations as education involves a combination of knowledge and skills and goes on all time and every where through our lives.

2.3. 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, and find ways that change may be managed to produce a satisfactory outcome. The issue that is 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.

2.3.1. 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 predicable 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
Pre-determined course structure	Structure determined through process
Not based on personal experience	Based on personal experience
Externally determined syllabus	Syllabus determined by participants
External evaluation	Self evaluation
Input from experts	Input from both participants and external sources
Unthinking acceptance of information	Personal construction of knowledge
Isolated	Collaborative
Stresses professional skills	Stresses both personal development and professional skills
Disempowers individual teacher	Empowers individual teacher

Table 2.1 Difference between teacher training and teacher development

2.3.2. 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 watching a master teacher at work. The place of training for the apprentice, therefore, must be the school, and assessment would be largely by demonstrable behavioural competences.

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

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.

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 .

2.3.3. 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.

2.3.3.1. 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. (See 2.3). 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.

Year level	First	Second	Third	Fourth
Discipline				
Linguistic Or/and Language skills	Linguistics (1 / 30) Phonetics (1 : 30) O .C . E. (3 hours) W .C . E . (4 / 30) Grammar (3 hours)	Linguistics (1 / 30) Phonetics (1 /30) O . C . E . (1 /30) W .E . (1 /30) Grammar (1 / 30)	Socio-Linguistics (1 / 30) Phonology (1 / 30) O . C . E . (1 / 30)	Seminars in Linguistics (1 / 30)
Literary	None	British Literature (1 /30) American Literature (1 / 30)	British Literature (1 /30) American Literature (1 /30) African Literature (1 / 30)	Seminar in Literature -Anglo-American (1 / 30)
Historical	None	British Civilization (1 /30) American Civilization (1 / 30)	British Civilization (1 / 30) American Civilization (1 / 30)	Seminars in Civilization (1 / 30)
Didactic	None		General Psychology (1 / 30)	Educational Psychology (1 / 30) TEFL (1 / 30)
Teaching Time (per week)	**(12 hours)**	**(13 / 30)**	**(12 hours)**	**(7 / 30)**

Table 2.3 **Official curriculum of the 'licence' in English studies**

2.3.4. Types of In-Service Training Programme

In-service programmes are mainly scheduled for new entrants to teaching, during the weekends, holidays, for a given duration. The duration may extend to a two year period training in some countries. According to Brumfit and Roberts (1983) INSET programmes are fitted into evenings, weekends, holidays... Within these periods, teachers from different schools can attend internally or externally arrayed courses.

2.3.4.1. 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 ELT inspector 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.

2.3.4.2. 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.

2.3.4.3. In-Service Training for Curriculum Reorientation

These courses arise when curricular are to suit new national needs. 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. Such curriculum reviews lead to a need to reorient

teachers to new instructional materials and new teaching styles.
That is what has happened in Algeria with the newly implemented
Competency-Based Approach.

It should be pointed out, regretfully, that all the recent
seminars , study-days and the like held in Tlemcen were out of the
points .In fact they were devoted to textbooks adaptation
(slimming down of the units or files to be taught)or just
preparations of unit and lessons plans.

2.4. In-Service Training in Algeria

It is widely known that organising periodic in-service
training has become crucial for teachers whose preparation at the
level of the university has proved to be hollow and inadequate,
and also for the experienced teachers who are in the field so as
to keep all of them refreshed about recent pedagogical
developments. In view of this, the in-service teacher training, of
varying duration and frequencies, happens to be an important
component of the programmes. Generally, this training aim at
breaking the routines of some teaching practices. The main focuses
of INSETS are:

- recognition of benefits of good, traditional teaching
  methods;
- understanding of thinking of new methods of teaching on
  the part of teachers;
- recognition of differentiated levels of expertise among
  teachers and the need for different types of in-service
  courses to cater to those needs;
- correct the interpretation and application of the new
  approach

Teacher training and teacher development as concepts in
process are quasi absent in the Algerian educational institutions.
In fact, what one can argue, is that no special importance is
given to teacher in-service training since all training

centres(the former ITE's) closed their doors about five or six years ago. Hence, all educators were converted to ordinary teachers at the level of secondary schools. Yet, that event has led to an on-going ineffective teaching of English as a foreign language in spite of the numerous reforms of syllabi, approaches, text books, etc.

The very last in-service training, which was held in Tlemcen 1999, included a national programme of methodology, some courses of phonetics and phonology besides topic of general culture. It aimed, as mentioned in the foreword of the programme, at providing teachers with tools and concepts likely to help them have a better understanding of the theoretical assumptions and principles underlying the approaches and methods which shape their teaching programmes. Another purpose was also to offer teachers opportunities to improve their mastery of some aspects of their practice and increase the quality of their teaching. The training was successful and satisfactory. That was the impression of most teachers who attended regularly the in-service training. Satisfactory because of the supervisory activities, which were aimed at maintenance, improvement and remediation of the basic elements that were included in the training programme. Contrariwise, that professional in-service training did not focus specifically on how teachers construct their professional identities in on-going interaction with learners, by reflecting on their actions in the classroom and adapting them to meet the learner's expressed or implicit learning needs.

As the preparation of the teacher is of a primary importance, it must provide teachers with mastery of the English language in the broader sense, i.e. knowledge of the linguistic, communicative, pragmatic and cultural dimensions of the language, but unfortunately in our schools, there are teachers whose knowledge of English falls far short of these requirements.(Benmoussat:2003). Despite the fact that the situation is growing worse, the Ministry of Education points out

to the teacher as being the only responsible for teaching management and bad results. But teachers see the problem from another angle; they claim that the real cause is due to two facts. First , the syllabus designers and armchair education policymakers seem not to account for the Algerian school's contextual constraints relating to teacher's training, teaching time, physical conditions, and other related educational inputs. Second, our pupils, with few exceptions, display a reluctance and growing demotivation to spend extra effort to learn foreign languages.(Abi Ayad 1997; Ourred 2000 cited in Benmoussat 2003).

2.4.1. Seminars / Study days

During each academic year teachers, whether novice or experienced, are requested to attend seminars/study days which are mainly supervised by the inspector who usually runs the seminar with the help of two or three experienced teachers. In the plenary session, chiefly, the inspector presents, in one to two hour time, the broad perspectives and assignments of the programme and explains how and what should be overtaken during the allotted time. Because of long monotonous readings or power-pointings of the programme, most of the teachers seem not involved and not concerned during the presentation. In fact, what really happens is that teachers have become "allergic" to seminars, especially when the various problems that teaching suffers from are tackled only in form and where content is let to teachers to change it. It should, however, be mentioned that the quasi totality of seminars are devoid of practicability and consistency. It is, also, worth noting that the programmes of the last two decades were mainly on textbook adaptation (simplifying the texts of each unit and slimming down of input by altering activities and tasks) and preparations of lesson and unit plans. Hereby, teachers have always claimed practical tips and ready- made materials to be used as soon as they return to their classroom.

2.4.2. Teacher's Results a Quantitative Assessment

Some pedagogues 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, the Algerian Ministry of Education has adopted new measures to evaluate teachers' competence and effectiveness. Arguably, in the beginning of each school year a meeting of teachers with the principal is held each year. The order of the day of the meeting is about the ranking of teachers (prospective and experienced) according to the results their students obtain in the test of English in the baccalaureate exam. All too often, some experienced teachers may be ranked at the bottom of the scale; this scale stands for teaching effectiveness put forward by officials. This is only an allegation among many which deeply hurt the language teaching/learning process. This also shows that a cyclic wrongness occurs at a given level in the process of English language teaching in our country. This is clearly shown in the fluctuation of the results of the test of English in the Baccalauréat Exam during five years and synchronised by the same prevalent approach.

The causes of such a fluctuation are so numerous and mysterious that teachers find themselves bewildered and perplexed. Some teachers talk about the level of pupils which is more and more degrading, others point out to the inadequate implementation of the approaches and methods, others say that the bad results are , mainly due to the non-adapted, badly designed, and repulsive textbooks. Owing to the quasi- absence of experts who analyse syllabuses, now teachers firmly believe that the tests of the Baccalaureat exam are out of the points and what worse they are haphazardly formulated. Therefore, every year, after they finish correcting the Baccalaureat papers, all the teachers complain about the bad formulation of the test, saying that it is almost different from what they taught, all year long, to their pupils.

However, with the help of the inspectors who supervises the corrections they write collective reports which they send to the ministry, with the hope that there will be a change the subsequent year but in vain.

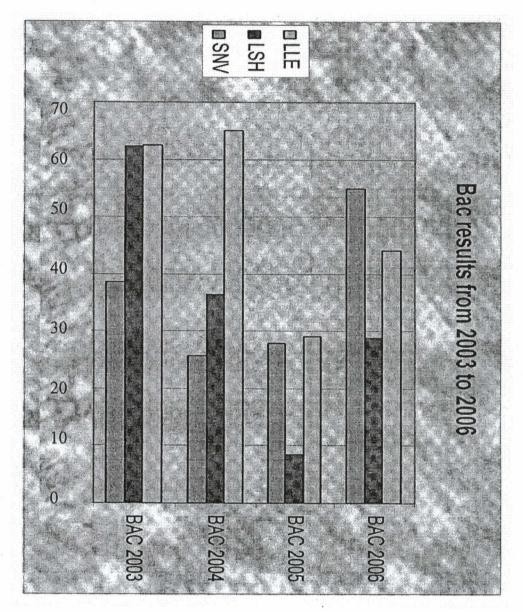Table 2.4 The results in percentages of the Baccalaureat Exam from 2003 to 2006 of Lycee Maghnia

	BAC 2003	BAC 2004	BAC 2005	BAC 2006
SNV	38,62	25,61	27,85	54,89
LSH	62,23	36,44	8,49	28,81
LLE	62,5	65	29,03	44,11

Table 2.5 The results in percentages.

2.4.3. Professional Development for EFL Teachers

The general inspector of English works mainly with three categories of teachers: novice, experienced and trainees (non-confirmed teachers). Experienced teachers, who have worked for many years, rely solely on their own experience to fulfil their students' needs. Any training, however, sounds needless to them unless it brings some kinds of novelty. Conversely, trainee teachers must take profit from all training courses so as to overcome the many difficulties that may stand while sitting for their CAPES (Certificat d'Apptitude Professional de L'Enseignement Secondaire, which is roughly equivalent to the British Certificate in Education, Cert Ed) .

Officially a training course holds three aspects: the professional, the administrative and the academic which respectively stand for demonstration classes, lesson preparation and trial lesson for trainees. Non-confirmed teachers are usually informed about the date they sit for the exam of capes. A teacher who is subject to the CAPES exam, is required to present two different lessons (Listening or Reading Comprehension /Speaking/Writing) from two different didactic units/files, with two different levels. Here then the inspector explains all the opportunities of promotion once the non confirmed teacher succeeds in the capes exam. The day of the exam the inspector comes to the lycee accompanied with, mainly, two assumed qualified teachers, as members of the jury and, who are supposed to be the defenders of the teacher. After the presentation of the two lectures, a long discussion is held in the principal's office where the teacher is provided with the judgemental remarks of his / her practices of the two lessons he/ she presented. At this level, the teacher is required to sustain his work by giving persuasive arguments which may ensure his / her success in the exam. It should be pointed out that very few teachers fail in the capes exam. Every year a list of teachers sitting for the CAPES is sent to the general inspector of English. The candidates have to apply for the CAPES within a

limited period of five years, otherwise the teacher is dismissed and leaves the teaching profession

2.4.4. The role of the Inspector

The inspector is the direct representative of the Ministry of Education. His role is to maintain the applications of the varied educational laws as they are stipulated by the country's national policy of education, and to watch over the teacher's respect towards the job. The inspector assesses the effectiveness of teaching; he writes reports which determine whether or not teachers deserve promotion, suspension, or even dismissal. In the post supervision discussion the inspector, generally makes remarks on what was well and what was badly done and urges the teacher to avoid the negative points in the subsequent lessons. After one to two weeks time the teacher receives the report which carries a grade. This grade can be crucial for the teacher, since it is, in one case, the impetus which gives the teacher heartful encouragements, or in another case, it gives birth to a collapse and therefore, to a decline in the teaching activities, especially when misunderstanding and unfairness are prevalent.

The inspector is respected by some and dreaded by many. What should be pointed out in this context is the great number of shortcomings that can be enumerated in supervisions and within which the supervised teachers feel degrading and perplexed. For example, the inspector's supervisions are mostly scheduled by the end of the term and more precisely by the day that follows the end of the exams wherein learners feel tired, bored and fed up .So much worse, teachers must deploy paramount effort to present a worthy lesson but in vain. Therefore a great number of experienced teachers are badly and unfairly graded. In many schools, many teachers have been, at least one time, deeply deceived by the inspector's supervision, or supervisions they assert that they get these negative attitudes because the supervisions are mainly directive, authoritarian, vague, subjective and unsystematic. Many

a teacher considers these facts as constraints or hindrances that stand high and prevent teachers to pave towards pedagogical innovation or teacher education development.

2.4.4.1. Clinilical Supervision of Teachers

In the very beginning of his/her teaching career the teacher needs to be supervised once or twice by the general inspector of English. This supervision is meant, mainly, to provide the novice teacher with advice and insights on the way he/she should tackle the classroom practices. Supervision, on another side, has its goal **"the professional development of teachers, with an emphasis on improving teacher's classroom performance."** (Acheson and Gall 1992:1) This explains that both the supervisor and the teacher engage in a process of interaction that:

- Provides effective instructional methodology
- Triggers self-esteem and self- confidence
- Assists teachers in developing strategies to promote learning
  l
  motivate learners and manage the classroom
- reinforces methodological teaching of the basic skills
- Fosters real involvement in taking on new responsibilities
- Helps teachers to identify successful classroom practices

A seminar can be the area where the inspector can plan a conference during which he sets an agenda for supervisory visits that will have the goals to evaluate the teacher's teaching techniques, methodology, classroom management, affective factors, use of resources etc. Generally the day of the supervision is unknown to the supervisee, and there's no official meeting during which the inspector and the teacher agree on the focus of the forthcoming classroom visit. On the 'D-day', the inspector enters the classroom setting unexpectedly while the teacher performing his/her lesson. The first thing, and above all, the supervisor

asks the teacher if all his/her teaching documents are available, these concern: the register, which must be very well kept since it is assumed to reflect all the teacher's work, the log book, which is another personal register wherein the teacher plans his/her expected practices, the mark book, within which the teacher is urged to report all the assessment grades of the students, the unit/file plan, which must include all the lessons with their detailed final and intermediate objectives and at last the lesson plan, within which must be inclusive the intermediate and aims of all the tasks. Once all these at hand the supervisor takes randomly three or four learners' copybooks sits at the very back of the classroom and starts observing the lesson systematically and judgmentally while the teacher carries on step by step the performance of his lesson plan, trying to subdue himself by getting rid of the inhibition and anxiety provoked by the presence of the inspector.

2.4.5. Observation for Training; the Ultimate Process

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 inspectors urge prospective teachers 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 student teacher (prospective) is taught to produce and elaborate, step by step rigid lesson plans, 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 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 uni-directional in which the observer is the expert who tells the prospective teacher what

s/he did well and what s/he did poorly. Some observations, often the teacher trainer, take delight in dishing out observation data in devastating language- 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 what really happens in our educational system.

2.4.6. Teachers coordination Meetings

In our secondary schools system, coordination meetings are compulsory; they are supposed to be held one time a month or when assigned by the inspector or the headmaster. The coordinator is, mainly, an experienced teacher whose role includes coordinating, preparation of exams and keeping official records. Colleagues who are less fortunate in terms of professional training can be helped within the school with the coordinator playing the roles of coordinator, demonstrator, organiser, mentor etc. Prior to any demonstration class, the coordinator elaborates a calendar of coordination meetings that are to be held all along the academic year. The general inspector often urges teachers, while in seminars or study days, to collaborate between them by exchanging ideas, beliefs, upon which are established their teaching practices. More importantly they are encouraged to reflect on their practices and make necessary changes that can bring about innovation.

2.5. A Seminar on TED in Algeria

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 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 outcome. 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 one again.

2.6. Conclusion

Professional development of teachers is certainly the corner stone of any educational system in which it is compulsory for teachers to be acquainted by the variables of the teaching learning process that might emerge here and there according to situational pedagogic circumstances. It is, therefore, the task of educators and teacher trainers to lay a substantial emphasis on how to regain the teacher's confidence in the classroom and take measures that give rise to effective teaching practices. Moreover, the importance that stands now in our educational institutions is the responsibility which must be placed on Language teacher Education programmes in order to transform the process of language teacher preparation into a never-ending quest for quality. This owing to the fact that neither the would-be teacher nor the in-service teachers are subject to refined and enlightened trainings that yield successful classroom practices. Therefore teachers in our schools have become dependent blind followers of what is imposed to them. Moreover, and more importantly they have

developed a kind of ritual behaviour which has become habitual and
no longer serve them well.

Development is not only a way forward the experienced teachers
who believe that they have unfulfilled potential and who want to
go on learning. If its attitudes and beliefs can begin in pre-
service training, where trainees can be encouraged to learn from
their own developing awareness and reflection alongside feedback
from tutors and fellow trainees, then it can continue as a basis
for career-long learning. Admittedly, a cautious, on-going and
concerted professional development of teachers with a confidence
oriented cyclical supervision can be considered as solid
foundations upon which an effective and efficient process of
teaching and learning can be built.

Notes to Chapter Two

1. Clinical supervision. There are five models of clinical supervision .

- Directive supervision (with a supervisor who directs and evaluates teaching).
- Alternative supervision (with a supervisor and supervisee who share the responsibility for generating alternatives).
- collaborative supervision (with a supervisor who works with but does not direct supervisees) .
- Non-directive supervision (with a non-judgmental supervisor who listens to and restates supervisees' ideas) and .
- Creative supervision (with a supervisor who makes use of a combination of approaches).

Chapter Three

Reflective Teaching in classroom Practice. Analysis.

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 educational practice. Daily, hourly, even minute by minute, teachers attempt to solve problems that are generally arisen in the classroom. In this respect, the process of reflection 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 extended essay, 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 preparation at the level of in-service and pre-service training.

Another worthy focus, in this chapter, has been the disclosure of the conception of teacher education development to teachers in a well-defined teaching context underlying the importance of the exploratory tasks, since they are considered as major procedures 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 schools' 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) 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 gather a great amount of reliable data from anonymous informants in a very short period of time. The interview, on the other hand, was designed to record the opinions of representative partners (inspectors of secondary schools) regarding several aspects pertaining to their role as being ELT specialists and training supervisors.

At last, the classroom observation is pointed out as a complementary research tool which will provide us with extra empirical data of teachers' practices. These teachers are believed to represent the outstanding pole in this research. So as to collect a maximum amount of information, the researcher got profit from the period of the Baccalaureate exam correction (session June2007) in "Lycee Maliha Hamidou" where teachers came from different parts of the "willaya" of Tlemcen. They were about seventy five correctors, but, the questionnaire was distributed to fifty eight EFL teachers. What can be stated about the questionnaire is that the inclusive questions whether

close-ended; open-ended or combined are hopefully expressing the hypotheses proposed in the onset of the problematics.

The unstructured interview, as another contributory research instrument was conducted by the researcher during a seminar, entitled "Bridging the gap" wherein the teachers of middle schools met the ones of secondary schools. Yet, it was a fairly good opportunity because there had been the possibility to conduct an unstructured interview with an inspector who was asked to give his opinion on the programmes scheduled in seminars and study-days.

Finally, classroom observation data collection as a crucial triangulation component aimed at obtaining a richer description of teachers' reflection on their practices and expectations on the prospects of becoming better teachers. The researcher overtook this research instrument by taking structured notes and paying attention to the observed teachers' methodology. Thus, in such observations, the teacher is targeted rather than the learner. This, of course, was developed over a period of two months during which the researcher attended only lessons on the reading skill (as a selected sample) which were performed by one of his colleagues.

3.2.1. Teachers' Questionnaire

The rationale behind administering a questionnaire to EFL teachers was to remove the ambiguities that veil the reality of the teaching of English at the level of our secondary schools. The respondents, fifty-eight, in number were of different age and years of experience. The included questions were all intended to get from teachers, the maximum amount of data that concern their pedagogical preparations and their teaching practices. 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 procedure.

The first four 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 observation" as the task that can be overtaken as a substitute to class demonstration, 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.

QUESTION ONE: How many years of training have you had altogether to qualify as a teacher (Include all trainings during and after University)?

With the present question,(see appendix B question one) the researcher intended to reckon the number of years in which teachers were subjects to trainings both at the level of university and while teaching at school. It also aimed at whether the number of years of trainings bore an evidence of either a quantitative or a qualitative impact on the savoir faire while in the teaching setting. According to the majority of teachers 68% the time devoted to trainings did not exceed

one year. Other respondents 29% reported that they have never been subjects to any training.

QUESTION TWO: **in your judgement, how has university affected your overall command of English? Better-Better in some areas-Worse in others-Worse.**

Out of this question, 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, has the ability to develop a serious commitment to the achievement of teaching objectives. As was to be expected, the majority (51out of58) agreed that university experience had affected their command of English for the better. As for the other informants we had no answers.

QUESTION THREE: As a teacher, when do you speak English besides talking to your pupils?

- 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.(see appendix B:147) 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 pupils. Out of the analysis we found out that 80% of respondents are exposed to all forms of exposure to the English language except that this exposure excludes travel to English speaking countries. About 25% of teachers reported that apart from their classrooms they speak English in none of these areas.

QUESTION FOUR: Are you applying in your teaching What you learnt in your formal training?

- 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.(see appendix B:148) 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.

QUESTION FIVE: Do you feel that you are acquiring Further experience from your teaching?

Regarding the acquisition of teaching experience, the quasi totality of respondents (57out of 58) 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

QUESTION SIX: Are you aware of any development as a teacher through being a member of a club or a subscriber of a magazine?

As was to be expected, almost all the respondents (56 out of 58) that they were not aware of any development. Yet, most of them justified by saying that the concept of teacher education development is unknown to them, and that it has never been the subject matter of a seminar or a study day.

QUESTION SEVEN: Is this reflection shaped by contact with both learners and other teachers?

The objective of such question 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 30% really reported that there was a reflection which is shaped by contact with other teachers. However, about 70% of respondents said that there was no reflection since the concept of TED is still unknown to them.

QUESTION EIGHT: Have you ever kept a diary or 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 48% of teachers who confirmed using diaries where they recorded some of the teaching practices, and some of the experienced problems. On the other side, more than 55% of the remaining teachers indicated that they had never kept a diary.

QUESTION NINE: What kind of journal was it and for what purpose?

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.

QUESTION TEN: Do you use lesson reports in your daily teaching? If yes, what do you generally mention in?

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.

QUESTION ELEVEN: Have you ever observed a colleague performing a lesson?

The objective of this question was to collect data about observation, which was the investigative procedure that consisted of gathering information about teaching procedures and techniques. In here, we asked teachers whether they had ever acted out as observers. Actually, 90% of respondents replied that they observed a colleague performing a lesson. About 10% reported that they had never observed a mate performing a lesson.

QUESTION TWELVE: Have you ever been observed, by a peer, performing a lesson?

Concerning the present question, the researcher wanted to check if all the teachers had, at least, one time, been observed by a peer.(see appendix B:148) This is because observation has always proved to be frustrating and intimidating. In fact, the number of respondents, roughly, equals the one of the previous question which is about 87%. However, we noted that the 13% of the remaining teachers stated that they had never been observed except by inspectors.

QUESTION THIRTEEN: Do you arrange the class observation with your mate, or is it arranged by the administration of your school?

In order to fulfil the purpose in view, we put this question to check whether the observation is a demonstration class, which is mainly imposed by the legislation of the education system, or a real observation wherein the time and the class are deliberately chosen by the observer and the observed. As was to be expected, 85% of the respondents reported that the observation is generally arranged by the administration of the school. The 15% of the other informants concluded that they themselves arranged the observation but not at the expense of learners time.

QUESTION FOURTEEN: If the class observation is arranged by the administration, who attends the observation?

What is unusual with the class observation, which is arranged by the administration, is that its executive members attend the observation. Therefore, this question was meant to obtain data about all the persons who attend the demonstration class.(see appendix B:149) As was to be expected, the large majority of the respondents 95% admitted that the headmaster and quite often the principal of the school attend the observation. However, about 5% of teachers reported that it is up to the teacher to invite whoever he wanted.

QUESTION FIFTEEN: Do you meet with the observer after the class observation? If yes, where?

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.(see Appendix B:149) It was about 45% of teachers who

said that the post-observation meeting was mainly held with the headmaster in his office. Some 20% of other informants reported that, though it was considered as the school regulation, 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.

QUESTION SIXTEEN: Do you tell the observer, while observing you to evaluate your methodology and techniques, or your pronunciation, intonation, correctness of speech and the like?

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.

QUESTION SEVENTEEN: How often do you arrange a class observation?

1. Never
2. Once a week
3. Once a month
4. Twice a month

> 5. Once a year
>
> 6. Twice a year

This question lays an emphasis on the frequency of peer observation occurrence. (See Appendix B: 150) Thus teachers were requested to roughly indicate the number of times class observations occured in their school. The result showed that 90% of informants reported that class observation is held once a year. What was not expected is that 5% of teachers considered that their schools frequently arrange class observation. Contrariwise, 5% of others admitted that they had never arranged class observation.

QUESTION EIGHTEEN: **These are assumed to be constraints that prevent teachers from changing their practices for better. Arrange them from the most important to the least important.**

- Unfair judgement of inspectors'in clinical supervision.
- High teacher-pupil ratios.
- Pressures of the administration.
- Long dull heavy programmes.
- Underpayment
- School discipline 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 unfair judgement of inspectors' in clinical supervisions was the constraint that was unanimously pointed out by

teachers.(See Appendix B:150) Actually 97% of respondents accused inspectors and complained having been denigrated by inspectors in clinical supervisions.

The second more or less important constraint was the fact that teachers have been under the pressure, for years on end, of overworking and underpayment. 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.

At last, 65% among respondents believed that the constraint of high teacher-pupil ratio is still viewed as one of the most striking causes that have emphatically hindered teaching as a whole.

3.3. 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. As for teacher education development, teachers recommend that a new range of seminars and study days should be organised on a regular basis and which should 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.

As for the constraints, teachers suggested that the decision makers should immediately start resolving the many constraints that hinder professional development. I f 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.

3.3.1. Results Interpretation

Respondents were asked in the first three questions about whether the 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 formal training in our country did not bring satisfaction, efficiency and consistency in language teaching education (LTE).

Besides, attention is to be drawn on the fact that respondents have been teaching for more than fifteen 15 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 they were subjected to. 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 acquired only in presets and insets. On the other hand, some teachers 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, may be because the byways of reflection still remain ignored at the level of our educational system. This fact is indubitably the one which makes teachers still bewildered in applying the right techniques that can help them to extricate from practices which are no longer incurrent use. Furthermore, the subtle influence of the instructions that fall from above, have remarkably turned out teachers to blind followers of the designed syllabuses. 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 aim of each activity.

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 assigned by officials to seek change and betterment.

Among questions about the investigative procedures which were briefly explained in the questionnaire, the respondents are to point out whether they observed a colleague teaching a lesson or have, themselves, been observed by one of their mates. To this end, most teachers put a cross in the yes square, thinking that the observation is the one which is scheduled one time a year by the administration, and which is called a demonstration class.

All too often, the lesson, in a demonstration class, is mainly performed by the most experienced teacher, who must

follow an instructional methodology imposed by the external agenda. It is, then, compulsory for all teachers to attend the demonstration class and take notes of each step of the lesson. The headmaster also attends the performance and takes notes for later comments and recommendations. At the head master's office, the teachers discuss the lesson performed by their peer step by step and make comments and remarks. They also exchange ideas beliefs and teaching strategies. In all, if the lesson is considered as successful by the head master (Most of the time school's directors have no single knowledge of the English language) he /she urges the teachers to apply their mate's strategies and "savoir faire" on their own teaching practices.

3.4. The Interview

The second pole of the investigation will be geared by a semi structured interview which was held with the general inspector of English during a three-day seminar. 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 (Insets).Furthermore, it is believed that inspectors are much of what teachers need; since they were themselves former teachers. More importantly, they represent the evident partnership that relays the pedagogical decisions from the officials to teachers via INSETS; seminars study days and the like. In addition to this the inspector's contribution was aspired for more data that concern teaching methodologies, evaluation and suggestions of what can be inclusive within the programmes of seminars and study days. 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.

1. **What are the main objectives of seminars and study days you have organized recently?**

2. **Why are in-service training, for both novice and experienced teachers, no longer organized?**

3. **Do you think that teachers are well prepared to tackle new ELT approaches?**

4. **Why is the concept of teacher education development never included within the programmes of seminars or study days?**

3.4.1. Data Collection

With a five-year experience the interviewed inspector, shows great eagerness in holding a discussion. After having been thoroughly briefed of our topic, the inspector then reports that the majority of seminars and study days that have been organized so far aimed at adapting syllabuses and programmes, and slimming down the numerous tasks and activities within the new textbooks. This is to help teachers better cope with the newly implemented approach. In addition to this, new teaching objectives are accordingly set and require from us to work together in order to design new files and lessons' plans.

Concerning the cancellation of the insets for students and working teachers, the inspector believed that the causes might be economic. He then confirmed that the last INSET was held in Tlemcen in 1999, and that it is a pity because whatever they do, teachers

need to reconstruct and reconsider their knowledge of the skills the methods, the techniques, the language and all the items related to the area of pedagogy. More importantly, teachers who are subjects to INSETS can highly benefit of well planned formal teaching and ensure coherent development opportunities. To this end, he resumed, INSETS should be reset as soon as possible.

Actually, the inspector argues that many teachers have been carelessly prepared and therefore cannot ensure many of the pedagogical practices. As a matter of facts, these teachers might contribute greatly to the crumbling of the teaching/learning process and this has really given rise to the unavoidable state of the low achievement which is reflected by the bad results recorded by pupils in official exams.

As for the programmes of seminars and study days, the inspector asserts that anything which is communicated to teachers is imposed by the officials from the Ministry of Education and inspectors are not free to deliver haphazardly things that they think are valuable and worthwhile for the benefit of teaching and learning. Concerning the exclusion of TED within these programmes, the interviewee explained that for the time being the concept of TED is almost unknown to all of the teachers because it has never been the subject matter of any seminar or study day.

3.4.2. Results Interpretation

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 teachers have barely benefited from training for the newly implemented approach. However, this has led to a low quality of teaching English as a foreign language which prevails now at different levels in our schools. We can even say that the situation

is now chaotic because of the inadequate presets, absence of insets, lengthy programmes, non-adapted textbooks (texts for advanced learners) and confusion about 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.

The need for teacher education development arises from the inadequacy of training courses, 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 teacher training teacher development can be a vital component in teacher 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 ideas converge ideally with the present findings.

3.5. Classroom Observation

Classroom observation can be one of the most informative triangulation data-collection technique, since it facilitates the gathering of various aspects of teachers' teaching practices. Within this study, the aspects include the teacher's reactions to unpredictable teaching/learning situations in a short-term range (reflection in-action) and reactions, which lie in a long-term range (reflection on-action)It is worthy to note that in such observations the teacher is targeted rather than the learner, but this does not mean that it is a way of evaluating (teaching) but a way of gathering information about (teaching)The researcher, in this phase of investigation, opted for a systematic recording of

practices, that were articulated by the teacher, during the teaching of comprehension skill. It should be pointed out, hence, that the choice of reading comprehension was not made purposefully for specific intentions, but was just a mere choice. Evidence made that the observation had to be conducted over two months of time. This was owing to the fact that the investigation needed sufficient time to be completed. Yet the observation focused on two main procedures: taking structured notes and checking if the observed teacher made reflection in-action (during a given lesson)and reflection on-action (within the subsequent lessons).However, the emphasis was laid on the following practices articulated in reading comprehension:

- The way the teacher starts the warming up
- How he introduces the topical lexis
- On which part of the board he writes the topical lexis.
- Eliciting responses from his learners.
- Writing wrong answers on the BB for later comparison with right ones.
- Whether he reads out the text or urges the students to read it silently.
- Urging his learners to skim through and to scan the text.
- Explaining the tasks to be performed by the learners.
- Whether he turns around, checks and helps the students While reading the text and doing the tasks.
- Whether he proceeds to collective correction on BB.
- Urging pupils to write right answers on the BB.
- Correcting pupils who give wrong answers.

3.5.1. Teacher's Profile

The teacher with whom we undertook this research methodology is a young man of thirty five years of age, with a teaching experience of twelve years. He got the degree of English in 1995 from the University of Tlemcen. He sat for the Capes exam in 1997 and passed in the first time. He is average graded by the inspector. He has taught third year classes for many years and has been very successful. He is said to be very cautious and neat in his work. The headmaster has always counted on his teaching capacities.

3.5.2. Results and Interpretations of the Observation

After having observed this teacher over a period of nearly two months, we ascertained that the teacher's practices were changing from lesson to lesson. In this light, we came to the conclusion that the observed reflected most of his practices, altered some of them, and made changes that he thought to be more successful. In fact, he made reflections in-actions, because sometimes, within the lecture, he made diversions so as to lessen the language intricacies. What was unusual but good, with this teacher was that he never keeps silent; he always speaks about what he has just done with his pupils and asks his mates if they do the same thing. Hereby, what was interesting ,and most of the time, worthwhile, is that he made reflections on-actions and that was conspicuous in his practices, since all the steps he went through in the teaching of the reading skill have been either adjusted, altered or simply substituted by others which have brought about change, betterment and enthusiasm. This leads to say that teachers, at the level of secondary schools, might not have a single knowledge of reflective teaching but, in reality, there exist caring teachers who are informed and have an extensive knowledge base about teaching which made them attain a high level of awareness. Hereby, the divergence with the second hypothesis is now asserted, but it is worthy to

note that teachers who reflect their practices for change and betterment, simply do it because it is based upon their self reliance experience.

3.6. Interview

The present interview was held with a young teacher of English from Yaghmouracen school with an experience of (twelve) 12 years, about the necessary attitudes for reflective teaching. She first said that she nearly had no knowledge on the so-called reflective teaching. After being briefed about the concept and the attitudes it underlies, she kept silent for a while and said; "I would you to know that at the very beginning of my career, I thought to be the best teacher because I was really open-minded towards my pupils; in the sense I listened to their preoccupations and made changes that suit their learning priorities. I also used to feel responsible that was like a burden on my shoulders. I spent long sleepless nights to prepare, to adapt, to adopt and to implement what could make my teaching effective and efficient. I was wholehearted in the sense that I was continually making mindful efforts so as to make steady decisions that would change the assumptions of my teaching. But now, unfortunately, the image is completely reversed, and things are going in the other way around. I'm no longer the teacher I used to be, though I still feel that I do my job heartedly and seriously."

When she was asked about this radical change, she said that the reasons were many and diverse, but in sum there have been constraints from inside and outside the school walls.

3.7. Teaching pressures

Many teaching pressures are all the same in most countries. In the case of Algeria, teachers are generally underpaid, but required to have a heavy Workload. Consequently,

they are so busy fulfilling their teaching responsibilities that they don't have time to question the educational reforms which are usually imposed by the governments.

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, such as the lack of time, high teacher – pupil 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 with their pupils are seriously compromised when the teacher is confronted by a crowded and mixed ability class.

In our secondary schools the average teacher pupil ratio is about 1:50 .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, there fore relinquish the idea to change their teaching practices. In addition to this, teachers have drawn a negative picture of inspectors who created the feelings, among teachers of fear, inferiority and defensiveness and, therefore, see inspectors 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.

3.8. Conclusion

Educators, inspectors 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.

Chapter Four

Suggestions and Recommendations

A Model of Reflective Teaching

4.1. Introduction

There is, undoubtedly, recognition among teachers, trainers and trainees that more needs to be done to improve the training of English Language Teachers. To this view, teachers must divert their attention to the building of a new vision which paves them out of the routinized instructional methodological practices. Yet, they should, urgently, take a step back to see the larger picture of what goes on in 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 reflective teaching. The model of reflection, upon which this modest work, lays is "Peer Observation", 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 . 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 pedagogical preparation of teachers of secondary schools.

4.2. 'Peer Observation' as a Reflective Teaching Model

To try out fresh approaches, teachers, at the level of secondary schools, should be involved in an ongoing observational research which consists of observing or, being observed by a colleague while teaching a lesson. 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. However, many obstacles stand in the way of teachers and prevent them to undertake this exploratory task which would give them a clear image of their teaching, which is, most of the time, full of ritual behaviours. Thereby, feedback from these observations is to make teachers think about what they do: draw their attention to the principles behind the rituals, and lead them away from ritual behaviour towards principled behaviour. These obstacles can be enumerated as follows:

- Most classrooms observations are conducted by administrators

  rather than by practising teachers. Peer observations are not very common. Consequently, aspect of administrator power.

- Much of the observation that goes on is unsystematic and subjective. Administrators and teachers have not been trained in observation or the use of systematic observation tools. Consequently they tend to use themselves as standards, and they observe impressionistically.

- Most observation is for teacher-evaluation purposes, with the result that teachers generally regard observation as a threat. This leads to tension in the classroom and tension between teacher and observer at any pre-or post-observation meetings.

- Post-observation meetings tend to focus on the teacher's behaviour-what he or she did well, what he or she might do better-rather than on developing the teacher's skills. As feedback from observers is often subjective, impressionist, and evaluative, teachers tend to react in defensive ways, and given this atmosphere, even useful feedback is often 'not heard'.

These observation shortcomings cannot be entirely overcome, unless a teacher observation programme is set up by officials who prospect the implementation of teacher education development in our educational system. 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 Algeria. The model is adapted from (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(eg 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.

4.2.1. Identification of an Observation's Focus

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:

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.

- The teacher teaches the lesson. At this stage of the observation, the observer focuses strictly on the targets 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.

4.2.2. 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-centredness:** 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.

4.2.3. 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.

4.2.4. 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?**

110

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.

4.2.4.1. 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 4.1 Samples of judgmental feedback.

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...	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 4.2 Samples of supportive feedback.

4.2.4.2. 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.

- 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?

4.3. Developing an in-service programme

An in-service programme should include opportunities for learning and for sharing ideas: on one's own, with colleges and with a supervisor.(See Appendice F) The inset programme should contain a
core set of requirements with a list of elective options selected by the teacher. The programme should be written by the teacher in cooperative with the curriculum director and programme director. It should contain opportunities for brain storming, planning, and sharing ideas, identifying ways of

meeting the needs of a specific students or group; and building on individual teacher strength us.

The inset programme should include elements of self assessment, peer feedback, and supervisor feedback. It should include student feedback as well. And finally it should include records and evidence of the teacher's instructional effectiveness, scholarly and/or creative activity, and professional service.

These are familiar to most academically prepared teachers from their pre-service experience.

4.3.1. Benefits of a good in-service programme.

In addition to helping teachers, in-service teacher education has direct and immediate positive effects on overall programme morale and particularly student Satisfaction. Teachers who are involved in an on-going effort to build their professional skills are happier, more invested in their teaching and more committed to the student and to the programme than teachers who have no in-service programme.

In-service training can be a powerful ally to a programme director who wants to head off problems with students dissatisfaction. By providing teachers with opportunities to explore needs of a given student, student group, much can achieved towards avoiding catastrophe. These opportunities can yield highly effective alternatives to what might have been the early departure of a student or the resignation of a teacher.

In addition, teacher frustration caused by lack of preparation or knowledge about students and their needs is also minimised by in-service teacher education. Student satisfaction is maximised in the English language programme in which teachers are prepared to meet the needs of their students.

4.3.2. Teacher Development form the Outset

When student teachers or even working teachers have little, or no previous training or teaching experience, they can be subjects of initial trainings where they are encouraged to adopt a developmental perspective, which will, not only, take them away from the course of learning but, inform them about their social skills and attitudes. In this respect, Jonathan Marks (1990:9-10) suggested a set of concrete steps that can foster teacher development when implemented in pre-service teacher training programmes.

4.3.2.1. Teaching Practice

Allow plenty of time to prepare and give feedback on teaching practice, if necessary at the expense of reduced seminar time. Encourage trainees to make their own suggestions about lesson content and procedures.

Get the trainees to specify lesson aims for themselves as well as for the learners, eg to give equal attention to all the learners in the class, or to ask questions only once and avoid repeating or reformulating them.

4.3.2.2. Seminars

Avoid giving models of 'correct' teaching, as they can be threatening. Use seminars to discuss and review different types of lesson observed or taught by trainees, and guide the discussion towards a typology of appropriate procedures based on the trainees' own observations.

Devote some seminar time to discussing ways of developing after the course finishes, e.g. peer observation, self-observation using video or audio recording, teaching diaries, teachers' groups, professional conferences, etc.

Devote some seminar time to 'process reviews' which look at the trainees' feelings and reactions to being a course

participant: topics such as coping with tiredness, confusion, what's happening in the group, etc.

4.3.2.3. Observation

Make space for the tutors to teach the learners with the trainees observing. Trainees can use the same procedure for observation and feedback that the tutors are using when they observe a trainee. In this way it can be seen that the tutors, too, acknowledge the value of exploring and developing their own role as teachers and trainers.

Give the trainees practice in observing and describing, not only evaluating. What they see, and learning not to mistake the one for the other.

4.3.2.4. Feedback and assessment

Encourage trainees to self-assess their teaching right from the start. Set up a framework for the trainees to get feedback from the learners as well as from other trainees and the tutors.

Learn to use good counselling and feedback skills, such as Six Category Intervention Analysis.[1]

Focus on the developmental process happening as the course progresses, rather than getting too distracted by the product of an individual lesson.

4.3.2.5. Personal support

Allow some space on the course for unstructured time when trainees can just be together, eg during coffee breaks, so that can talk about whatever they need to talk about, and be mutually supportive.

Invite teachers with around one year's experience to visit and discuss with the trainees how they have fared, and how they have dealt with the challenges of their first year of teaching.

Realise that some trainees will need more help than others, and try to treat each one as an individual.

The afore-suggested steps are, of course, based upon the view that that initial training should begin the process of helping teachers to work towards being reflective practitioners. Thus, at the same time, as they learn a variety of teaching techniques, they build understanding of the principles underlying those techniques and develop critical frameworks for evaluating them and their relevance and their usefulness for different teaching situations

4.4. Capacities for Managing Change

Teachers who have the capacity to go on seeing and doing things can cause a successful change in their teaching practices with a due satisfaction of their learners. Michael Fullan (1993:12-18) sees this as an important role for teachers. He, therefore, suggests that there are four core capacities which are necessary to deal with change. These are personal vision-building, inquiry, mastery and collaboration.

4.4.1. Personal vision-building

It is not a good idea to borrow someone else's vision. Working on vision means examining and re-examining, and making explicit to ourselves why we came into teaching. Asking 'What difference am I trying to make personally?' is a good place to start… To articulate our vision of the future… forces us to come out of the closet with doubts about ourselves and what we are doing… It comes from within, it gives meaning to work, and it exists independently of the particular organisation or group we happen to be… Once it gets going, personal purpose is not as private as it sounds… The more one takes the risk to express personal purpose, the more kindred spirits one will find. Individuals will find that they can convert their own desires into social agendas with others… When personal purpose is present in numbers it provides the power of deeper change.

4.4.2. Inquiry

Inquiry is necessary at the outset for forming personal purpose. While the latter comes from within, it must be fuelled by information, ideas, dilemmas and other contentions in our environment… Reflective practice, personal journals, action research, working in innovative mentoring and peer settings are some of the strategies currently available. Inquiry means internalising norms, habits and techniques for continuous learning.

4.4.3. Mastery

The capacity of mastery is another crucial ingredient. People must behave their ways into new ideas and skills, not just think their way into them. Mastery and competence are obviously necessary for effectiveness, but they are also means for achieving deeper understanding. New mindsets arise from new mastery as much as the other way around…

4.4.4. Collaboration

Collaboration is the fourth capacity… There is a ceiling effect to how much we can learn if we keep to ourselves… People need one another to learn and to accomplish things. Small-scale collaboration involves the attitude and capacity to form productive mentoring and peer relationships, team building and the like. On the a larger scale, it consists of the ability to work in organisation that form cross-institutional partnerships.

We need to go public to a new rationale for why teaching and teacher development is so fundamental to the future of society… To do so we need the capacities of change agentry.

4.5. 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.

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.

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.

4.5.1. Clinical Supervision: A Model

The goals of interactive supervisions are many and diverse, and most of them are assumed to provide teachers with a wide range of supportive pedagogical and instructional perspectives. For example, a clinical supervision diagnoses and solves instructional problems, assists teachers in developing strategies to promote

learning, motivate students, and manage the classroom. It can, eventually, help teachers develop a positive attitude towards continuous professional development. In this sense, Acheson and Gall (1992:2) argue that **clinical supervision has its goal the professional development of teachers, with an emphasis on improving teacher's classroom practice.** However, it has become one of the most proclaimed constraints that hinders teacher development.

Teachers often View supervision as a threat because the majority turn anxious while being supervised. These attitudes often stem from the subjective nature of classroom visits that are usually unannounced, supervisor-centred, authoritarian, directive, and judgemental. Consequently, most of the teachers react defensively and hostilely towards supervision. Owing to these facts, Stoller (1996) thought that inspectors should adopt a model of supervision that lends itself towards more productive supervisor/supervisee interaction and outcomes. She, therefore, suggests a set of instructions and attitudes which foster less threatening with more objective feedback and effective instruction.

Supervisors often tell teachers to minimize teacher talk in order to maximize students' participation/language use. Similarly, when supervising teachers, they need to listen more and talk less so that teachers can be active participants in the supervision process.

Supervisors must give teachers enough time to reflect and comment on the data. They must resist the temptation to impose their own judgements at the very start of the feedback session.

Supervisors should ask non-threatening questions that will guide teachers in the evaluation of their teaching and help them to clarify their thoughts. They can pose questions such as these: What practices would you repeat if you were to teach this class again? What would you change if you were to teach this class again? If you were a student, what would you want to change?

Supervisors should praise effective teaching practices that teachers point out when analysing the data. They should reinforce teachers' good ideas. They can acknowledge that they are listening and they value teachers' opinions and feelings by paraphrasing their thoughts and /or building upon them. They must also be willing to ignore some very obvious classroom problems if the teacher has come up with solutions for other problems that s/he has discovered. It is impossible to solve all the classroom problems after one visit. On another side, supervisors must recognise the inherent tension that exists between supervision and evaluation and the potential conflicts that can arise between teacher and supervisor. A high level of trust is needed so that teachers willingly entertain alternatives. However, they must give teachers credits for being able to help themselves. As guides, they can nurture true professional development and improved teaching. Equally, they must be open to alternative solutions. Teachers may come up with alternatives that inspectors had never considered. They must acknowledge the fact that there is no one single answer for instructional dilemmas. Besides, they can help teachers contextualise findings and relate them to the larger teaching /learning context so that oversimplified conclusions are not drawn from the data.

4.5.2. Principles for Teacher Development

The content and methodology of workshops should be perceived as personally relevant to participants. Following the principles that adults value their own experience as a resource for further learning and that they learn best when they have a personal investment in the programme, workshop content should, as far as possible, derived from the participants themselves. Theory should be derived from practice. In other words, teachers should be encouraged to derive theoretical principles from a study of classroom practices, rather than being exposed to a set of principles and being required to 'apply' these. These practices

should not be exemplary. Rather they should represent a range, including good, mediocre, and bad teaching. One can, in fact, learn as much from instances of poor practice as one can from instances of successful practice. The approach should be bottom-up rather than top-down. Teachers should be involved in the structuring of the professional development programme. Teachers should be encouraged to observe, analyse, and evaluate their own teaching. Professional development programmes should provide a model for teachers of the practices they wish to encourage, i.e. they should practice what they preach.

Applying these principles in workshops, is by far, the most effective and efficient way that enhance teachers to critically examine the experiences, knowledge, and values that under gird their teaching, understand the consequences of their teaching, and can provide substantial justification for their beliefs and practices.

4.5.3. 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.

4.5.4. An Ideal Initial Teacher Training

Teachers at the level of secondary schools are usually trained by universities or teacher training colleges. In the university

the would be teacher's training is under the responsibility of two academic units: on the one hand Faculties or Departments of Foreign Languages. In France, for instance, training is carried out by the IUFM (Institut Universitaire de Formation des Maitres).These are national institutions affiliated to the Ministry of Education, which operate in collaboration with universities and specialise in training teachers. In the UK, alongside the traditional higher education routes into teaching, it is possible for teachers to be trained by school clusters or individual schools. Initial teacher training is usually coordinated by the Ministry of education which acts in accordance with parliamentary legislation. In some European countries, the presets are advised by bodies made up of representatives from higher education institutions. They set up agencies with specific responsibility for overseeing the training of teachers and making recommendations to Ministries and to the training providers. This is clearly illustrated by the Teacher Training Agency in the UK (England ahd Wales).

4.5.5. Theoretical content of training courses

Secondary school language teachers are required to acquire a body of academic knowledge in the course of their studies in higher education. The courses include the study of general educational psychology and sociology. Students are also introduced to research methodology. The courses undertaken by all student teachers include history, literature and culture of the target community as specific component of their teacher training. Besides, comparative linguistics, sociolinguistics and psycholinguistics are also incorporated in training. At last the programmes devoted to language teaching methodology include, the latest approaches such as communicative approach to language and learner-centred approaches.

4.6. Building an Algerian Infrastructure for Training Teachers

Officially there is no partnership between university where would-be teachers undergo a very modest academic and pedagogical preparation and the institutions of national education where they can be recruited. Admittedly many prospective teachers have never benefited from neither presets nor insets. Consequently, we believe that it is high time official deciders drew lessons from the experience of other countries which are applying enlightened policies that serve positively national education. Hereby, we propose a set of recommendations assigned by specialists in a report to the European Commission (2002) and which can be adapted within the Algerian context.

To begin with, officials should define an ideal professional profile for trained language teachers, set clear objectives of language teacher training and identify good practices in organisation. In the same line of thought, the officials should appoint an expert working group which will be able to embody key themes, objectives, and examples of good practice, which will be provided by a guidance on the balance of theory and practice in initial training, giving consideration to the content and structure of practice and the relative lengths of time it requires.

The officials should consider issues specific to the the career development of teachers: from newly qualified status, to acknowledged basic competence, and on to advanced and expert status.

The officials should include guidelines on good practice in incorporating "peer observation" into teacher training. They should address the role of peer observation in encouraging critical awareness of each trainee's own approach to teaching; in accepting responsibility for maintaining the effectiveness of this approach; and in raising awareness of alternative methodologies and philosophies of teaching.

The officials should include guidelines on fostering the knowledge and skills needed for independent language learning. They should identify ways of equipping learners with a consistent Body of knowledge, which be applied to the learning of other languages. They should propose ways of developing personal skills, such as discovering resources, working in teams, managing one's own learning, understanding different learning styles, and applying different learning strategies. And they should encourage the values of "self development" and continued learning throughout life.

The officials should provide guidelines on incorporating elements of pedagogical research into teacher training. They should seek to incorporate models of educational research; the ability to access and assimilate the implications of new research findings; a broad introduction to educational research methods; and experience in conducting small-scale action research projects.

4.7. Conclusion

Teacher trainers, educators, inspectors and the like, should go to great length in order to compel teachers to be involved in a never ending quest of teacher development. In this way, they 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.

We also pointed out to the academic and pedagogical preparation of teachers in our country and collected a great number of possible alternatives assigned in many countries throughout the world. Awaiting for decisions from officials (political decision makers) these alternatives can, easily, be adapted in our educational system. 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.

Notes to Chapter Four

1. Six Category Intervention Analysis
Six Category Intervention Analysis is an interpersonal skills training model. It is designed for professional people whose job requires them to listen, support, guide and give feedback in ways that are honest, direct and supportive. It proposes six broad categories of intervention.

Authoritative	Facilitative
Prescriptive (giving advice)	Cathartic (learning from feelings)
Informative (giving information)	Catalytic (self-discovery talk)
Challenging (confronting supportively)	Supportive (raising self-esteem)

The strength of the model is that:

- It enables you to make 'visible' and 'tangible' your previously 'invisible' and 'intangible' ways of communicating.
- On the basis of that, you develop a new repertoire of intervening and facilitating skills.
- It focuses not only on listening, understanding and respecting the other, but also on guiding, telling, advising and challenging. Thus the model is suited to all aspects of education and training.
- At all times the focus is on the personal presence of the helper: you can only make effective and creative choices of intervention to the extent that you are really present to what is happening.

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, our educational system should embark on the bases of new assumptions of language teacher education, whose objectives should be to ascertain high standards of pedagogical preparation of teachers. Admitteadly, it is conceived that any successful teaching could not be achieved without prior of a fundamental teacher training since teachers are the corner stone of any educational policy. If this training is made up 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.

This research work has tried to trace out the shortcomings of the professional development of teachers in its different stages. It is aimed to suggest a model of relective teaching to secondary school teachers, which would ensure a change towards betterment and improvement in ELT. The present dissertation has been tackled into four chapters.

Chapter one has provided an eagle view of the relevant theoritical basis with which it has sustained the concept of teacher education development in a conceptual framework. This chapter has maintained that TED should be thoroughly applicated and implicated in teachers' professional development from the outset.

General Conclusion

Chapter two has set a broad situational analysis of secondary teachers professional development. In fact, it has revealed that presets and insets at the level of our educational system, have not brought satisfaction and encouragement to teachers who want to tackle their job with determination and commitment. Another thorny issue has been identified by this chapter is the one of clinical supervision of teachers, which has proved to be a formidable constraint that block the way to teachers to seek for a possibility to change their beliefs and assumptions about teaching.

Chapter three has provided a full description of the investigative study which has been carried out by a questionnaire administered to teachers of secondary school, a semi structured interview conducted with a general inspector of English and finally a systematic class observation. The results of the triangulation synthesised to reach the following concluding results: teachers, at the level of secondary schools, have not received a consistent pedagogical training based upon standard norms. Teachers' teaching practices are still based on a top-down-oriented approach, instructional methodology. What is also worthy to note is that the concept of TED with its components of reflection has never been introduced to teachers within all sorts of trainings. Furthermore, many teachers suffer from different constraints that come from inside and outside the schools' walls.

Chapter four has put forward the alternatives or remedies concerning teachers' practical teaching. In fact, as stated in this dissertation's title, a model of reflective teaching consisting, of "peer observation", has been suggested to techers in order to refine their teaching of different skills. Extra models of insets, presets, clinical supervision and the like have been recommended in this chapter.

What is needed in our education system, is that the professional development of teachers should be re-examined,

reconsidered and restructured so that it yields good results. The decision makers should verse themselves to eradicate the numerous educational shortcomings that are doing harm to this honourable job and hence to our learners and at the same time set to teachers ways to move forward and to learn alongside their students.

This work does not pretend to be exhaustive, it surely needs elaboration and fullfilment. In fact, it intends to motivate other researchers for further studies in the field of teacher professional development. Now the responsibility is assumed to be in the hand of teachers themselves, teacher trainers, inspectors and all those who have the role to trigger off a constant follow up of a successful teacher professional development. It is hoped that the study contributed in some measure to the infinite discussion on how best we can improve the quality of EFL teaching.

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Appendices
Appendix A

Dear colleagues,

It would be very kind of you if you fill this questionnaire expressing your opinions and attitudes in a reliable way.

Bio-data:

Sex: female ❏   male ❏

Age: _____

Experience: _____

Teacher development involves the teacher in a process of self-reflecting on experience, exploring the options for change deciding what can be achieved through personal effort, and setting appropriate goals.

The conception of T.E.D. as a reflective process is the one in which the teacher education experience becomes open to critical examination and to reconsideration. It asks teachers to observe themselves and to collect data from their own classes for self-evaluation and for change.

Question 1: How many years of training have you had altogether to qualify as a teacher (include all trainings during and after university) ?
Yes ❏ No ❏

Question 2: In your judgement, how has university affected your overall command of English?
Better -Better in some areas-worse in others-Worse.
Yes ❏ No ❏

Question 3: As a teacher , when do you speak English Besides talking to your pupils ?
Yes ❏ No ❏

- Reading English books and magazines
- Reading English literature

143

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

Question 4: Are you applying in your teaching what you learnt in your formal training?

a- pre-service training   ❑

b- in-service training   ❑

c- personal teaching experience   ❑

Question 5 : Do you feel that you are acquiring further experience from your teaching?   Yes ❑ No ❑

Question 6 : Are you aware of any development as a teacher through being a member of a club or a subscriber of a magazine?
Yes ❑ No ❑

Question 7 : Is this reflection shaped by contact with both learners and other teachers?   Yes ❑ No ❑

Keeping journals: (here we are not talking about log books) A journal is the teacher's gathering of the occurring teaching events. It has two purposes:

1- Events and ideas are recorded for the purpose of reflection.
2- The process itself helps trigger insights about teaching

Question 8 : Have you ever kept a journal/diary?
Yes ❑ No ❑

Question 9: What kind of journal was it and for what purpose was it ?

Lesson report: A lesson report is a list which enables teachers to describe their recollections of the main features of a lesson. The

purpose of a lesson report is to give the teacher a quick and simple procedure for regularly what happened during a lesson.

Question 10: Do you use lesson reports in your dialy teaching?
Yes ❑ No ❑
If yes, what do you generally mention in?

Observation: Observation involves visiting a class to oberve different aspects of teaching. It is a way of gathering information about teaching, rather than a way of evaluating teaching.

Question 11: Have you ever observed a colleague performing a lesson?
Yes ❑ No ❑

Question 12: Have you ever been observed , by a peer , performing a lesson?   Yes ❑ No ❑

Question 13: Do you arrange the class observation with your mate, or is it arranged by the administration of your school ?
Yes ❑ No ❑

Question 14: If the class observation is arranged by the administration, who attends the observation ?

Question 15: Do you meet with the observer after the class observation? If yes, where? Yes ❑ No ❑

Question 16: Do you tell the observer, while observing you to evaluate your methodology and techniques, or your pronunciation, intonation, correctness of speech and the like ?

Question 17: How often do you arrange a class observation?
    1. Never
    2. Once a week
    3. Once a month
    4. Twice a month

5. Once a year

6. Twice a year

Question 18: These are assumed to be constraints that prevent teachers from changing their practices for better. Arrange them from the most important to the least important.

- Unfair judgement of inspectors' cyclical supervision.
- High teacher-pupil ratios.
- Pressures of the administration.
- Long dull heavy programmes.
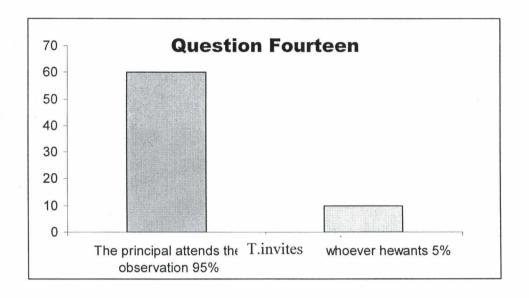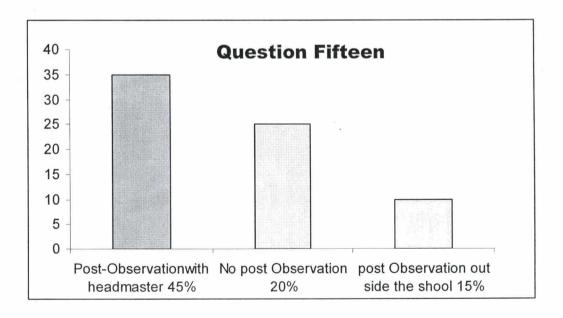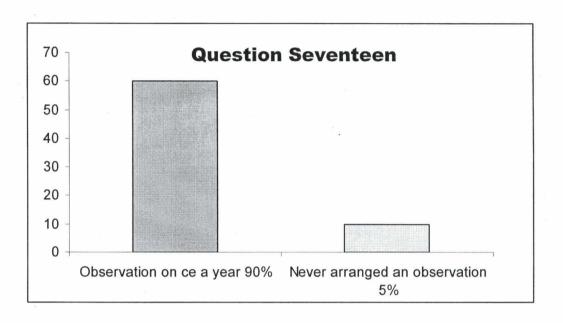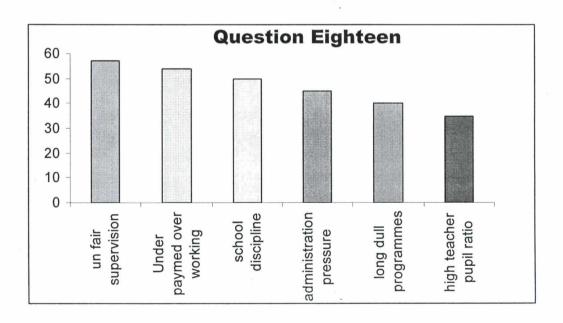- Underpayment and heavy work load.
- School discipline problems.

Appendices

Appendix B

Question One

Question Three

Question Four

Personnel Teachin In Experience	Service Training	Pre- service training

Question Twelve

Have your been observed 87%	Have never been Observed

Question Fourteen

70	
60	
50	
40	
30	
20	
10	
0	

The principal attends the observation 95%   T.invites   whoever hewants 5%

Question Fifteen

40	
35	
30	
25	
20	
15	
10	
5	
0	

Post-Observationwith headmaster 45%   No post Observation 20%   post Observation out side the shool 15%

Question Seventeen

| | Observation on ce a year 90% | Never arranged an observation 5% |

(bar chart: y-axis 0 to 70; "Observation on ce a year 90%" = 60; "Never arranged an observation 5%" = 10)

Question Eighteen

(bar chart: y-axis 0 to 60; un fair supervision ≈ 57; Under paymed over working ≈ 54; school discipline ≈ 50; administration pressure ≈ 45; long dull programmes ≈ 40; high teacher pupil ratio ≈ 35)

Appendices

Apendix C

CLASS   DATE
GOALS AND CONTENTS OF LESSON
OPENINGS The activity I used to open the lesson was _____ The purpose of this activity was
The effectiveness of this opening was: a)   very effective b)   moderately affective c)   not very affective SEQUENCING The lesson contained the following séquence of activities:
The purpose of sequencing the lesson in this way was:
The effectiveness of this séquence was: a)   very effective b)   moderately effective c)   not very effective PACING: Stratégies I use to achieve pacing were _____ The effectiveness of this strategy was: a) very effective b) moderately effective c) not very effective CLOSURE: The activity I used to end the lesson was _____ The purpose of this activity was
The effectiveness of this closure was: a)   very effective b)   moderately effective c)   not very effective

Sample lesson-report form (source: Richards and Lockhart 1996:137)

Appendix D

Peer Exchange Descriptive Observation

Teacher _____   Observer_____
Class   _____ ; _____ .   Attendance _____ Date _____
Lesson Outline
  __ minutes _____
  __ minutes _____
  __ minutes _____
  __ minutes _____
  __ minutes
  __
Assignment
  : _____
» LBrief description of the class :
objectives and activities ■ 2.Methods
of instruction used
  3.1nteraction Ratios

  A. teacher-talk to student-talk : _____
  B. teacher-student (lecture) : _____ __
  C. student-students ; _____
  D. teacher-student : _____
  E. student-students : _____

Descriptive Self-Observation of Writing Assignment
1. Objectives for the writing assignment :
2, Purpose for writing :
. 3.   Sequence of activities :
  A. students prepared for writing assigning
  B. motivation for writing
  C. group/pair/individual work
  D. response and feedback opportunities
     (1) by peers
     (2) by teacher

4. Assessment of written assignment : _____
5. Assessment of learning : Learning was checked by
  asking students to A.   perform a task :
exercise :do an activity.
  C. answer questions : _____
  D. other: _____ ; _____
6. How was class work organised to permit the check on individual
learning ?
7. What forms did the feedback take ?
  A, _____ teacher :   written _____ ,   oral
  other _____
  B. _____ student : written ;   oral_____ , other

8. How successful was the feedback ?
9. What evidence of learning was collected ?
  A. written__ _____

Appendices

    B. oral_____

    <u>C.</u> <u>other</u>

Appendix E: Observations Tasks

1 What helps people learn?

2 Options and decisions

3 Classroom interaction

4 Staging

5 Objectives

6 The learners

7 Feedback to learners

8 Errors and correction

9 Thoughts and questions

  Stolen goods

This appendix is a collection of lesson observation tasks. It is included because observation of other teachers (or of other trainees on a course) is an excellent way of helping oneself to become more aware of options and possibilities.

Doing tasks like these can help an observer to focus more clearly on what is happening in a lesson . They may provide useful information or insights for personal reflection or for a post-lesson discussion with the teacher. This does not imply that 'evaluation' or 'criticism' is required. Observation and discussion are learning tools for the observer and the teacher. In the right environment, where both people are respectful and supportive of each other, and where there is a clear agreement to be honest, then a post-lesson discussion can be invaluable as a way of moving forward.

Using the tasks

The teacher could:

- Observe a more experienced teacher's lesson

- Observe a colleague's lesson;

- Agree to observe each other's lessons;

Appendices

- Observe a trainee teacher's lessons;

- Ask someone to observe your own lesson;

- Think back to a lesson you have already seen;

- Think back to a lesson you have already taught.

The teacher could :

- Discuss the lesson before it happens;

- Discuss it afterwards;

- Not discuss it at all;

- Fill in the task during the lesson;

- Not fill in the task, but use it to focus your thoughts;

- Give the filled-in task to the teacher;

- Keep the filled-in task for yourself;

- Discuss the filled-in task.

He could, of course, also:

- Invent your own task;

- Agree a new task with the teacher.

OBSERVATION TASK 1   What helps people learn ?

What is there about the classroom, the activities, the teacher and the students that helps to create conditions for effective learning? What things do you observe that seem to play a part in hindering learning?

The classroom

Make notes on seating, sight-lines, space, air, warmth, light, whiteboard,

 equipment, etc

Appendices

The activities

Make notes on the kind of activities used, the nature of student involvement,

Balance of students doing things and teacher doing things, etc

The teacher

What personal qualities does the teacher have (ie not teaching techniques?) what

Kind of rapport does this teacher have? What is the personal psychological

Atmosphere generated by this teacher? What is it like to be a student in this classroom?

The learners

How motivated are the learners? Why ? To what extent are they taking an active part in their own learning? To what extent are they expecting the teacher to do the work for them?

OBSERVATION TASK 2   Options and decisions

The term 'classroom management' refers to the moment-by-moment decisions made and actions taken by the teatcher in class, eg writing on the whitebord ,
giving instructions, organizing the class into pairs, etc.
For every decision made there will have been other options that the teacher did not choose.
For each of the follpwing headings:
  A Note one example of a classroom situation in the lesson you are observing.

What does the teacher do?

B   Note one or two other options that the teacher had at that point in

the lesson, but did not choose.

Example   **Dealing with unexpected problems**

    Situation :   a student arrived twelve minutes late for the lesson

        Action   :   Teacher said 'hello' politely. (The student then sat down quietly

                    And found out what was going on from his neighbour).

    Other options: Teacher could have asked why the student was late.

                    Teacher could have pointed out the time to the student.

                    Student participation in lesson

        Situation :

            Action :

    Other options :

                        Grouping of students; arrangement of seating

            Situation :

            Action :

Other options :

Setting up activities; instructions

Situation :

Action :

Other options :

Board; classroom equipment ; visual aids

Situation :

Action :

Other options :

Dealing with unexpected problems

Situation :

Action :

Other options :

Teacher's role and participation

Situation :

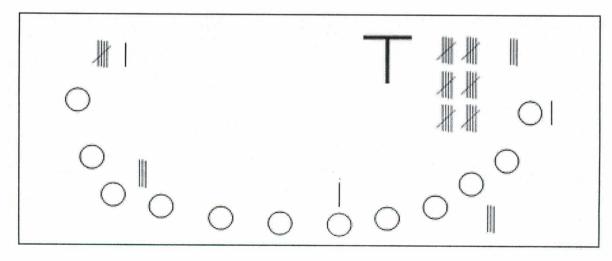Action :

Other options :

Other notes about the lesson :

OBSERVATION TASK 3   Classroom interaction

This observation task might make you more aware of some patterns of interaction within the classroom. Who talks? Who gets left out? By recording information objectively over a short period of time , it may be possible to notice some factors that make an important contribution to the working environment .
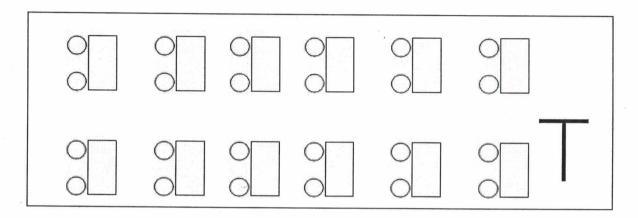
Main task : draw a rough sketch map of the classroom, marking each seating position and the place where the teacher is standing or sitting.

Choose a two-minute period near the start of the lesson and simply put a mark (eg a tick or a line) next to each person who says something. Repeat this task at one or two other points in the lesson.

Variations on the task : you could easily extend this idea of 'mapping' the classroom to take other factors into account. For example, you could include arrows to indicate who was being spoken to.

Or you could record the movements of the teacher over a short period of the lesson. For example:

OBSERVATION TASK 4 Staging

Use an **ARC** observation form to record the apparent stages of lesson.

If possible , compare your interpretation of what you saw with the teacher's own views after the lesson.

ARC	Skill area/further details	Time
A = Authentic use	**R** = Restricted use	

C = Clarification

Other comments

OBSERVATION TASK 5   Objectives

This task is appropriate if you are observing a class and you have not had a chance to discuss the lesson with the teacher before you observe.

Within the first five minutes, write a sentence that reflects your perception of the likely student achievements within the lesson.

By the end of this lesson the students will be better able to ......
Or
By the end of this lesson the students will have ....

Work on this sentence as the lesson proceeds. Adjust, edit, delete, rewrite it.

Or leave it. By the end of the lesson , have a sentence that reflects what the students actually seem to have achieved.

The students have …….

Also consider: do you think that the teacher had pre-planned objectives? Did the objectives evolve as the lesson progressed ? Was it hard to work out what was achieved?

After the lesson (if possible) have a brief chat with the teacher and find out what he/she considers had been achieved.

OBSERVATION TASK 6 The learners

This task may help you to see a student's point of view. Task : as you arrive in the classroom, choose (privately) one student to focus on in your observation. Watch this student throughout the lesson and make notes under the headings below.

Appendices

A

Choose a random two-minute period. Write a narrative description of

 what he/she is doing

B

Choose a random two-minute period. Write a narrative description of

what you imagine he/she is thinking/feeling.

C

Towards the end of the lesson write the student's own description of

 what has happened in the lesson. Have you enjoyed it? Have you learned something? What helped you? What would you have preferred? What worried you, annoyed you, hindered you ? How qre you feeling ?

OBSERVATION TASK 7   Feedback to leaners

How does the teacher give feedback to students? Note some specific examples.

What did the student do or say? What did the teacher do or say? Comment on the intentions or attitudes you think might underlie the teacher's response.

Consider: facial expression; gesture; movement; noises; listening (really listening ?) ; answering (really answering ?); correcting; ignoring; encouraging group to respond rqther thqn herself, etc. For example :

Student : the student said a sentence about her weekend trip to the country.

Teacher : the teacher nodded rather automatically. He didn't seem very interested. He said Mmm that's interesting and then repeated the question he had asked previously.

Commentary : I felt the teacher wasn't really interested in what the student wanted to say because he was trying to elicit a sentence using the present simple.

Appendices

Appendix F: An Inset model

Entrant's English usage Reading, TV, radio, Sports, Travel, reading professional literature, etc.

+

ITE training gained microteaching, peer observation, etc.

+

Entrant's workplace workmates, pupils, duties, communicative partners, etc.

Graduates leave as specialists in secondary school ELT meeting very high performance standards.

EXPERIENTIAL KNOWLEDGE, SKILLS, AND ATTITUDES

INSET INTERVENTION PROCESS

RECEIVED KNOWLEDGE, SKILLS, AND ATTITUDES

Entrants come with : hopes, models and images of 'good' &'bad' teaching, fears, ambitions, shool experience,

COMPONENT3
Assessment of participants' written & oral presentation ; and evaluation of university's facilities.

COMPONENT2
ELT methods course and foundations/theories of second Language Acquisition.

COMPONENT1
Content courses & EFL teaching culture : roles, living globally, multilingually, intra/interculturally

Appendices

Appendix G

A Technique for Developing Awareness

The following activity involves a guided visualization. Visualization or fantasies are fun and interesting and unusual because they allow you to be very imaginative and to find out what your hopes and ambitions, worries and fears really are. It is important to go into it in the right state of relaxation and openness to the messages of the subconscious mind. Here is one way to get yourself ready to do a visualization yourself.

1. To get into a relaxed state, sit or lie down.
2. If you are sitting down, put your feet flat on the floor. If you can't reach the floor, put a book of the right thickness under your feet to allow your seat, again so that your knees are at right angles.
3. Make sure your spine is straight and imagine that someone is holding a string attached to the top of your head, so that your head is loose on your shoulders, a bit like a puppet.
4. Lift your shoulders up and back and let them relax and drop as you breathe out .
5. If you are sitting down, rest your left hand in your right hand, palms facing up and rest them gently in your lap. If you are lying down, rest with your arms a little way from your side, palms facing upwards and fingers lightly curled.
6. When you are ready, lower or close your eyes, whichever is comfortable.
7. As you relax, listen to your breathing. Just notice it, without changing or forcing it .
8. Just concentrate on your breathing, and as thoughts come in, just notice them and, without judging them, let them go.
9. As you relax, notice how your breathing is becoming deeper ….and deeper, as you become more… and more …relaxed.

10. Keep breathing in this deep and relaxed way until you feel very calm.

11. Now you are ready to go into a guided visualization or fantasy.

12. Make a picture of anything at all that you want to see. A picture may just come to you, prompted by a reading, for example, or you may want to create a picture of yourself in a new situation which reflects the development you are working towards. If you don't find it easy to see pictures, don't worry. Just let sounds or thoughts come to you, and the more you practise, the better you will be able to make pictures.

13. Make thepictures as clear and vivid as you can, with colour if possible, and a lot of detail.Use all your senses by thinking:

    - What can I see?   - What can I hear ?
    - What am I doing?   - What can I smell ?
    - What are other people doing? - What can I touch ?
    - What am I and others saying? - What do I feel like ?

    Create a very positive feeling and atmosphere and hold onto that feeling.

    Believe very strongly that you want, and can have, this picture, if it is a new situation you are working towards .

14. If the picture fades, gently bring it back. Keep relaxed. Check out your breathing and the parts of your body, especially to that you have relaxed eyesad chin.

15. when you have a clear enough picture,say goodbye to the scene and, still with your eyes closed and keeping the relaxed feeling, imagine yourself slowly walking away from there and into the building where you are doing this exercise. See every step of the journey and come into the room you are in. feed yourself sitting in the chair. Think of the room . Listen to the noises outside and then inside. Feel your back against the floor or the relaxed feeling, slowly and gently stretch and open your eyes and get up , if lying down.

16. Sit quietly and think about what you have seen. You could try putting these instructions on tape so that they are ready for you