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**Title: Teacher Education Development a Must for Secondary School Teachers.**

### **Introduction**

There is, undoubtedly, recognition among teachers, trainers and trainees that more efforts are to be deployed 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 lecture 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.

### **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 practices which happen as 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.

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

### **Identification of an Observation’s Focus**

*Organisation of the lesson:* the entry, structuring, and closure of the lesson.

*Teacher’s time management:* allotment of time to different activities during the lesson.

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

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

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

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

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

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

- set at the pre-observation meeting and collects relevant data for the teacher's attention. The data thus collected constitute a vital part of the content of the observed teacher's teaching Profile. What is worthy to state is that, at this point, all of the previous steps merge to make the observation a collaborative, developmental, and non-judgemental endeavour.
- The teacher makes his own self—assessment of the lesson, for later discussion with the observer. Hereby, feedback Session can be either immediate or delayed. Many teacher educators vouch for delaying feedback because even one day gives observed teachers time to digest their lesson and come to a more complete self-evaluation Denman(1989)states that delayed feedback “**gives the trainee the opportunity to come to a more mature, more balanced appraisal of the lesson**». Likewise, positive feedback should be given to create a good climate for further discussion of the lesson, and to give the trainee or the observed teacher a sense of accomplishment. Still, the good points of the lesson should be pointed out to the teacher while the bad ones should be given in the form of suggestions for improvement. Whatever the approach of giving feedback adopted, the goal is to make the teacher an independent decision maker at all times.

### **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 to the course so that the teacher's attention 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.

## **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.

## **Stages of feedback**

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

### **▪ Establishing the facts: What happened?**

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

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

- **Objectives and achievements**

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

- **Generating alternatives: What else could have been done?**

In this stage the observed teacher (often a trainee) is encouraged to think about the positive and the negative effects of teaching alternatives he or she might have used. Wallace and Woolger(1991) admit that this can be the most difficult stage because considering alternatives is a challenge for teachers.”**Somehow the trainees must be brought to the point where the discussion of alternatives strategies, procedures, and so on is not seen as a criticism ( or even an implied criticism), but an essential element in their on-going professional development”** Wallace and Woolger (1991:322)

- **Self-evaluation: What have you learned?**

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

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

### **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.

<b>Observer says to teacher</b>	<b>Teacher says to himself</b>
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:

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



Table 4.2 Samples of supportive feedback.

### **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 shared with others?

### **Developing an in-service programme**

An in-service programme should include opportunities for learning and for sharing ideas: on one's own, with colleagues and with a supervisor. (See Appendix 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 strengths.

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.

### **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 be 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.

## **Teacher Development from 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.

## **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.

## **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.

## **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.

## **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.<sup>1</sup>

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

## **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

## **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.

### **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.

### **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.

### **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...

### **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 agency.

### **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.

### **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.

### **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.

### **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.

### **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 and Wales ).

### **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.

### **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 lecture, 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.

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