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Ministry of Higher Education and Scientific Research

University of Tlemcen

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

The Impact of Pre-Service Training on ELT Master I Students at Tlemcen University

Extended Essay Submitted to the Department of English as a Partial Fulfillment for the Requirements of the "Master" Degree in Language Studies.

Presented by: **Supervised by**:

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Academic Year: 2015/2016

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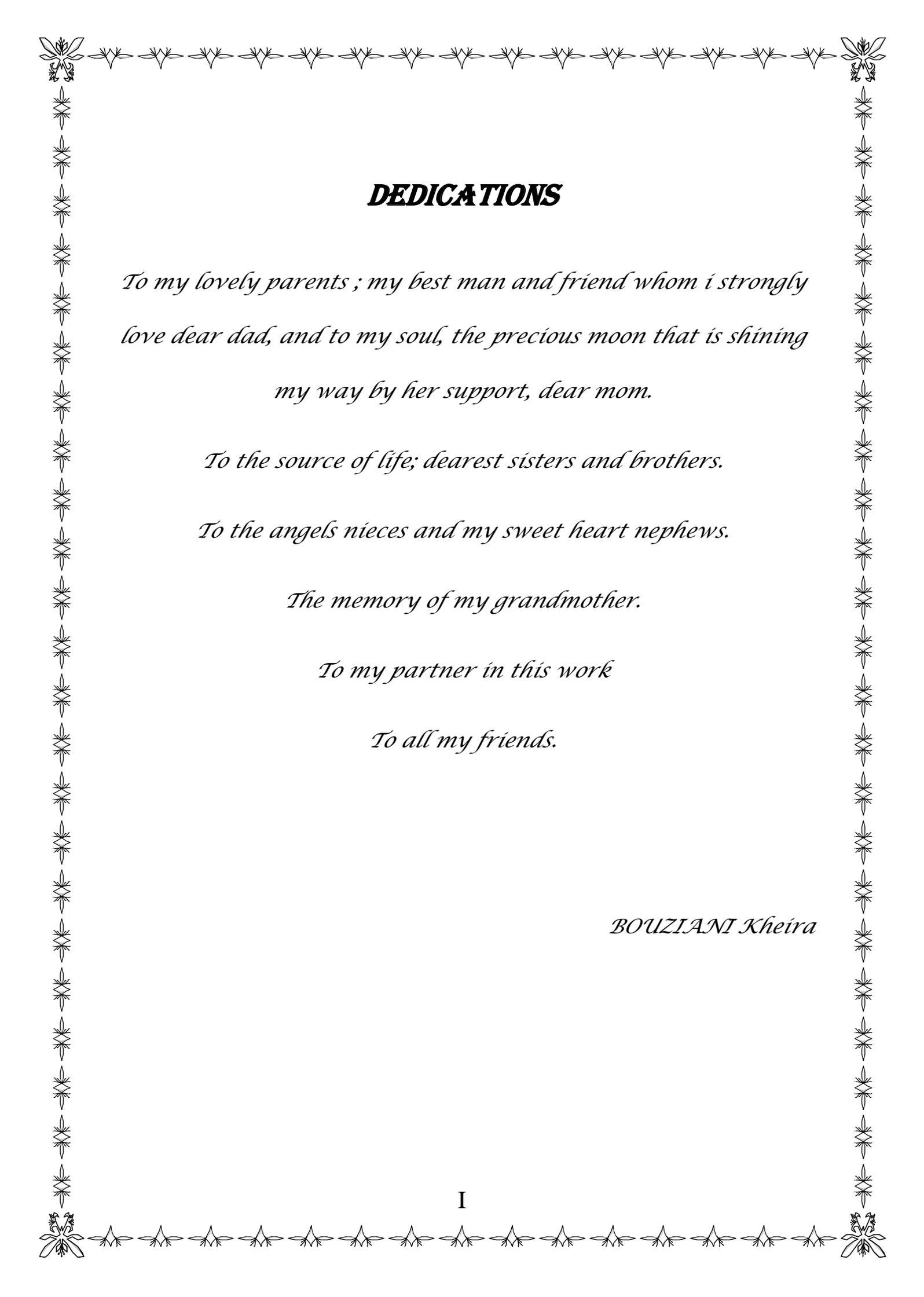
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DEDICATIONS

To my lovely parents ; my best man and friend whom i strongly love dear dad, and to my soul, the precious moon that is shining my way by her support, dear mom.
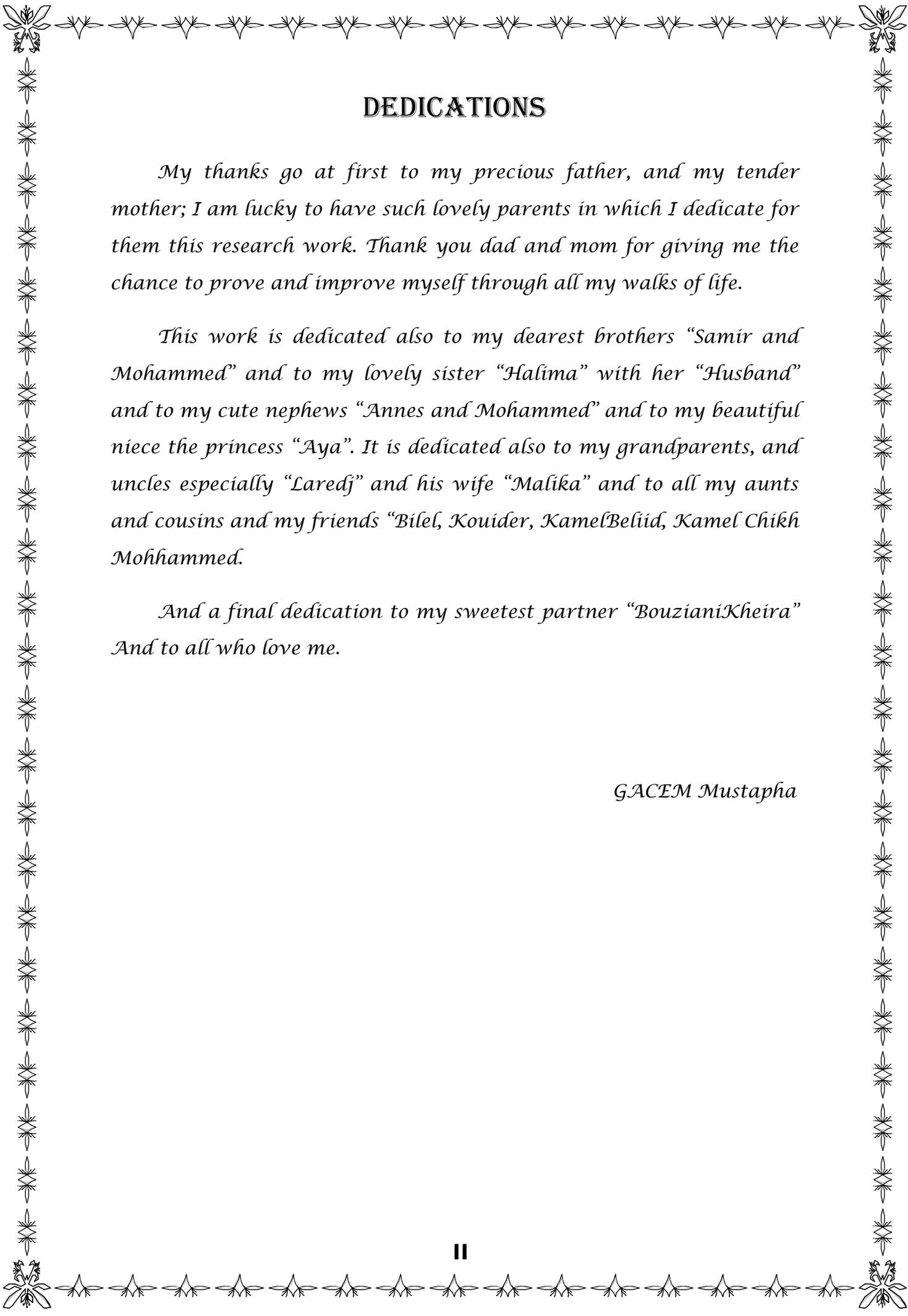
To the source of life; dearest sisters and brothers.

To the angels nieces and my sweet heart nephews.

The memory of my grandmother.

To my partner in this work

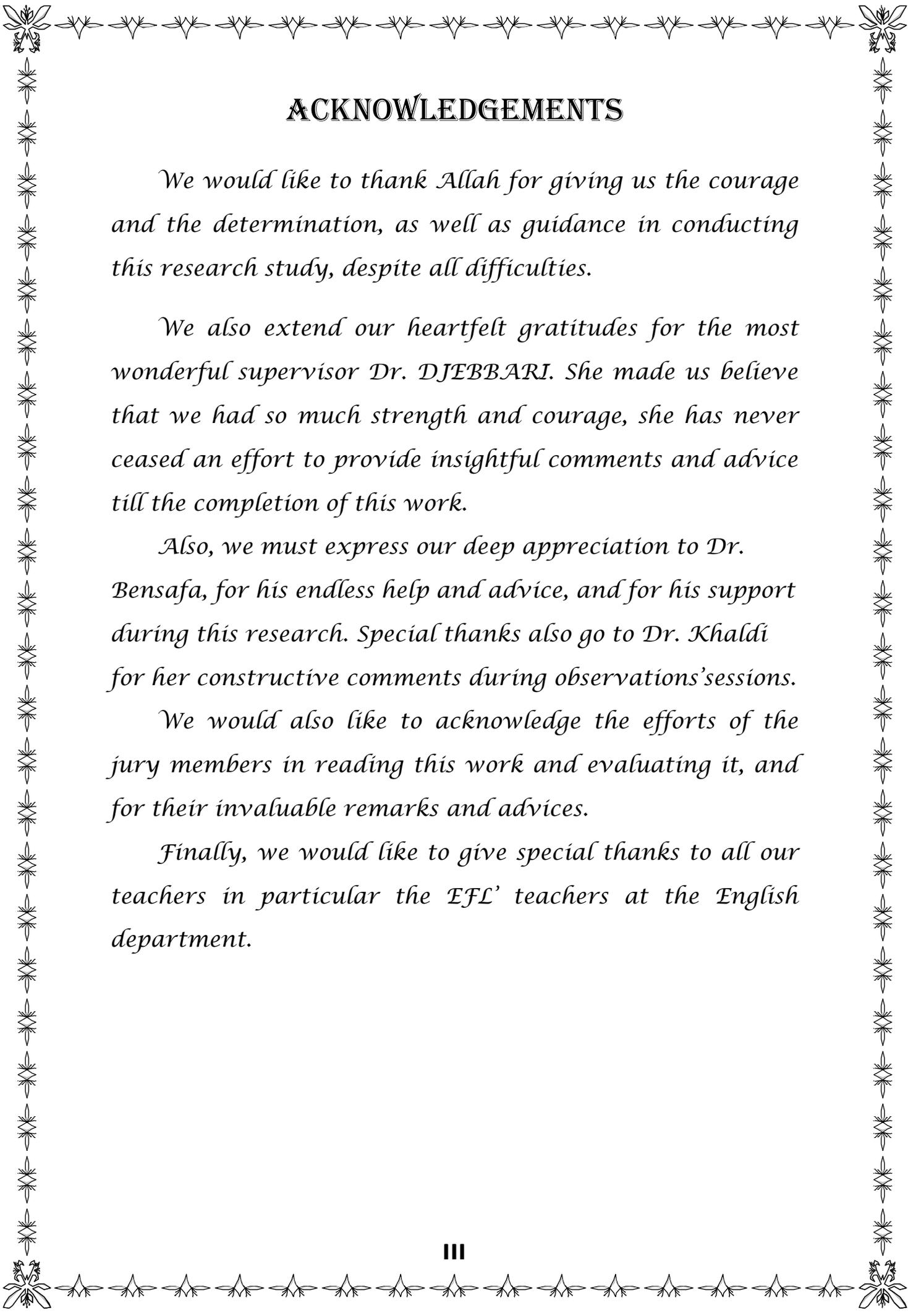*To all my friends.*

BOUZIANI Kheira

DEDICATIONS

My thanks go at first to my precious father, and my tender mother; I am lucky to have such lovely parents in which I dedicate for them this research work. Thank you dad and mom for giving me the chance to prove and improve myself through all my walks of life.

This work is dedicated also to my dearest brothers "Samir and Mohammed" and to my lovely sister "Halima" with her "Husband" and to my cute nephews "Annes and Mohammed" and to my beautiful niece the princess "Aya". It is dedicated also to my grandparents, and uncles especially "Laredj" and his wife "Malika" and to all my aunts and cousins and my friends "Bilel, Kouider, KamelBeliid, Kamel Chikh Mohhammed.

And a final dedication to my sweetest partner "BouzianiKheira" And to all who love me.

GACEM Mustapha

ACKNOWLEDGEMENTS

Abstract

Professional preparation and development of teachers is a continuous process. It begun with the selection of an aspirant teacher and includes his initial preparation induction into the profession and continuous development throughout the teaching career. In this vein, pre-service teacher training plays a vital role in the preparation of would be teachers. This process is a collection of unrelated courses and field experience, under the supervision of a cooperating teacher. It allows them to practice their techniques and concepts learned for the sake of being effective teachers. This work sheds light on the purpose of this important process, to check the adequacy of training at the level of Master I in the Department of English at the University of Tlemcen. To reach this objective, the researchers design two questionnaires; one for would be teachers and another for EFL teachers, in addition to classroom observation to check the appropriateness of training. The data collected were analyzed both qualitatively and quantitatively, and the main results obtained revealed a lack of pre-service training at the level of Master I schedule and the focus is much on theory rather than practice.

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List of Acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

IS: In-service

PO: Peer Observation

PS: Pre-service

TEFL: Teaching English as a Foreign Language

GENERAL INTRODUCTION

General Introduction

The human life has been changing radically by the development of the technologies and the improvement of the knowledge in this vein it is necessary to learn foreign languages especially English as an international language for interaction and also for scientific exchange. For this reason, English is becoming a global language, and imposes itself in many fields like education. In this respect, teaching English at all levels becomes a sensitive issue in many countries including Algeria. In fact Algeria is still complaining about the status given by the government to English in the educational setting which affects negatively the professional development of the EFL teachers. As a result, educators work hard to find solutions for this issue in order to improve the level of the Algerian EFL teachers just for the sake of becoming efficient in their jobs.

Hence, this problematic situation pushed the researchers to investigate the issue of (EFL) teaching among teachers in universities, where students receive their training. The main goal from making this work is to identify the needs of students to be qualified in their future profession. In this way, this research aims to improve the quality of teachers having their diplomas from the English department. Thus, master I ELT option was selected as a case to study, and the following research questions will be asked:

1) Why do graduates need pre-service training?
2) To what extend pre-service training occur in the English department?
3) How may would be teachers be trained to be good teachers?

Besides to this, the researchers suggest the following hypotheses:

1) Graduates may need pre-service training to gain additional experience before entering the teaching domain.
2) Pre-Service Training may be limited to a number of master options.

3) The would be teachers may benefit from these specific sessions for the training to extend their teaching experience.

Concerning the organization of the work, it is divided into three chapters. The first chapter is regarded as the theoretical part of the work it includes the definitions of both teaching and learning and also definitions for pre-service and in-service teacher training and the importance of both of them in the EFL context and it provide also the major differences between them. In addition to this it speaks about the notion of theory and practice in teacher training in TEFL. At the end, it reflects the importance of reflective teaching in teachers' professional development.

The second chapter is the practical part in which it sheds light on the procedures used by the researchers. It explains the collection and the analysis of data through three types of instruments used in this work, and the results are discussed separately to confirm or disconfirm the proposed hypotheses.

Finally, the third chapter is an attempt to provide pedagogical implications and recommendations to enhance the adequacy of the EFL pre-service training programme at the University of Tlemcen. This last chapter, includes some tips on how to conduct peer observation and how teachers shift from theory to practice, and insists on the importance of designing effective pre-service teacher education.

chapter one

Chapter One: Pre-Service Training

1.1Introduction

This chapter is a review of literature which aims to provide theoretical information about pre-service training. This chapter deals with the definition of teaching and learning; then, it clarifies a number of concepts and explains important issues in the field of EFL teaching practice in pre-service training, including its importance and the need for it. Also, there is a part dealing with in pre-service training and the difference between pre- and in-service training. In addition, it shades light on reflective practice.

1.2 The Teaching and Learning Process

Teaching and learning seem to be bound activities. Teaching is an important and well regarded profession within our community, and people from all walks of life find it a professionally and personally rewarding career choice, in which the teacher use some tasks and activities in order to motivate his students to learn, and these activities should take place inside and beyond the classroom.

Amidon 1966 quoted in Woodburn (2013: 14) defines teaching as *"an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occur during certain definable activities"*. In the same vein, Woodburn (2013:13) states that*: "teaching is a process by which students are motivated to learn, it is a burden since teachers are regarded as models to their students"*.

On the other hand, learning is the activity or process of gaining knowledge or skill in a subject or activity to become aware of something by hearing about it from somebody else. In addition to this According to Sheldon (1997:09), learning is a change in the individuals' behaviour as a result of practice. It occurs when people take new information and incorporate in to their life.

The modern technological world is constantly changing and evolving. Things happen almost too quickly to assimilate, one development is rapidly superseded by another, and channels of communication have become ultra-fast. Our offspring are growing up in a world of sophisticated and constantly-improving technologies, including the web, e-learning, and distance education. These circumstance demand that the educational system must continually seek ways to keep up to date with current trends and methods in order to ensure that it meets students' needs. Over the past years, criticism of teachers and teacher education has intensified in many developed countries around the world. While this negative assessment initially targeted pre-service teacher education, the past decade has witnessed an increasing attack on the continuing lifelong education of teachers.

1.2.1. Pre-service Training

For the most recent decades, there has been considerable measure of civil arguments on the teacher's readiness and advancement. According to Little (1986), educator training as a field of study has not discovered its correct spot in the scholarly. In teacher training documented, teachers assume profoundly critical part, on the other hand, more often than not, they are not considering in the exploration directed into their work.

It is important to separate in the middle of *training* and *education*. Training is a planning that helps EFL educators to get arrangements, while education remains as an option for preparing implies the training of teachers before they go into the education space.

Pre-service programs are made to build future teachers, they give them the premise of showing practice and they prepare them to connect theory to practice. According to Widdowson (1990), pre-service training is an arrangement of preparing ELT learner educators that make them mindful of classroom management.

In the same vein, Bransford et. Al ; (2005), pre-service teacher training programs expect to get ready graduates to wind up quality teachers outfitted with pedagogical practices that will serve to meet the expanding requests connected with the teaching profession.

1.2.2. The Importance of Pre-service Training

In fact, numerous future teachers seem to be oblivious about the significance of teaching practice which controls them to arrange and direct learning exercises. This is typically done in pre-service training which is a key process that any future educator ought to experience to get prepared for teaching.

According to Kothari commission (2002), Pre-service education of teachers means, education of teachers before they enter into service as teacher. During this period of teacher education programmes, teaching practice goes side by side, while they are getting knowledge about theory papers. A good deal of improvement in the teacher education programme is needed. Pre-service education is carried out for preparing different types of teachers. Pre-service teacher preparation is a collection of unrelated courses and field experience, and Pre-service programmes are intended to support, enhance teacher learning instil in them a greater degree of self-confidence. Besides to all this, the beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where they have been placed and interact with these cultures.

In this context, Kasanda (1995:83) states that "During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession."(qtd in kiggundu et al 2009:01). It becomes apparent that EFL (English as foreign language) pre service training helps the teachers to cope with the challenges that face them throughout their career. In this line of thought, Loughran & Russel explain the significance of pre-service training programs as follows:

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

(1997:68-69)

Pre-service training programmes guide the trainee to be a good and competent teacher not only just a machine of producing voice. Pre-service programs are made also to prepare future teachers. They provide them with the basics of teaching practice and they train them to link theory to practice. According to Widdowson (1990), Pre-service programs are a sort of preparation of EFL novice teachers that make them aware of classroom management.

1.2.3. The Need for Pre-service Training in the EFL Context

Numerous future educators should be gifted in perceiving and reacting to student's variation and to teach values training effectively. It is essential for student to take in the strategy of how to reach the centre characteristics of a decent teacher and how they can fortify these qualities.

In addition to this, one of the challenges experienced by teacher educators is providing pre–service EFL teachers with the necessary skills they need to be successful in the classroom. By identifying the concerns of pre–service teachers and early career teachers, instructional content can be designed, selected, and sequenced based on needs (Hillison, 1977). Fuller and Brown (1975) suggest that by identifying the concerns of students in teacher education programs and developing educational materials to address these concerns, the

motivation of learners' may increase and positively influence students' learning.

Many educational programs provide several teacher education courses as part of a course sequence. This systematic structure allows pre–service teachers to progress through purposely constructed experiences and coursework. Initial coursework contributes to the beliefs and practices playing a key role in the development of beginning teachers (Wang, Odell, &Schwille, 2008). Research suggests that pre–service teachers are often initially concerned with their own actions as teachers in the classroom; but by specifically addressing these concerns, programs can encourage these neophytes to move past thinking about self and develop a more student–centered focus (Darling–Hammond &Bransford, 2005). In order to address specific needs in different teacher preparation courses, teacher educators must first understand the concerns pre–service students and early career teachers have at various stages of their academic and teaching career.

1.3. In-Service Training

Pre-service training is an essential process for an effective teacher, but this latter cannot stand in isolation, it needs to be accomplished with another process called In-service teacher training which play also a vital role in the educational system in general and the improvement of future teachers in particular. As a result, according to Saban (2002), teachers can develop their qualifications and achieve professional identity through both pre-service and in-service training programs.

1.3.1. Definition of In-Service Training

In-service training is a term used to describe a set of activities and requirements generally falling under the heading of professional development. Sapp (1996:71), claims that: *"In-service training program is a program intended to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or*

program". According to Saiti and Saitis, (2006), in-service training is a key factor in influencing the professional development of teachers and, thus, contributes to the improvement of their knowledge if teachers are actively involved in the process.

In-Service training goes about as an impetus for teacher adequacy, it is likewise a method for adjusting teachers' aptitudes and knowledge for enhancing teaching, which prompt better employment execution. According to Marsha &Naftaly (1999), great nature of education ought to be enhanced only through In-Service training teacher, and the viability of this program is the responsibility of school management.

In addition to these theories, strategies, methods, technologies and curricula on education change over time, teachers require in-service training in order to adapt themselves to these changes (Demirtaş, 2010). In order words, one of the ways for teachers who were already employed to gain access to new developments in education and educational technologies is to receive in-service training. According to the results of many reports and researches, the quality of schools depends on teachers' capacity and their professional development (Borko, 2004; Fendler, 2003; Garet, Porter, Desimone, Birman, & Yoon, 2001). *"Teachers have a dramatic impact on students' positive development and the overall success of their classrooms"* (Castillo, Fernández-Berrocal, & Brackett, 2013). Besides, field experts indicated that the success would be low if teachers were not placed at the centre in educational policies (Dori and Herscovitz, 2005). Teachers' continuance of their professional development through in-service training is one of the main characteristics of executing successful education at schools. Attracting attention to this issue, Birman et al. (2000) draw attention to in-service training programs that are prepared for teachers in order to fill the gap between developments in education and preparing teachers for instruction.

1.3.2. The Need for In-Service Training

The ultimate aims of in-service training programs are to ensure the effectiveness of teachers in the classroom and to increase student achievement consequently (Hewson, 2007). A directly proportional relationship was determined between the professional experiences of teachers and their participation in in-service training programs (Balta, 2014). It is also known that the more teachers participate in in-service training programs, the more students' success will be achieved (Damar, 1996).

The failure of language learners in school settings could be attributed to a multitude of factors. Teachers play crucial roles in this regard. Learners are different, and teachers have a pivotal role in making a difference to the academic life of language learners. Therefore, teachers could be very influential in this respect. Educational authorities spend a lot of money and time on in-service programs. In order to train the qualified teachers who are in high demand in academic environments, it is crucial to scrutinize in-service programs to see if these courses equip language teachers with the necessary knowledge that is needed in language classes. Furthermore, it should be determined whether these programs are in line with teachers and learners' needs.

The importance of in-service training also can be looked in various perspectives; in-service training can improve the quality of teachers and also can give them the opportunity to enhance their competencies, abilities, knowledge, and motivation in their professional work. According to Ong (1993), in-service training is all the educational and, personal experiences that can give an individual the opportunity of being more capable and satisfied in an assigned professional role.

In addition to this, studies by Jahangir, Saheen & Kazmi (2012) also show that in-service training plays a major role to improve the teacher's performance in school.

1.3.3. In –Service Training VS Pre-Service Training

Early-stage teachers are known by different names in different countries and are often defined differently. For this reason, the following diagram reflects a clear distinction between the two concepts.
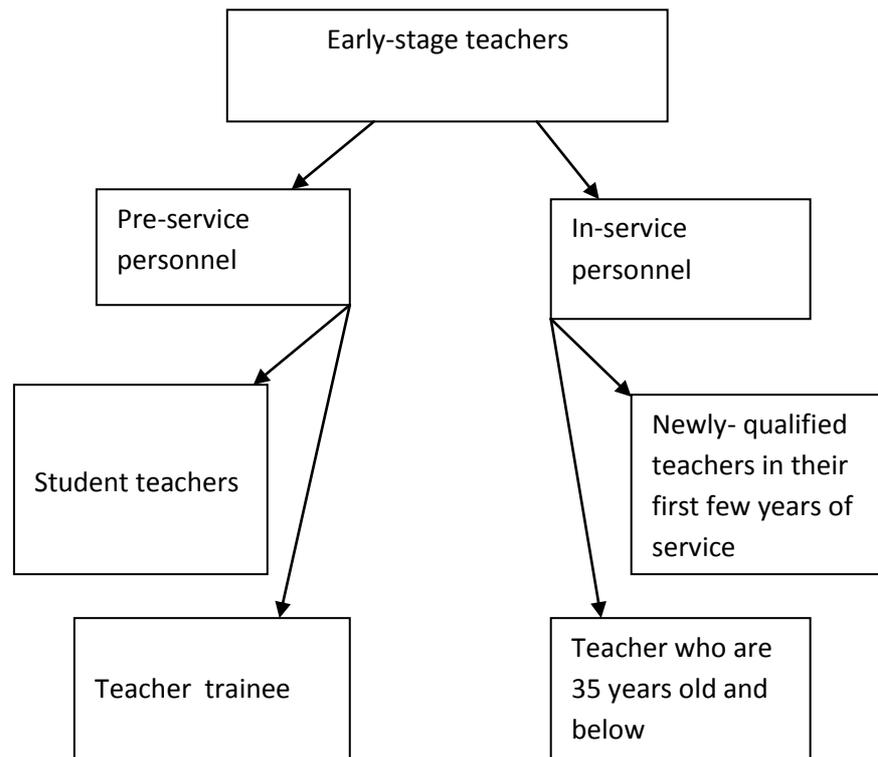
Figure 1.1. Early-Stage Teachers.

That is to say that pre-service personal consists of student teachers or teacher trainee. While in-service personal are those who are in their first year or more of service.

In the event that it is gone for recognizing pre-service and in-service programs of EFL teacher advancement, it is extremely productive first to separate between two principle forms: "training" and "education". According to Widdowson (1990), training is a procedure of arrangement towards the accomplishment of a scope of results which are determined ahead of time. As it were, training is an objective arranged procedure. The objectives of an EFL training program are convent characterized. Training, along these lines, tries to

get ready EFL teachers to tackle issues that are determined (either unsurprising or proverbial after past encounters of other professionals).

In this regard and for differentiate between pre-service and in-service teacher training, the following table come as a sum up to what Widdowson (1990:62, 65) claim.

Pre-service training	In-service training
• The preparation of EFL novice teacher to pedagogical issues mainly (class room management) • Help them to establish their own identity in teaching by the development of self-confidence in the teaching profession. • Pre-service programs based on *training*	• Is an acculturation process that every novice teacher should get through to become a new member in the teaching staff. • In-service programs based on *education*

Table1.1. Pre-Service Vs. in-Service Teacher Training.

In addition to all this, the differences happened between these two concepts can not reject the idea that both of them have the same objective of building a strong identity of the future teacher. According to Saban (2002), teachers can develop their qualifications and achieve professional identity through both pre-service and in-service training programs.

1.4. Theory and Practice in Teacher Training in TEFL

It was unmistakably expressed that both theory and practice must components to make a teacher qualified to practice his job of teaching. Similarly, Widdowson (1990:01) presents teaching as *"a self-conscious enquiring enterprise whereby classroom activities are referred to as theoretical principles of one sort or another".* Along these lines, teaching is a venture

where both theoretical principals and common sense exercises work together and complete one another.

On one hand, theory is a source of instinct for first practices in teaching furthermore it is a force of judgment on it. On the other hand, theory ought to be demonstrated practically speaking (either encounter or try) before being received. He includes that "hypothesis should be unequivocal and open if its significance to educational method is to be viably evaluated" (ibid.01). Incomprehensibly, singular practice can likewise be a source of theory procurement if it is demonstrated and well assessed. Notwithstanding this, teaching experience is basic examination which might prompt theory adjustment and acclimation to change.

Basically, a qualified EFL teacher is to coordinate between units of theory what's more, practice. These units are individually: principals and techniques. The part of EFL teacher is to discover sufficient actualisation of principals as classroom systems or techniques, taking into record their particular setting. Wallace (1991: 15) separates between two sorts of learning in TEFL: *acquired and experiential.* Outfitted with received information in TEFL, the student is to be acquainted with "the vocabulary of subjects and coordinating ideas, theory and aptitudes which are generally acknowledged as being a piece of the vital scholarly substance of the profession". Experiential learning (knowledge) is created by routine of teaching and to less.

1.5. The Importance of Reflective Teaching in Teachers' Professional Development

Reflective teaching is the critical exploration of one's own teaching practice and is essential to life-long professional development (Wallace 1998), and it is applied to all educational situations, including language teaching. The pioneers in the field of reflective thought about educational practice are (Dewey 1933; Zeichner and Liston 1996), whose ideas about systematic and persistent analysis were later expounded upon by Schön (1983).

Reflective practice can be beneficial process in teacher professional development, both for pre-service and in-service teachers. It gives them the opportunity for better understanding of their own individual teaching style through reflective practice, teacher can confirm their effectiveness in the classroom.

In this vein, Canning (1990) claimed that pre-service teachers start to build a reality about teaching in the student teaching experience. They learn how to integrate their personal beliefs through the important question and answers needed for assimilating their role as teacher and the characteristics contributing to the effectiveness of teacher.

At the level of in-service teaching, studies have demonstrated that upon experiences continues to be an effective technique for professional development. Recently, the concept of reflection has been widely used in a variety of different teacher education programs in order to help pre-service and in-service teachers in the process of clarifying their ideas about their own teaching practices, and in considering and evaluating those ideas in the hope that they will develop the capacity to evaluate and improve   their teaching practices (Shön, 1983, 1987; Clarke, 1994; Gilbert, 1994; Allen & Casbergue, 1997; Beattie, 1997; Placier, 1999; Conway, 2001; Bean and Stevens, 2002; Freese, 2006).

Critical reflection encourages educators *"to develop the skills of considering the teaching process thoughtfully, analytically, and objectively as a way of improving classroom practices"* Richards (2002:23). As a result, critical reflection makes teaching more productive and satisfying, thereby freeing teachers *"from impulse and routine behaviour"* Farrell (2003:20), and helping them *"to avoid burnout"* Farrell (2004:2).

1.6. Conclusion

The literature concerned with the teacher training of EFL teachers unveils the fact that this issue is very complex and thorny. For this reason, this important topic has created hot debate of discussion among the government in general and the educational institution as specialists in this domain. In this event all the efforts are gathered in order to have good quality of teaching which result good learners, and in order to reach this objective any teacher should be aware of the Pre-Service and the In-Service teacher training and their programs. These two essential processes may give to the teacher the opportunity to be a reflective teacher and experts in this domain.

chapter two

Chapter Two: Research Design and Data Analysis

Part One: Research Design

Part One: Data Description

2.1. Introduction

Through pre- service training, would be teachers will have an opportunity to acquaint themselves with the processes and methods of teaching before they will go into real classrooms and gain the experience, and of course will become able to advocate a vital role of education. This is why it is necessary that pre- service training should be compulsory in the educational program.

This chapter is devoted to the empirical phase of the study, the first part highlights the research tools used notably, a questionnaire for would be teachers; questionnaire for teachers, and classroom observation that may help the researchers answer their research questions.

2.2. The sample Population

This research has required the contribution of two main elements in the teaching/learning process, master 1 (ELT option) students and their EFL teachers. This section will tackle both teachers and learners profiles.

2.2.1. Learners Profile

The twenty two students were master 1 ELT option from the University of Tlemcen, their ages range from 21 to 25 years old, guys and girls; they studied English for 11 years since the first year of the middle school. They have selected ELT option to be future teachers and to practice what they have learned about this profession, and most of them were given the opportunity to experience teaching.

2.2.2. Teachers Profile

The questionnaire was addressed to five teachers from Abou Bakr Belkaid University, all the teachers have doctorate degree, their teaching experience ranged from 4 to 24 years, and they are specialized in TEFL, linguistics, and ESP.

2.3. Research Tools

The researchers used 2 research tools namely questionnaires for would be teachers at the level of master and also for EFL university teachers in addition to classroom observation.

2.3.1. Questionnaires

Brown (2001:6) defines questionnaires as *«any written instrument that present respondent with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers. »* The questionnaire is helpful in gathering information that is unique to individuals such as attitudes and knowledge. In this vein the researchers used the questionnaires because it is a tool to minimize time, and the informants may feel more comfortable when answering the questions.

2.3.1.1. Would be Teachers' Questionnaire

The questionnaire was designed for would be teachers at the level of master 1 students at the university of Tlemcen about the pre-service training. The questionnaire included 11 questions under 3 rubrics. This questionnaire aimed at knowing the importance and the need for pre- service training, and of course it offered a chance for would be teachers to propose what they want to change at their levels concerning curricula and modules (see appendix A).

The following tables sum up all the questions objectives:

Rubric Two: Teaching Training

Questions	Objectives
Question 1	Aimed at knowing whether would be teachers had ever integrated in the process of pre-service training just for the sake of helping them to improve their teaching performances.
Question 2	Aimed to see if would be teachers are aware about the obstacles that facing their studies.
Question 3	The purpose behind asking the learners' opinions about the pre-service training as an obligatory module to experience the job of teaching according to their level.
Question 4	This question aimed at having a clear idea either they prefer to practice teaching or reflect and observe their teachers before getting engaged in it

Table 2.1. The Objectives of Rubric Two

Rubric Three: Would be Teachers 'Challenges.

Questions	Objectives
Question 1	This question had been asked to know if learners are satisfied with the quantity and the quality of the modules they have in the classroom.
Question 2	The aim of this question is to have the students' ideas about what they want to change in the future.
Question 3	To give a chance for learners to list some suggestions for better understanding of pre-service training.

Table 2.2. The Objectives of Rubric Three

2.3.1.2. Teachers' Questionnaire

The questionnaire was addressed to the teachers of ELT at Abou Bakr Belkaid University of Tlemcen. The questionnaire included 12 questions under 3 rubrics which aimed at discovering to what extent EFL teachers were ready to teach and if they had

received efficient and satisfying training that allowed them to cope with any constraints that might face them in teaching, and also knowing the techniques used while teaching (see appendix B).These tables summarize the objectives behind teacher's questionnaire:

Rubric Two: Teachers' Methodologies

Questions	Objectives
Question 1	Asked the teachers the techniques used while teaching.
Question 2	Asked the teachers about the use of technological tools.
Question 3	Aimed at knowing the teachers' opinions about current students' pre-service training.

Table2.3. The Objectives of the Questions of Rubric Two.

Rubric Three: ELT Progrramme

Questions	Objectives
Question 1& 2	Asked the teachers about the importance of pre-service training and how it may help future teachers.
Question 3	Aimed at knowing the teachers' opinions about ELT option.
Question 4	Asked the teachers about the way teachers prepare their students to become future successful teachers.
Question 5	Aimed at knowing the way to assess their teaching practice.

Table 2.4. The Objectives of the Questions of Rubric Three

2.3.2. Classroom Observation

Observation is one of the methods through which the researchers assess the quality of teaching and learn how to develop further. Good states that*: "one role of*

observational research is to describe what takes place in classrooms in order to delineate the complex practical issues that confront practitioners."(1988:337).

The researchers wanted to investigate through classroom observation that has many valid and important educational purposes. It is the process where the observer sits and watches the teacher performance and the students' interaction and how the course is done. In this vein the researchers selected the classroom observation to describe the instructional practices, to investigate the educational inequities of students, and to improve the teacher's classroom instruction.

2.4.   Conclusion

This part was devoted to a description of the empirical phase, where two research instruments were addressed to master I students and their EFL teachers of Abou Bakr Belkaid University of Tlemcen, and of course it describes the case of English teaching at university.

Part Two: Data Analysis

2.1. Introduction

This part deals with analyzing and interpreting data gathered previously from students' and teachers 'questionnaires. Data will be analyzed both quantitatively and qualitatively, discussing the results in order to help relate the main findings to the hypotheses formulated previously, each question is going to be examined separately.

2.2. Data Analysis

This section will analyze the data gathered previously from teachers and would be teachers questionnaires.

2.2.1. Students' Questionnaire

This section will report the results of the student's questionnaire.

R2. Q1. Students' Experience in Teaching

Results show that 59% of the learners got the opportunity to teach, 45% of them at university, 14% in the secondary schools, whereas 41% did not receive any training about the teaching process. The following pie-chart demonstrates findings:
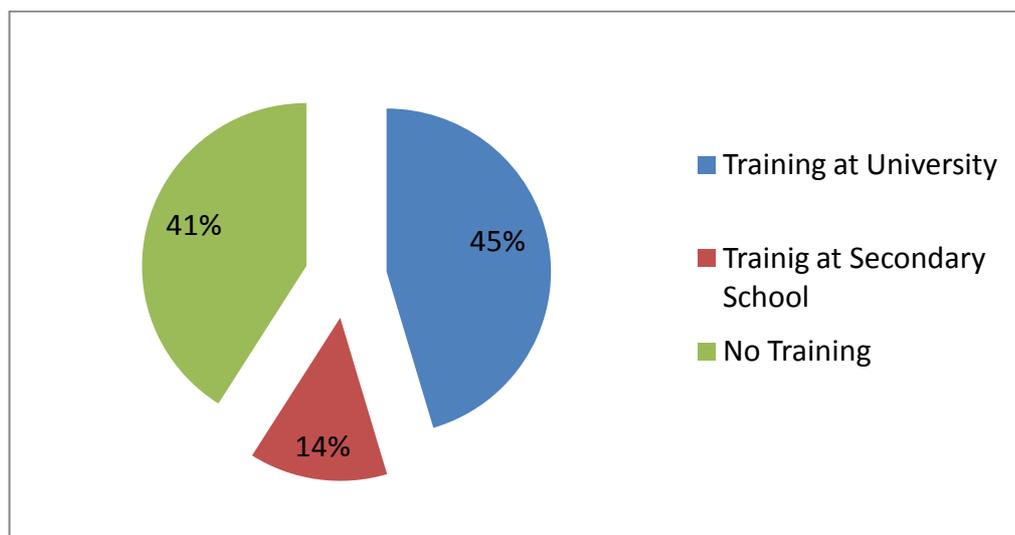
Pie-Chart 2.1. Students Training

R2.Q2. Constraints that Students may Encounter

Results demonstrate that 4.6% are not aware about the difficulties encountered them in class , and about 95.4% suggests some difficulties such as, problems of classroom management ,time management , overcrowded classes, misunderstanding, noise ,lack of authentic materials, passive students ,long program , lack of motivation.

R2.Q3. Assessing the Necessity of PS Training

This question was about the possibility of making pre-service training as a compulsory module at their levels. Results show that 40.90% refused to have pre-service training as an obligatory module, whereas 63.63% accepted to have a module of practice, and they think that it will help them taught with skills and giving the necessary knowledge that enable them to carry out their effective teaching performances.

R2.Q4. Practical PS & Theoretical PS

Generally most of the students around 81.8% preferred practical pre-service training because they considered it essential to improve the quality of education and to gain some experience, whereas 18.18 % opt for both, which means they preferred theoretical and practical pre- service training and assert that it will be beneficial to have both to learn and to experience. The following bar-graph demonstrates the findings:
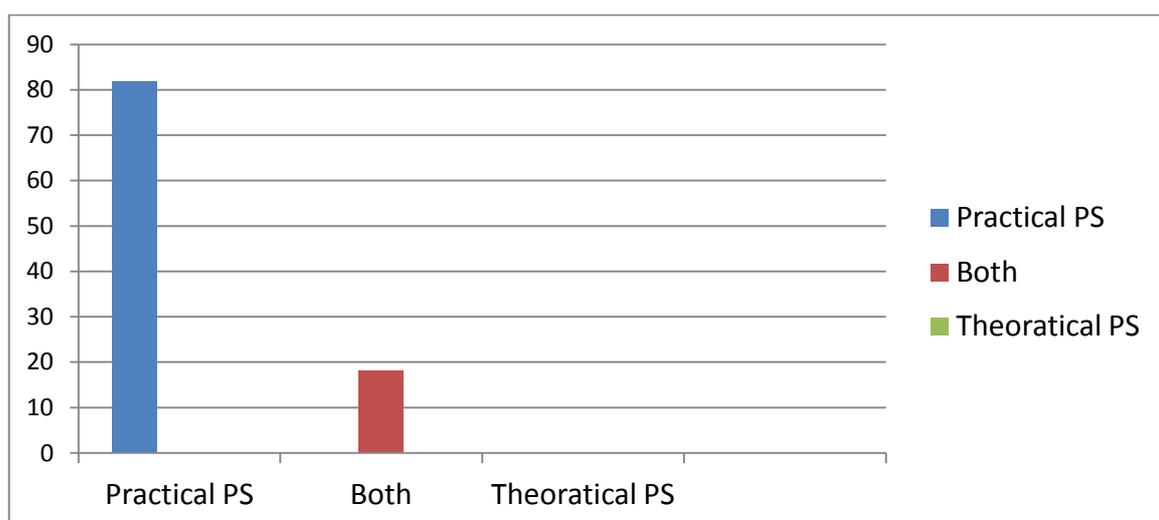
Bar-Graph 2.1. Learners' Experience in Teaching

R3. Q1. Students' Satisfaction about the Modules they Studied

It was shown that 45.45% of the students are not satisfied with the modules they are studying and they claimed that some modules seem to be useless and unnecessary and have no relation with ELT option such as : French , language planning ,General culture, whereas , about 54.54% reflected on agreement that is they are satisfied with the modules they are studying.

R3. Q2. Students' Reflection Concerning their Learning Process

As far as this question is concerned, nearly 75% of the students suggest some points they are as follow:

- ✓ Omitting some less useful modules and add another ones.
- ✓ Provide more practical courses.
- ✓ Change the timetable because they have on overloaded program which made them under the pressure.
- ✓ Giving emphasis to oral expression module and grammar to practice language as much as possible.
- ✓ Getting training in middle and secondary school, and the use of ICT's in teaching.

R3. Q3. Students' Suggestions about Current PS Training

As for the last question, students were given the chance to provide their suggestions about current pre-service training just some students provided some suggestions ; they found pre-service training very important for them , and they claimed that they were so lucky because they had a module about practice ,but they want extra courses about training in secondary and middle schools under guidance to practice teaching in real situations and to reflect upon their teaching to change or add things , and they want seminars from the university to be up to date with the latest approaches of teaching.

2.2.2. Teachers Questionnaire

This section will report the results of the teachers' questionnaire and will discuss the results.

R1.Q4. Teacher readiness for their Profession

The majority of the teachers claimed that they were not totally ready to cope with the task of teaching, one teacher opted for almost ready to teach, and one teacher said that she was well prepared. The results are mentioned in the following bar-graph:
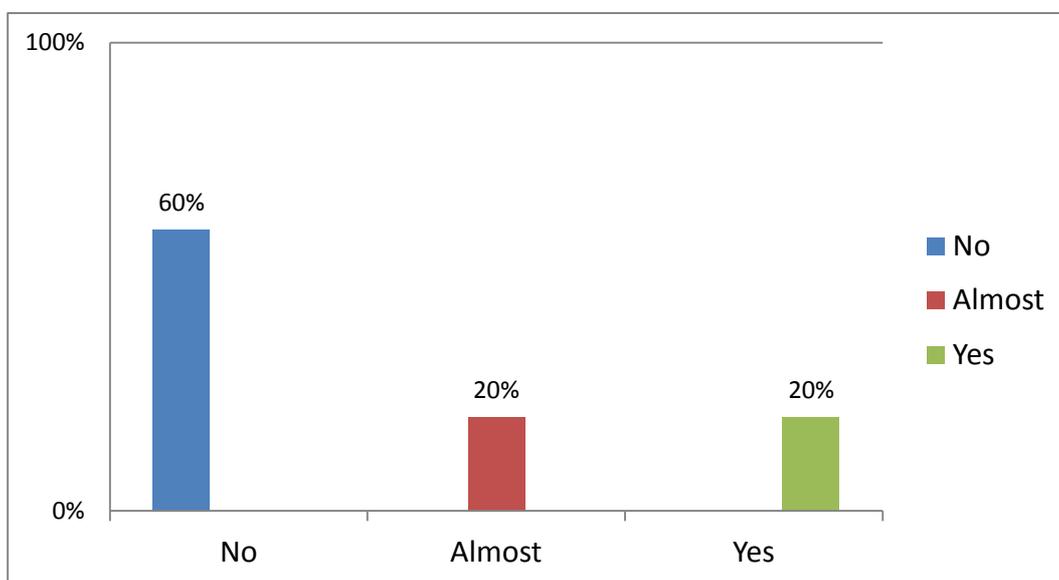
Bar-graph 2.2. Teachers Readiness for Teaching

R2.Q1. TheTechniques Used While Teaching

Teacher 1 said that the technique used depends on the module taught, for example in linguistics; the teacher used the interaction with his students, and in the applicated course making students practice or cooperate. Teacher 2 relayed on the learner centered techniques likes, self-monitoring and self-evaluation and group works .Teacher 3 depended on the students 'centeredness, motivation and ambition. Teacher 4 said that the techniques are selected according to the type of courses and to the type of students.

R2.Q2. The Use of Technological Tools

Teacher 1 said that it depends on the module and he insisted that the use of ICTs motivates students more. Teacher 2 said that he had an average use of technology .Teacher 3 said that learners are more motivated with technology based materials especially the visual learners. Teacher 4 said that the use of technological tools is motivating and helpful. Teacher 5 said that it depends on the learning strategies.

R2.Q3. Opinions about Current Pre-service Training

Teacher 1 said that pre-service training is important for would be teachers to make them ready to cope with the different types of lectures. Teachers 2 said that current students' pre-service training is very poor .Teacher 3 said that the training was not enough for would be teachers .Teacher 4 said that he did not see that it did exist because would be teachers were not given a real opportunity to practice what they had acquired. Teacher 5 said that the training was not enough and it needs more work.

R3.Q1. The Importance of Pre-service Training

Teacher 1 claimed that any type of teaching required preparation and he insisted that pre-service training allows confidence in class and getting mid of anxiety. Teacher 2 said that pre-service training is of crucial significance to prepare the future teacher for different situations and different circumstances and help them to adopt to implicate conditions .Teacher 3 claimed that it is very important as it provides students with the necessary knowledge and skills to become teachers. Teacher 4 claimed that develop the needed strategies to cope with the teaching atmosphere .Teacher 5 proposed that it develops students' awareness about the teaching profession as whole.

R3.Q2. The Way Pre-service Training helps Future Teachers

Teacher 1 said that a pre-service programme obviously helps would be teachers to obtain some experience and also learn how to interact with learners. Teachers 2 said that it helps them to adapt implicated conditions. Teacher 3 claimed that pre-service training provides students with knowledge and skills to become teacher. Teacher 4 said that

training is the vein of teaching that help future teachers in dealing with student in class. Teacher 5 said that it may develop the students' awareness about the teaching profession as a whole.

R3.Q3. Opinion about ELT Option

Teacher 1 confirmed that ELT option is of course supported to form good teachers of English, but he said that he did not see real differences in our department with the other options, because all of them are supposed to open doors for teaching. Teacher 2 said that ELT option lacked some combination and missing other module courses. Teacher 3 and 4 said that it is helpful and meets the need for preparing English teachers. Teacher 5 claimed that she did not know.

R3.Q4. Tips that help Students to become Successful Teachers

Teacher 1 said that choosing appropriate methods for a given lectures, and various subjects, and being confident. Teacher 2 said that would be teachers should focus mainly on two major parameters, the linguistic aspect of language including its pragmatic competence; and the methodological techniques in terms of mastery of pedagogical methods and techniques. Teacher 3 claimed that they should exposing learners to the necessary knowledge, and providing them with practice teaching, and encouraging them to develop self-reflection. Teacher 4 said that they should give the students some lectures to deliver, and pushing them to do oral presentations. Teacher 5 said that they should develop students' language awareness.

R3.Q4. Evaluation of the Teachers Teaching Practice

Teacher 1 and 2 claimed that it was good enough to fulfill the necessary objective of different types. Teacher 3 said that she tried to do her best and she insisted that there are some points of weakness. Teacher 4 said that he is still in the beginning of the road and he needs to update his strategies and knowledge. Teacher5said that her teaching experience is rich.

2.2.3. Classroom Observation

The researches attended many sessions with master1 students ELT option that was sufficient for them to have a thorough idea of how training is done and preceded. The data that collected from this procedure focuses on the frequency with which specific behaviors occurred in the classroom. Before starting observation, the researchers planned from the outset what are the points and areas they aim to take notes about, all these factors were organized in an observation grid, constituting the teachers knowledge and performance, lesson plan, time and classroom management, and the learners 'performance and interaction.

During the first session the teacher started asking students questions about the lesson in order to motivate them, and she gave them opportunities to express suggestions in adequate to these questions. The teacher has a good and fluent pronunciation with the use of visual aids for better understanding. It was noticed that there is interaction between students and their teacher by sharing ideas. The researchers also noticed that it was a good idea that the students were divided into two groups so that the number of the students was limited which help them to understand and practice and manage the class. The teacher uses her body language which added actions to the speech (see appendix C).

During the second session it was noticed that the learners preferred to work in pairs. At first the teacher started to refresh the memories of the learners by giving them examples. Interaction was observed that is the teacher sometimes gives instructions to the whole class, and sometimes to an individual student (see appendix C).

During the third session, it was about learners presentations. The researchers saw that the learners were well motivated and excited to present their works, also interaction appears between the students in asking and commenting about each other. At the end, the teacher provides his students with comments and suggestions about their mistakes done in the presentations (see appendix C).

In the fourth session, it was noticed that this module was really beneficial and helpful since it meets the students' needs because this modules helps students taught with

skills. What is clearly noticed during this session is the interaction between the teacher and her students either by sharing ideas or by their eyes' contact. (See appendix C).

In the last observation session, it was noticed that students were somehow passive, except some students were participating. The teacher as well used the data show to facilitate for her students to understand better. It was also observed that the teacher manages time in a systematic way; explanation, dictation and exercises. It was also observed that the teacher moved quickly through slides in which the students lost some important remarks, though she had a good explanation, also there was an interaction between the teacher and some students (see appendix C).

2.3. Data Interpretation

The analysis of the questionnaires and the classroom observation led the researchers to catch the most important remarks that help them in their research work. Master I students encounter a number of difficulties in the class; large classes, time management, lack of teaching materials, not only are the atmosphere is not appropriate to learn, but the actual programme does not satisfy the learners' needs. Also they requested to add pre-service training as a compulsory module to give them the chance to practice what they have learned to prepare them to be future teachers, to improve their own level of English and learn more model methods. This means that the first hypothesis that stated that graduates students need pre-service training to gain additional experience before entering the teaching domain is confirmed.

EFL teachers propose some suggestions to prepare their students to become future successful teachers by providing them with practice, encouraging them to develop self-reflection, and teaching them with various methods. It was noticed that EFL teachers at Abou Bakr Belkaid University were aware about the validity and the importance of pre-service training but it is limited to a certain master options and they confirmed that pre-service training allows confidence in class, helps students to obtain some experience and provides students with the necessary knowledge and skills to become effective teachers. This means that the second hypothesis that said pre-service training may be limited to a number of master options is totally valid. It was also noticed the current pre-service

training is mainly based on theory rather than practice. Also would be teachers did not receive sufficient training and they need more practical sessions although they can benefit from some sessions that meet their needs. This means that the third hypothesis that said that would be teachers benefit from these specific sessions for the training to extend their teaching experience is valid.

2.4. Conclusion

This chapter highlighted the description and analysis of the most crucial research tools namely questionnaire for EFL teachers and would be teachers, and classroom observation. Data were analyzed and interpreted to answer hypothesis suggested in the present work.

chapter three

Chapter Three: Suggestions and Recommendations

3.1. Introduction

The following chapter will deal with what the PS training program used at the University of Tlemcen, needs to frontal areas so as to maximize future EFL teachers' professional quality.

Therefore, this chapter will be committed to suggestions and recommendations for EFL students and teachers for the sake of erasing ambiguity and obscurity from their professionalism way and to foster in their minds the appropriate methods and techniques to link theory to practice. In this way they will reach their objectives and needs and being effective teachers.

3.2. The Importance of Peer Observation in Pre-Service Training

PO is regarded as an important tool that can enhance the teaching profession. However, this sensible process has opened a heated debate among specialists just for the sake of improving the teaching process. There is a general consensus among scholars concerning PO confirming that its' major aim is to help the graduate students to become reflective teachers. In this sense, Rechards&Farrell(2005:94), claim that: "*PO in pre-service teacher program may help teachers become more aware about the issues they comfort and, how they can resolved. And also it can help in narrowing the gap between teachers' imagined view of teaching and what actually happens.*"

As for pre-service training, students may spend many days in observation; however, little research has focused on pre-service teachers' observation of teaching, particularly in early field experiences. Ben-Peretz and Rumney (1991) maintain that just sitting in the classroom watching how experienced teachers perform their profession is not necessary a matter of course that helps pre-service teachers learn how to teach. Dewey (1974) believed that watching teaching was important to the professional improvement of teachers, however he exposed that the observer needed to perceive the cooperation of the mind of the teacher and the students they were observing. The researchers asked the

question of how one could accommodate pre-service teachers' observation that would lead to more understanding of effective instruction?

The participants involved in PO could be three EFL teacher-trainees who are partners in the same school and a school advisor. The three teachers (A, B, C) join three classroom visits, in which Teacher A observes Teacher B, B observes C, and C observes A, under the direction of their school advisor. Along these lines, peer coaching is brought out through peer observation in which the teachers themselves get to be both observers and observees and have the chance to know about noted irregularities in their practice (Stillwell, 2008; Wallace, 1991) or to learn from reflecting about how their associates handle complex situations(Schön, 1988).

In addition, trainee teachers can recycle and improve their dynamic collection of teaching skills(Cosh 1999; Farrel 2001) as they are given the opportunity to develop their own knowledge, by observing others increase self-knowledge and self- insight' (Fanselow 1990). The school advisor/trainer attends/observes the post-observation conferences with the aim of helping both the mentor and the observed teacher reflect about and gain from their interaction during the gathering, and to investigate the suggestions these revelations may have for effective teaching and mentoring. In this regard, peer observation, is chosen as an intense means by which EFL teachers can get to be aware of an expansive scope of potential outcomes for directing their classes effectively (Wajnryb, 1992). It helps teachers-trainees accomplish their professional development through regular practice by focusing on(Mann, 2005).

In this sense peer coaching makes the best utilization of companion observation as partners visit each other's classrooms to consider their schedule practices or gain feedback on the implementation of new teaching methods (Benedetti, 1997).

In this regard there are several models of peer observation which serves as a guide that erase the ambiguity from the way of novice teachers and Gosling (2002) has provided some of them with their objectives in the following table:

Model	Objective
Evaluation model	Identify under-performance; confirm probation, Appraisal, promotion, quality assurance, assessment.
Developmental model	Demonstrate competency, improve teaching competencies; assessment quality enhancement and professional development.
Peer-review mode	Engagement in discussion about teaching; self and mutual reflection on good practice amongst academic staff.

Table 3.1 Models for Peer Observation of Teaching adopted from: Gosling (2002)

On the other hand the observer must identify a focus for the observation; hence there are plenty focuses should shed light on it. According toRichard and Lockhart (1996), the observer should check at first the organization of the lesson, from the entry till the end of the course then he will observe to what extend the time management is perfect through watching the distribution of time during a lesson this in side. In the other side the observer should focus more on the students' performance on task proposed to inspect the different strategies and methodologies used for completing these tasks, without neglecting the issue of how much they spent when dealing with different activities and also without forget to check the classroom interaction, by being aware about the nature of the questions proposed by the teacher and the way students answer these questions, in general sense observing the teacher-student and student-student interaction or the interaction patterns during a course. In addition to this the observer should also shed light on the students' performance during pair work by watching the way they complete their pair

work task, the reactions they encounter during the activity and the type of the language they used.

Besides the observer should set at the pre-observation meeting and collects relevant data for the teacher's consideration. The information in this manner gathered constitutes an essential part of the content of the observed teacher's teaching profile. What is qualified to state is that, now the majority of the previous steps merge to make the observation a collaborative, formative, and non-judgemental attempt. After this the teacher makes his own self-assessment of the lesson for later discussion with the observer. Thus, feedback can be either at the moment or later on.

3.3. Changes in Teachers' Practice

Teaching is a multifaceted process that requires a complex set of behaviours exhibited in a continuous stream of unpredictable situations with unpredictable students. Researchers have exposed the importance of reflection as an appropriate way for teachers to enhance the effectiveness of their teaching practice. However, any teacher should have the ability to reflect all what he has in mind as a theoretical knowledge into a set of practices that holds his own touch in front of his students, and evaluate himself later on in order to know if he reach his objectives as a teacher or not yet.

One of the most common questions that every novice teacher should ask his/her professor in the class in order to realize better practices inside the class is *"how do we apply the theories we are learning to the problems we confront in our classes?"* just to understand the nature of the relationship between theory and practice. In this vein Schwab, (2004:109-110) identified theory as a "structure of knowledge" that "abstracts a general or ideal case". And described practice as actions that "treats real things: real acts, real teachers, real children, things richer and different from their theoretical representations" After knowing such things the teacher will be able to apply theory in his/her practice in an organised and logical order who led for better performance in classroom Wallace (1991).

Additionally, what was touched towards the end of this examination is that the students require an extraordinary work at the level of their psychologies towards TEFL, since the results reflected that these students could obtain simply little knowledge in these two critical subjects as conceptual definitions and concepts, while disregarding part of other vital zones. In addition to this, first-and second- language acquisition speculations appeared to be neglected among these students, and evaluation methods which are completely rejected in the present PS training program.

On the other hand, the changes in the teaching practice are pivotal to the field of second language teacher education. Since most of what we do in teacher education looks to initiate change of one sort to another, for this reason understanding the nature of change is very important at this level.

What is meant by change is unpredictable and multifaceted. As many other including Balley (1992) and Jackson (1992) have pointed out, change can refer to many things including, beliefs, attitudes, understanding, teaching practices. In addition to this teacher's beliefs play a vital role in the process of teacher development and teacher's practices considered as the result of changes in teachers' beliefs (balley, 1992; Golombek, 1998).

Teachers' beliefs strongly influence the materials and exercises they decide for the classroom. Hampton (1994:129) proposes that*:" some of these beliefs are changeable, but others are impossible to change ".* However, the change in practice that can be happened at this level should include several principals which serves as a guide for effective teaching, such as focusing on the form of the language and on vocabulary and meaning, then teacher should enable the learners to use the language appropriately then facilitate learner responsibility or autonomy then the most important thing is to know how to manage the lesson and the group.

On the other side the change in teachers' practice can be successful and grateful by knowing how to manage and conduct the classroom withtheir

specific behaviours, attitudes, and strategies because classroom management is the first process that ensure the effectiveness of teacher. In this vein Borko& Putnam (1995, p. 41) claimed that *: " Successful teachers employ strategies "for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehaviour".*

3.4. Designing Effective Pre-Service Teacher Education

By its definition, a professional including a teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure what he keeps learning and developing throughout his professional life, in this line of thought, Pennington states that *"Every teacher needs professional growth throughout his or her career"* (1990: 219).

Pre-service teachers are typically required to observe mentor teachers in authentic classrooms with the hope of collaborating and learning about teaching. They meet with cooperating teachers to plan lessons, prepare projects, and assess students' knowledge. As a part of their teacher education programme, pre-service teachers are also required to complete courses on various topics related to education. The combination of course work with field experience prepares pre-service teachers for future teaching. Besides these Pre-service teachers need to be exposing to skilled others who can model the teaching 'performance' to a high standard (Mergler&Tangen, 2010).

Michael and Miller (2011) state that pre-service teachers need to witness effective collaborative relationships between teachers before they enter the classroom. Therefore, the collaborative work between schools and university is very fruitful, since school is considered as a laboratory where the trainees can experiment the teaching profession. In this line of thought, Wallace (1991: 122) states that:

"Liaison between training institute and schools is clearly of crucial importance. Sometimes the relationship is purely formal and administrative, and communication is solely with the school's principal or the head of the development".

In addition to all this it is for this reason that pre-service teachers should be encouraged to engage in dialogues with other teachers to enhance their development as a teacher. Farrell (1998) pointed out the need for outside input to ensure that reflection on teaching experience goes beyond simple description. Reflection is a largely solitary activity and it is therefore important for pre-service teachers to discuss their ideas and concerns with other colleagues, students and parents and the wider school community to gain alternative view points and perhaps different courses of action (Snowman & Biehler, 2006). It is also likely that teacher confidence will grow through self-reflection and the opportunity to collaborate with other teachers, all of this just to have an effective or professional EFL teachers .

3.5. Conclusion

In a nutshell, the general fact that one can realize at the end of this chapter, that EFL teaching is thorny task that requires from teachers a large interdisciplinary knowledge and several professional skills. This implies that teachers should get adequate preparation in all areas before entering the EFL teaching world.

GENERAL CONCLUSION

General Conclusion

Teaching is not an easy task because it involves a specific methods and strategies to be used by any teacher to help his/her students to obtain certain knowledge and to master specific tasks. In this vein Pre-service teacher training, is regarded as one of the useful approaches that can be used to enhance the teachers' professional development through its sensitive program especially for EFL teachers.

The main objectives of this research paper were to identify the importance of pre-service training at university level, as well as to Tlemcen University. In addition to this it gives the would be teachers an idea about the need of pre-service training for the sake of being professional teachers in the future.

This work was divided into three chapters. The first chapter was a literature review about the notion of pre-service training and its importance in the EFL context. Moreover, the second chapter was devoted to the analysis and interpretation of the main results gathered from the research instruments used in this study, namely questionnaires for both teachers and students, and classroom observation. As for the third chapter, it provided some suggestions and recommendations which serve as a guide to be followed by students in their future profession.

Accordingly, the main results obtained can summarised in the lack of pre-service training, and the focus on theory rather than practice, this is in side. In other side ELT Master I students encounter a number of difficulties in the class such as the lack of teaching materials, large classes, and time management. Therefore, these results have totally confirmed the first, the second, and the third hypothesis.

However, through conducting this study, the researchers have encountered some difficulties and limitations, the latter can be summarized in the lack and hard access to some documents related to the area of investigation,

the difficulty in distributing and getting back questionnaires from both teachers and students, in addition to the notion of time.

It is worth saying that this piece of research was just a beginning for further investigations about the importance of pre-service training in language teaching, because this study does not cover all aspects of the topic, and it paved the way for further researchers in this field.

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APPENDICES

Appendices

Appendix A

Students' Questionnaire

Dear student

You are kindly requested to fill the following questionnaire which aims at knowing the adequacy of pre-service training at the level of master degree

Rubric 1: Learners 'Profile

1- Age :

2- How long have you been learning English?

Years ☐

3- Why have you selected ELT option?

…………………………………………………………………………………
…………………………………………………………………………………

4- Have you ever given the opportunity to teach English?

YES ☐   NO ☐

If yes where? And in which module?

…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………………………………

Rubric 2: teaching training

1- Have you receive any training about teaching before?

Yes ☐   No ☐

If yes where?

…………………...

2-Are you aware about the difficulties usually encountered in class?

Yes ☐   No ☐

If yes, list some of them.

…………………………………………………………………………………………

…………………………………………………………………………………………

3-Do you regard that Pre-Service training should be obligatory at your level?

Yes ☐   No ☐

If yes, why?

…………………………………………………………………………………………

…………………………………………………………………………………………

4-What do you prefer better theoretical or practical pre-service training? And why?

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Rubric 3: Teaching Challenges

1- Are you satisfied with the modules you are studying?

Yes ☐   No ☐

If No, why?

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2- What will you want to change in the future at your level?

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3- Can you give further suggestions for better understanding of Pre-Service training?

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THANK YOU

Appendices

Appendix B

Teachers' Questionnaire

Dear teacher,

You are kindly requested to answer these questions which aim at knowing the adequacy of pre-service training at the level of master degree

Rubric one: Teachers' Qualifications

1. How many years have you been teaching English?

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2. What is your domain?

   ....

3. What is your degree?

   Magister ☐   Doctorate ☐

4. Did you feel that you were well prepared to cope with any constrains that may encounter you at the beginning of your career?

   ....

   ....

Rubric two: Teachers' Methodologies

1. What are the techniques used while teaching?

   ....

   ....

2. Do you incorporate technological tools in your teaching?

   Yes ☐   No ☐

   If yes, how do you evaluate your teaching with and without technology-based materials?

   ....

   ....

3. What do you think about the current pre-service training?

   ....

   ....

Rubric three: ELT Program

1. To what extent is the pre-service training important?

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2. According to you, how may pre-service training help future teachers?

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3. What do you think of the new master option of ELT? Does it meet the needs for preparing English teachers?

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4. How do you prepare your students to become future successful teachers?

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5. How do you asses your teaching practice?

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Thanks for your cooperation

Appendices

Appendix C

Observation Grid results

Session 1

Date : 02-03-2016	Module :TEFL	
Time : 10 :00 – 11 :30Lesson :speaking (oral fluency)		
Materials : data show-white board - pen board		
Student's motivation and participation	Interaction	Teacher's performance
✓ Most of the students taking notes. ✓ The students observe what the teacher shows them, and than gives their suggestions. .	✓ T⟶ S: the teacher shows her students tips about the lesson and asks them to observe. ✓ S→T the students giving suggestions about what they have observed. ✓ T⟶ S the teacher explains the lesson for her students.	✓ The teacher uses visual and for better understanding. ✓ The teacher provides the learners with examples to clarify the lesson for them. ✓ The teacher controls her students activities during the session . ✓ The teacher gives her students the way to report a survey. ✓ The teacher gives her students time and think about the questions proposed. ✓ To break the routine the teacher gives her students poem in Arabic about success.

Appendices

Session 2

Date : 06-03-2016	Module :T.M & L.T	
Time : 08 :30 – 10 :00	Lesson:output of effective learners	
Materials white board		
Student's motivation and participation	Interaction	Teacher's performance
✓ Students taking notes. ✓ Motivation of some student's is clearly observed whereas others stay silent.	✓ T⟶S:teacher explain the lesson ✓ T⟶S: the teacher insisted if this students understand or need more explanation.. ✓ T ⟶S teacher gives the students exercises related to the lecture. ✓ S⟶T students prefer to do their exercises in pairs.	✓ At first, the teacher starts to refresh the memory of the students by giving them examples that dealt with. ✓ The teacher explains by facilitating and to make sure that understood. ✓ The teacher uses grammar translation method.

Appendices

Session 3

Date:15/03/2016 Module :L.P.P		
Time :10:00-11:30Lesson :presentations		
Materials data show		
Student's participation and motivation	Interaction	Teacher's performance
✓ Students are taking notes. ✓ They are well motivated by the presentation's session. ✓ Students are in challenging moods just for the purpose of who are the best.	✓ T⟶S: teacher guide his students during their presentations. ✓ S ⟶S It appears in asking and commenting each other.	✓ The teacher sets a side and observe his students. ✓ At the end, he gives his comments.

Appendices

Session 4

Date : 05-04-2016	Module :ESP	
Time : 10 :00 – 11 :30	Lesson: course design	
Materials : data show		
Student's motivation and participation	Interaction	Teacher's performance
✓ Students are taking notes. ✓ Students are not motivated, except some students.	✓ T⟶ S: the teacher gives the students the opportunity to recapitulate all what they have done before in order to refresh their minds. . ✓ S⟶T appears in asking the teacher when they face ambiguities.	✓ She has a good explanation but moved quickly through slides in which she does not give her learners the opportunity to take notes. ✓ She uses just the data show in explaining the lesson.

Appendices

Session 5

Date: 06-04-2016	Module: Teaching skills.
Time : 11 :30 – 13 :00	Lesson: planning lesson

Aids: White board, pen board.		
Student's participation and motivation	Interaction	Teacher's performance
✓ Most of the students take notes during the course which means that they were motivated to learn. ✓ The teacher gives a chance for her learners to participate and share their ideas. ✓ Students are motivated and responsive to the teacher's instruction.	✓ S ⟶ S: student's interaction appears in listening to each other. ✓ S.S.S ⟶ students make their exercises individually. ✓ T ⟶ S appears in the explanation and asking questions in discussing with her students. ✓ S ⟶ T students give answers to the teacher.	✓ The teacher has a clear English and perfect pronunciation. ✓ The teacher manages time in a systematic way, he divides her time in explanation, dictation and exercises. ✓ The teacher is concerned; it appears for the researchers that she is well-versed in subject. ✓ The teacher gives her students theoretical information about the topic and asked them to lists some suggestions.

Resume:

Building an effective teacher is a collaborative work shared by all the educational staff and need a higher attention among educators. In this sense, this research work aimed to identify the process of pre-service teacher training as the most appropriate tool that ensure the teachers' professional development through its' fruitful program and to show the necessity of this process at the department of English in Tlemcen University in more particular case ELT graduates just for the sake of becoming quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession.

Key Words: Effective teacher, the process of pre-service teacher training, professional development, ELT, graduates, quality teachers, pedagogical practices, teaching profession.

Résumé :

Former un enseignant qualifié est un travail collectif partagé entre l'ensemble du personnel éducatif et a besoin d'une grande attention dont la responsabilité est partagée entre pédagogues et didacticiens. Dans ce sens, cette recherche a été réalisée pour identifier le processus de la formation des enseignants. Pour assurer le développement professionnel de l'enseignant à travers un programme fructueux et aussi pour montrer l'efficacité de ce processus au sein du département d'Anglais à l'Université de Tlemcen. Particulièrement les étudiants qui ont choisi la didactique de l'Anglais langue étrangère dans le but de former des enseignants qualifié qui pourront rependre aux besoins de leurs apprenants.

Mots Clés : enseignant qualifier, le processus, formation des enseignants, le développement professionnel, didactique, pédagogues et didacticiens

الملخص:

تكوين معلم فعال هو عمل تعاوني مشترك من قبل جميع العاملين في حقل التعليم، ويحتاج إلى اهتمام أكبر من طرف التربويون. في هذا المعنى يهدف هذا البحث العلمي إلى التعريف بعملية تدريب المعلمين قبل الخدمة، باعتباره البديل الأكثر ملائمة لضمان"التنمية المهنية المحترفة للمعلمين من خلال البرنامج المثمر الذي يحتويه وإظهار أهمية وجوده في قسم اللغة الإنجليزية في جامعة تلمسان خاصة الطلبة المتخصصون في ELT فقط من أجل إعداد الخريجين للحصول على أستاذ ذو جودة و مجهز لمختلف الممارسات التربوية التي من شأنها أن تعمل على تلبية الطلبات المتزايدة المرتبطة بمهنة التعليم.

الكلمات المفتاحية :معلم فعال،التربويون، تدريب المعلمين قبل الخدمة، التنمية المهنية المحترفة للمعلمين، إعداد لخريجين، معلم ذو جودة عالية، الممارسات التربوية، مهنة التعليم.

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