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Teacher Education Development:

Lectures for Master Two DAELE Students

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Description and Aims of the course

Admittedly, teaching occurs when a teacher is able to make his learners do the things that they have never been able to do before, thus reaching a maximum amount of positive learning outcomes. All too often, EFL and ESL teachers, most definitely, bring to class personal styles, personal beliefs and even personal assumptions of how to undertake their teaching practices with a top-down process which is fuelled by an instructional methodology dish out by managers. Teacher education as an alternative blueprint; however, attempts to bring about pedagogical development through enhancing would-be teachers" ability to observe, reflect upon and refine their own instructional methodology. As evidence indicates, this series of lectures is to highlight the necessity for would-be teachers as well experienced teachers to visualise through different eyes the picture of classroom environment and practices. Hereby, this awareness develops professional growth, which allows those teachers to make appropriate judgments and decisions. In this line of thought, teacher education development as a substitute to training, if sustained by the bases and principles of an approach of teaching, can trigger a more predictable and comprehensive formulation and enactment of teaching practices that can be undertaken by a teacher as a reflective practitioner. In down-to-earth terms, when teacher education development, is viewed as an imminent strategy meant for professional development, the teacher who is a would-be, newbie or a veteran teacher can broaden, or shape new ways of teaching which would enable him to reset and to refine emphatically his teaching practices and his principles of tackling the job of teaching with more commitment, diligence and devotion. Thereby, the lectures as processed aim at a provision of academic facts which hopefully guide Master two students who are considered as would-be teachers, towards tackling the job of teaching with an in-depth understanding of how to articulate teaching practices that might lead to effective teaching.

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1. Introduction:

Teaching a language entails a thorough mastery, for any teacher of whatever rank, of the systemic language which known as the lexico-morpho-phonological-syntactic aspects of the language. Once obtained, this mastery, added to a professional knowledge, easily helps the teacher cope with the unexpected all academically and pedagogically.

2. Defining teaching:

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

- The activities of educating or instructing; activities that impart knowledge or skill.

- The profession of a teacher.

- A doctrine that is taught.

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

The teaching profession is a relatively new one, but sometime ago it occurred only in people"s homes where children were given morals by their parents and elder show to behave and what to think in different life's situation.

The mosque, the church and other religious settings were used by sages to teach children as well as adults how to behave and what to believe. In the 19th century, as society became more industrialized, the concept of schooling became more universal.

In industrialized nations today, most teachers are university graduates. Teacher-training programs usually include both general and specialized

academic, cultural, or vocational courses; the study of educational principles; and a series of professional courses combined with practical experience in a typical school setting. Most countries also require professional certification following formal training. (Adrian Underhill1985)

According to Edmund Amidon(1969:98) "Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity."

Brubacher says," Teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course ofdoing so."

Skinner says "Teaching is the arrangement of contingencies of reinforcement."

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

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

3. Characteristics of Good Teaching

Actually the prerequisites a teacher should have before tackling the job of teaching are, most definitely, warmth, humour and the ability to care about people. Added to this is the planning of lectures, hard work and self-discipline. What has increasingly become important, on a worthier side, is that teachers should imperatively have a minimum professional knowledge of instruction and pedagogy in order to articulate the most important standards of the teaching

job and substantively update and refine their own assumptions and beliefs about teaching. What is more, research has identified that teachers must have a thorough catch up in many areas of professional knowledge. Actually, t need to know about the curriculum materials and programmes appropriate for their subject so as to teach certain learners some particular concepts, the characteristics and cultural backgrounds of learners, and most of all, the goals and the purposes of teaching. In this regard Brown and McInryre(cited in Williams and Burden 2000) reported that a good teacher should :

•   Create a relaxed and enjoyable atmosphere in the classroom

•   Retain control in the classroom

•   Present work in an interesting and motivating way

•   Provide conditions so that learners understand the work

•   Make clear what learners are to do and achieve

•   Judge what can be expected of a learner

•   Help learners with difficulties

•   Encourage learners to raise their expectations of themselves

•   Develop personal mature relationship with learners

•   Demonstrate personal talent or knowledge

4. Defining learning:

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

- The cognitive process of acquiring skill or knowledge.

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

- Committing to memory; learning by heart.

- Profound scholarly knowledge.

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

Learning is the acquisition of new words, syntactic structures and new concepts.It is essential to humans in order to become literate, well educated behaving with moral values and leading to an ethical form of life in their communities. All human and some animals have got the ability to learn. Learning is not compulsory; it is contextual. It does not happen all at once, but builds upon and is shaped by what we previously acquired. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning is based on experience. In the past, learning was seen as an observable and measurable change in behaviour that is the result of an experience, but can it be successful unless it is undergone by valid not vapid teaching strategies or so to speak, of strategies of modern current learning process. . (Richard and Lockhart:1994)

5. The Current Learning Process

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

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

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

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

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

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

6. Lecture:

The method of the lecture has been, for so long, the strategy with which teachers in schools and universities dispensed knowledge using in their classrooms, the strategies, techniques and instructions of the adopted and advocated approach. Though nowadays many strategies have proliferated and are put into practice and examined in different teaching settings all around the world, the lecture still remains the mostly used important way to vehicle knowledge. It is then undeniable and true that it is still represented as having plenty of advantages in the sense it provides a way to communicate a large

amount of knowledge to a big number of learners. But the least that can be said, in terms of drawbacks, is that not all learners get involved in the process. Moreover, what is assumed to turn to be negative is the fact that learners" feedback cannot be counted on by teachers to reflect on their classroom practices because simply within a lecture most of the learners(important ratio) get disengaged and therefore quickly forget the elements that make out the lecture. Paradoxically, when used in conjunction with active learning teaching strategies, the traditionallecture can be an effective way to achieve instructional goals.

7. Active Learning :

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

One among the outstanding ways of active learning is collaborative or Cooperative Learning. The principles of cooperative and collaborative learning are to set learners to work together in small groups to perform tasks, with specific inputs leading to a learning situation and having a common learning goal. This quite often helps learners to launch in special discussions which help them broaden their knowledge in learning and motivate them to hear their own voices when developing their own views about various topics. Another area of learning which has become a buzz word is critical thinking, which is a collection of mental activities that include the ability to intuit, clarify, and judge. Actually critical thinking has become significant in academics due to being significant in learning. Good teachers put in practice critical thinking at every stage of the

learning process of application. The key is that the teachers who foster critical thinking foster reflection in learners by asking questions that stimulate thinking essential to the construction of knowledge. According to Beyer(1995) Critical thinking means making clear, reasoned judgments. While in the process of critical thinking, your thought should be reasoned and well thought out and judged.

In the same stand of critical thinking experiential Learning as a consolidating process to critical thinking is an undeniably important learning strategy which has currently evoked the assumption that people learn more by doing things themselves rather than being told about them(Knowles &Swason, 2005). Hence, it is also important to recognize learner‟s experience and integrate this experience into group learning situations, so learners learn from each other. New learning is, therefore, constructed over the foundations of our own earlier learning.

As soon as you begin to engage in the kind of reflective process the teacher will notice that there are aspects of his teaching that he would like to change, and alternative courses of action that are open to him. D.A. Kolb, who has studied the theory and origins of experimental learning, believes that this pattern of examining and modifying your existing beliefs and habits leads to the most effective learning. Kolb defines experimental learning as „the process whereby knowledge is created through the transformation of experience‟ (Kolb 1984 p38). Key characteristics are:

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

- This process is continuous, and grounded in the learner‟s own experience.

- It involves bringing out the learner‟s existing beliefs and theories, testing them against new experiences and insights, and reintegrating

the new, more refined ideas that evolve through this process of examination and reflection.

It is a process of ongoing adaptation to an environment which is constantly We make use of whatever knowledge and experience we already have in order to help us learn and understand new things. In this line of thought, Jim Scriviner(1998:4) highlights that

> **Students may bring pen and paper to the lesson. But they also bring a whole range of other less visible things to class: their needs, their wishes, their life experience, their memories, their worries, their fears, their moods, etc.(ibid)**

Hereby, giving learners opportunities to do things themselves maybe of a great importance and of course, in this way, the enabling of learning can pave out the road to better teaching if the teacher worries less about teaching techniques. As for the teacher again, it is incessantly important to help the learners to become more aware about how they are learning, to reflect on this and to explore what procedures, materials, techniques or approaches would help them learn more effectively.

This actually and evidently traces out the premises of learner development in processing various and valid areas in a well-rounded pedagogical foreign language learning setting. Meaningfully, evidence indicates that in a growing recognition of this concept, learners are allowed to make mistakes, to try things out, get things wrong, and learn from that. What the teacher should know is that the more he does himself, the less space there will be for the learners to do things.

Another strategy of learning is teaching with Cases - Case studies present

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

Lecture two: Kinds of Teachers in Teaching Styles

1. Introduction:

The teacher has always been known as the purveyor of knowledge and before him learners sit as empty recipients that are supposedly to be filled. This style has prevailed for years on end and is still. Now experts, throughout the world, recommend that the teacher should adapt and adopt a shift in focus in his teaching progressively and congruently to what is accredited in the institution he acts in. It is significantly recognised that when teachers stay back from the teaching learning process, the learning outcomes turn to be visibly positive. (J.Scrivener1996)

2. Teaching styles

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

2.1. Teacher-centred class

Teachers centred of teachers fronted are those teachers who have a formal authority; they teach with the style that tends to focus on content. In this style the teacher is the only responsible for providing and controlling the flow of the content and the student is expected to receive it and neither special role nor a strategy is required from him/her in the learning process, which goes beyond their will or their concern. (J.Scrivener1996)

In this traditional style, the teacher stands at the front of the room teaching, and the learners sit on rows listening. In this teaching style the teacher is the knower and has the task to transmit knowledge to the students. This is mainly

done by long explanations with a passive participation of learners and it is only by the end of the lesson that the learners are generally doing some assessment activities. What also characterises the teacher fronted class style is that during the whole lesson timing, the teacher keeps control of the subject matter and supervises the flow of the course and decides what the students do. In such classrooms, the teacher is by far the most active person, but by assumption not all the learners are completely involved.

Some of the learners turn off because of long dull explanations, while others do not understand at all and would rather do something different. It can be noticed that this way of teaching, on the whole, is not deprived from the ill-effects which is on the top of teacher centeredness. One type of statement made by an instructor with this teaching style is "I am the flashlight for my students; I illuminate the content and materials so that my students can see the importance of the material and appreciate the discipline." (J.Scrivener1996).

In Algeria, however, this style has prevailed for long years, because the successive adopted classical approaches required the teacher to be at the centre of any teaching /learning situation. Now with the newly implemented approach, CBA (Competency Based Approach), teaching in our schools is taking new dimensions in which the learner is at the core of the teaching/learning process.

What is also, worth noting, is that in teacher centred classes, the recurring teaching is based on doing what someone else has suggested or decided, using the lesson material or technique as given without adapting it in any way . In this way, the effectiveness of a teacher depends largely on his pedagogic skills, and his knowledge of the topic he is teaching, and on all the associated methodology.

Consequently, this teacher is only as good as the techniques or materials that he employs, and improves by learning more about them. Worthy to note then that this style has been incessantly practised in the Algerian universities

since the teachers have never been subjects of any training that prescribe the good effects of learner centeredness nor have they been acquainted with a special programme of professional development which help them grow within an experience that gives rise to the mastery of pedagogy and therefore to the knowledge of the subject matter. Above all, and what turns to be negative when compared to the new approaches of learning, these teachers, even more, do not want to build relationships with their students nor is it as important that their students form relationships withother students.

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

2.2.Learner Centeredness Perspective

Learner-centered approach is an approach to teaching that is increasingly being encouraged in higher education. Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitators and delegators student learning.

Recent development in language teaching has emphasized a learner-centered approach with awareness of the learner as an individual and focus on learner autonomy. This has led to the development of the notion of autonomous

learning.

To enlighten this, one may assume that being a teacher does not necessarily mean gripping over the whole learning that may take place. A teacher cannot learn for his students. What a teacher can do is to help and create the conditions conducive to successful learning. He should set up a continuous attention of self-awareness and self- development in the learners. This operation consists of involving them, by enabling them to work at speed, by avoiding long explanations, by encouraging them to participate, talk, chat, interact, do things, etc. Scrivener explains all these as follows

"The teacher is teaching but it is unclear how much learning is taking place. It is quite possible for a teacher to be putting great effort into his/her teaching and for no learning to be taking place; similarly a teacher could apparently be doing nothing, but the students be learning a great deal"(1994:2)

In this kind of teaching/learning situation, the teacher, as mentioned above, is not the transmitter of knowledge, but it is the learner''s performance which is more active. Another more or less important factor is the physical setting which differs greatly from traditional ordinary classes because learners sit down in circles within which it is sometimes hard to guess which person guides the learning process .

Henceforth, the tasks and the speaking is done by everyone within the circle rather than by just one person standing before learners .However, this does not prevent the teacher to interfere from time to time, in order to motivate, instructor explain something to all the learners.Nunan defines the learner centred approach as: "information by and from the learner is used in planning, implementing and evaluating language programmes" (1989:19).

This means that learners are substantially involved in the process and even determine most aspects of learning that may take place. On the other hand, the teacher is less involved and becomes a guide, an organiser a counsellor or a

resource of information when needed. These teacher roles are basically considered as the requisites for the current learning process.

3. Kinds of Teachers in the light of TED.

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

3.1. The Explainer

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

This may be performed enthusiastically with great entertainment. Whereas the learners just listen, taking notes from time to time and occasionally answering, but are not personally involved or challenged. Teachers who act as explainers are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own groups. Likewise Harmer (2001:58) asserts: "that controllers1 take the roll, tell the students things, organize drills, read aloud, and in various ways exemplify the qualities

of a teacher – fronted classroom". This means that these teachers view their job as the transmission of knowledge from themselves to their students and inspired them through this knowledge and charisma.

3.2. The Involver

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

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

• Goal-setting;

• Choice of methodology;

• Activity selection and organization;

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

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

• Topic selection;

• Evaluation;

• Independent study.(ibid:279)
In this way, the teacher sets his learners in a gradual involvement process within

whichthey start to think critically about what their teacher proposes to them.

3.3. The Enabler

This teacher possesses a close relation of feelings with his learners. Hence, he has the ability to stir in the learner''s mind to sort out new aptitudes and attitudes towards learning a foreign language. Since he has a complete mastery of his subject matter, thisteacher can create the right conditions and atmosphere that enable the learners to learn for themselves.

Added to his personal qualities are attitude towards change, development, diversity, co-operation and authority. Also the enabler has a good knowledge of methodology. Having acquired his own views on learning and teaching with consistent and available materials, he originally plans and teaches according tothe implication of theory. Hence, he encourages highly autonomous learning by being, from time to time, a guide or a counsellor or resource of information when needed.

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

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

Lesson Three: Disclosure of Teacher Education Development

1.Introduction

Teacher Education Development is considered as a post-method era within which Teachers and teacher trainers all around the world view the necessity of fostering effective teaching as an imminent professional phase to prepare pedagogically newbie, tenured and experienced teachers for better teaching performances. TED is self initiated. It asks teachers to collect data from their own classrooms and use these data for change and betterment.

2. The Need for Change

It is widely known that dispensing knowledge is not enough, i.e. what is taughtis not always learnt. The positivist view fostered the traditional classroom where teachers are the sole source of knowledge. Accordingly, the P.P.P. (Presentation Production Practice) lesson loomed largely in the language classrooms where an illusion of mastery was and (still some teachers refuse the change) still prevailing. This view is congruent with positivism (as opposed to constructivism) which counter runs the teacher development.

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

To this extent, teachers while attending in-service training, seminars and

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

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

3. Teacher Education Development

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

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

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

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

Ely discusses the new language teaching/ learning paradigm in which teachers whether prospective or experienced can be involved and which entice them to change their practice.

4. Development for Prospective and Experienced Teachers

Teacher development can be a career-long process which may be undertaken by experienced teachers as well as prospective ones. If separated from training, development means something distinct and unusual, and that people who have little or no experience of teaching are not ready with the issues it raises.

Yet, this is a misrepresentation of the nature of teacher development, which is a reflective way of approaching whatever it is that teachers are doing at whatever level of experience they are doing it. The focus of teacher education is extended from a narrowly based training model towards a broader approach in which developmental insights are learned alongside classroom teaching skills.

Henceforth, it is the role of teacher educators to design and implement teacher education programmes both at pre-service and in- service levels. Pennington argues: viewing teaching as a profession provides a motivation for continuous career growth, and that teacher educators have a responsibility to prepare teachers right from the start to adopt a development perspective. (Pennington 1990: 134)

This is to say that this developmental perspective aims at setting programmes which will have, as goals, the development of a set of classroom skills and knowledge.

More importantly, to impel teachers to develop their own pedagogical belief system for both novice teachers at the level of university and, of course, for tenured and experienced teachers, who have worked for a given period of time as fulltime teachers at the level of a secondary school. Thus, teacher preparation moves beyond training in the narrow sense to enabling a teacher to reflect upon any situation rather than training for a specification.

5. Models of Language Teacher Education

Concerning teacher education models, Wallace (1991) classified these models into three main professional categories, namely, the craft model, the applied science model, and the reflective model. The craft model is viewed as reminiscent of apprenticeship practices. In this model, the student teacher learns by observing amaster teacher at work.

The place of training for the apprentice also considered as a would-be teacher, therefore, must be the school, and assessment would be largely by demonstrable behavioural competences. In the applied science model the trainee is required to choose an approach that has scientific validity, such as Communicative Language Teaching and then base the lesson on that approach, leaving no room for change or unpredictability.

Finally, in the reflective model, the role of the teachers isto develop new perspectives by which they must constantly reflect on their practices. With much concern on the teacher as a reflective practitioner, Schon (1987) pointed out that a teacher"s ability to see a problem from different angles can be improved by creative problem-solving, which involves reflection not just after an event, but also conscious thinking and acting while the situation is still at hand.

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

6. Teacher Development Defined

The word Development is definitely related to the widely known term "training"; and both are complementary in the sense of achieving an efficient and effective level of skills and knowledge in the teaching of a language. Development means, "the empowerment of the teacher, in the sense of endowing him with the status of an autonomous professional" (Benmoussat 2003:258) This implies that conception of Teacher Education Development is not one-off, but goes along and extend to the entire career of a teacher.

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

- How can I become a better teacher?

- How can I enjoy my teaching more?

- How can I feel that I am helping learning?

Development, henceforth, has to be bottom-up, i.e. it is to be generated by the himself not dished out by managers according to their own view of what development teachers need. A professional development wherein teachers" decisions are primarily directed by impulse or by convention without coming to a conscious decision that they are the right things to do or, they are doing things that they have consciously decided they want to be doing, would probably lead to a routinised way of teaching.

Contrariwise teacher education development is an important way for teachers of acknowledging their own inner needs and desires and of making their experiences more worthwhile. It is, in fact, about the inner world of responses that teachers make to the outer-world of the classroom. Underhill, quoted in Head and Taylor (1997:05) defines TED as: a process of becoming

increasingly aware of the quality of the learning atmosphere we create, and as a result becoming more able to make creative

moment by moment choices about how we are affecting our learners through our personal behaviour. (1991:02)

Likewise, Benmoussat (2003) argues that development is shaped as a distinct concept in the teacher"s thinking about learning. It is a helpful and insightful approach to explore the process involved in the teaching / learning mechanism in order to develop and improve the teacher"s professional competence. (Benmoussat 2003:229).

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

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

Head and Taylor (1997:2).

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

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

7. Background Factors Leading to TED

In general terms, teacher development is considered as a post method era. Many teachers around the world sought for an impetus that would help turn the page of methods (imposed / dished out) over and to start a new process of teaching. Henceforth, they found out that personal self-awareness and reflective practices were the key to professional growth. In this context, Rod Bolitho in Head and Taylor identified a number of background factors that gave rise to TED.

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

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

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

•   An increasing preoccupation with qualifications. British ELT needed to

professionalize itself, yet higher academic courses seldom have the kind of practical orientation that many teachers hope for, and there are no guarantees of a permanentjob at the end of their.

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

8. Core Characteristics of Teacher Development

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

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

- Much of teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and alsoto develop their careers as well as themselves.

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

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

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

9. Assumptions about Teacher Development

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

• An informed teacher has an extensive knowledge base about teaching

• Much can be learned about teaching through self-inquiry

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

• Experience is insufficient as a basis for development

• Critical reflection can trigger a deeper understanding of

teaching(Richard and Lockhart 1994:3)

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

which the teacher handles the recurring dimensions of teaching. Though experience is consideredas an important key of professional growth, it must have another facet of critical reflection which can trigger an understanding of teaching which brings about betterment and improvement of the teacher‟s practices with his learners.

In the same line of thought, Underhill argues: Development means…keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I am in a rut, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and uninspiring. (Underhill 1988:4)

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

Lecture Four: Development for Different Objectives

1. Introduction

Teaching is said to be in a state of flux. It never ceases to change. It is full of variables and complexities. A teacher he who does not look at his previous teaching, who is reticent and sceptical, may fall in the trap of jadedness. So as to reach the feeling of satisfaction and enthusiasm, any teacher can build a new vision which allows him to broaden his knowledge and skills about teaching. Teacher education development; therefore, offers an arena of new ideas and possibilities to ascertain effective teaching in a variety of scopes.

2. The Developing Teacher

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

1. The gradual growth of something.

2. The process that results from gradually transforming a basic design from simple to more advance.

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

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

2.1. Development as the process of growth

Under this definition, development is regarded as a process that is likely to occur throughout time. In the field of education, teachers develop and grow as a result of the experience they gain year after year. In this very specific context,

Perkins(1998:20) posits that "if we are doing something we enjoy, then continuous Professional Development is a natural component of our daily work life.It is anattitude."

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

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

2.2. Development as making the basic advanced

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

Yet, in ELT the distinction above is not always clear. The training courses the institution provides to improve teaching usually take the form of what is generally referred to as "supervised self-development». Edge(1992) has ,himself, invoked"cooperative development" to refer to the collaboration among

teachers themselves to attain development. He rightly posits that "I need someone to work with, but I don"t need someone who wants to change me and make me more like the way they think I ought to be. I need someone who will help me see myself clearly."" (Edge,1992:38)

2.3. Development as a result of recent events:

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

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

• 	Unconscious change (to change without noticing change)

• 	Deliberate change (to make things change)

• 	Change as a result of recent happenings.

• 	Teacher development: a Necessity in Education

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

In the field of education, research has evidenced that teaching quality and school leadership are the most important factors in enhancing student

achievement. For teachers to be as effective as possible they have to "continually" expand their knowledge and skills in order to put into practice the best pedagogical strategies. Also, teachers learn how to help students learn at the highest levels and how to better cope with their needs and weaknesses.

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

Lecture Five: Models of Development

1. Introduction

Teacher education development is a bottom-up process of regarding one"s teaching. It is in fact based on an external agenda. This means that in no way can it be dished out from managers. What worth noting, is that the models of teacher development are many and diverse, but all of them aim at putting the teacher in a strong position so as to provide effective teaching.

2. Who is responsible for teacher development?

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

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

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

- Responding to the insitution"s lack of attention to promoting teacher development.

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

- Make it(development) successful and effective.

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

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

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

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

3. The Process of Teacher Development

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

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

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

- Awareness.i.e. learning to use senses, namely eyes and ears, to better find

out and control what happens in the classroom while teaching.

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

4. Models of Teacher development

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

4.1. The Deficit Model

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

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

such Marland (1995:49)who reckons that

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

4.2. The Science Model

The science model or else the science-research model states that teachers learn from the methods that research has suggested and/or proved as being effective. The Audio-Lingual Approach or the Neuro-Linguistic Programming (NLP) are examples that might be classified under this category.

The teacher following this way of learning is supposed to take interest in up to date published research on methodology/he is urged to seek evidence beyond hid/her personal experience and intuition. The science research model, which encourages the teacher to keep pace with the latest in the field of language pedagogy, has been praised by Clara as she argues that **"I enjoy knowing more and more about the world of TEFL and the English language and being able to employ this knowledge in the classroom."** (Cited in Zahorik,1996:21)

This model is also helpful in taking decisions vis-à-vis teaching practices. For instance, the teacher reads that recent studies have evidenced the fact that the third personal „s‟ tends to be a problem for many EFL learners and ,in many cases , it is acquired late; therefore, s/he decides to stop over correcting such a mistake immediately.

4.3. The theory philosophy model

This model of learning claims that teachers are bound to moral or political values. In other terms, teachers are guided by what should or ought to work. Communicative and humanistic approaches, for example, can be included under this category.

The conception that foreign languages are successfully learned when the process is student-centred, with the teacher assuming the role of a facilitator, not that of an authoritarian, as s/he continuously helps students to better their learning and making them well aware of the sources of their weaknesses. This recent trend in language pedagogy has developed in line with the late 20th century western democracies.

Hence, if the teachers seek to learn this way s/he is likely to fit his/her teaching to ideas and principles, not to hard facts and s/he will value those ideas to results of studies(Duncan Foord,2009). Put differently, a teacher holding this conception would prefer approaches over methods.

4.4. The art-craft Model

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

Art- craft teachers, so to speak, centre specific attention on developing their experiences; they strive to gather maximum benefit from the time they spend in the classroom with their students in the classroom. It is this way that

they succeed in building rapport and understanding which, in turn, encourage them to uncover mysteries in learning and teaching , and most importantly, acquire the know -how to cope with them. Moreover, teachers adopting this model like to improvise as they take decisions intuitively focusing on what seems to work ,not what should work or what proved to work. (Richards and Farrell2005)

Lecture Six: Teacher Training Vs Teacher Development

1. Introduction

Ample evidence indicates that teacher training and teacher development should be viewed complementary. Significant assertion note that teachers who have been agents of a special training, can embark in the concept of TED with better equipments. These teachers whose teaching strategies were acquired in a top-down way(instructional methodology) might react positively to TED when disclosed to them in a special training course.

2. Teacher Training Vs. Teacher Development

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

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

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

> **Training then involves the acquisition of goal-oriented behaviour which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore,**

very limited. Training, in this view, is directed at providing
solutions to a set of predictable problems and sets a premium
on reflecting expertise. (Widdowson 1990:62)

Teacher education on the other hand is not predicted on predictability. In this way, it is concerned with the learning atmosphere which is created through the effect of the teacher on the learners, and their effect on the teacher. Its vitality is centred in the power; it gives teachers to make real choices.

Widdowson (1990) also asserts, in the respect of teacher education, that it provides for situations which cannot be accommodated into preconceived patterns of response but which require a reformation of ideas and the modification of established formulae. It focuses, therefore, not on the application of ready-made problem-solving techniques but on the critical appraisal of the relationship between problem and solution as a matter of continuing enquiry and of adaptable practice. It is; therefore, to be stressed that teacher education is gaining and will, by all means, gain more ground in the process of language teaching since it offers betterments and successful teaching.

The shift in emphasis from teacher training to teacher education and development has also led to notions about a shift from university- based training to school-based practices. England (1998) sees school-based teacher theory education as helping to eradicate the divide between theory and practice, or between academic and professional preparation so that course work combined with practical real-world experiences become the norm in many programmes.

Wallace (1994:16) is cautious that the observation of "master teachers" need not imply imitation by the trainee (behaviourist orientation) but a way of providing „another kind of experience to be analyzed and reflected on and then related to the trainee‟s own practice. The following table shows the clear division between training and development principles. (Benmoussat 2003:262)

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

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

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

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

Table 2.2 Distinctive features of training and development

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

Training is seen as a concept where the trainee passively undergoes a period of conditioning during which the dos and the don"ts of classroom practice are inculcated. Only after this basic training, the teacher trainer becomes concerned on empowering trainees to become agents in their own development. It is useless then to argue about in-service training at the level of the university, since the training sessions that almost all teachers benefit take place abroad in foreign universities in a given period of time, but whose objectives are

ambiguous or sometimes unknown. All in all this is not the way INSETS should be viewed and undertaken. What in fact experts advocate is different from what is articulated in the Algerian universities. Hereby, Freeman defines training as a strategy for direct intervention by the collaboration in the teacher''s teaching. He posits that

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

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

3. Teacher Training and Teacher Development Complementary

In order to capture understanding and awareness of himself and of his learners the right effectiveness of English language teaching, an educated teacher should not be in quest of innovation and reject conventional practices out of hand. Hence, teacher education development, on its own, is not a very sufficient means for bringing about innovation and change (Benmoussat: 2003).

It is much better then, to consider training and development as two complementary components of a fully rounded teacher education. Teacher

training essentially concerns knowledge of the topic to be taught, and of the methodology for teaching it. It emphasizes classroom skills and techniques. With these in mind, many teachers can, indeed, attain a myriad of educational objectives; whereas, teacher development is concerned with the learning atmosphere which is created through the effect of teacher on the learners, and their result on the teacher.

All too often, Teacher Education Development becomes compulsory whenever the training courses have proved to be inadequate and unable to foster dynamism and teaching effectiveness among teachers while doing their job. Any training course, either pre-service or in-service can be subject to critics due to their shortcomings. Therefore, along with teacher training, teacher development is a vital component in teacher education development fills the gap in training by giving teachers the possibility to reflect on classroom practices, gain insights into teaching experiences, view education as a long- term process, and deal with change and divergence. (Richard and Lockhart1996)

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

Lecture Seven: Pre-service and in-service Training

1. Introduction

An In-service training is the stage where a would-be teacher is acquainted by the byways of teaching in a theoretical way. It is also the stage within which the student teacher makes a vision building. An in-service training, on the other hand, serves the experienced teacher to reshape his teaching practices and most definitely, to update his knowledge and skills about the new strategies and techniques that recommended by the officials.

2. Types of In-Service Training Programme

In-service programmes are mainly scheduled for new entrants to teaching, as well as for experienced teachers, they primarily set up various files which embody the articulation of theories, strategies, and instructional approaches and methodologies to be included in their teaching practices. Teachers who are concerned with these INSET programs must imperatively attend the training since it is accredited in some countries. As a matter of fact, this is not the case in Algeria especially in higher education, where the teachers undergo neither a pre-service, nor an in-service training. According to Brumfit and Roberts (1983) INSET programmes are fitted into evenings, weekends, holidays… Within these periods, teachers from different schools and universities can attend internally or externally arrayed courses. In this area (Bude & Greenland, 1993) identified three types of training over which teachers can gain experience and more importantly refinement in their pedagogical practices.

2.1. Initial In-Service Training

The programmes of initial training, or (preset) pre-service training are set for novice teachers. It is the role of the administration staff to make up a list of

novice teachers who have never been subjects to any training. It is in the initial training that methodology is enhanced to be strictly adopted in language teaching classrooms. The programmes also include training in teaching basic skills. Initial in-service training offers cooperation oriented model of training with a focus on partnership andteamwork in all aspects of training.

2.2. In-Service Training for Refresher Purposes:

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

2.3. In-Service Training for Curriculum Reorientation

The programmes of such Insets are set up to core study the curriculum advents and make decisions about what to teach according to the needs of the nation. (Bude and Greenland, 1993) noted that **following the political changes at independence, many new states reviewed their education systems to bring them in line with new national aspirations** (Bude and Greenland, 1993:31).

During these Insets teachers are acquainted with new instructions about the new curriculum and its new principles that are to be adapted on their teaching material, teaching approaches towards related teaching styles. That was the case in Algeria at the level of the educational system with the newly implemented Competency-Based Approach. It is primordial now to assert that at

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

3. Pre-Service Training: the University

This is the initial stage where teacher education programmes are intended for entrants or would-be teachers who have not started working in the classroom. These would-be teachers, apart from the taught theoretical module wherein they learn the   main teaching objectives of a variety of approaches, methods, techniques, they complete their degree in English language with no teaching experience.

Moreover, the programmes at this level are devoid of both entry and exit profiles, which can guide teacher trainers to set up objectives of each training course that must be achieved by the end of the in-service training. Therefore, many of the would-be teachers are sent to the Secondary schools with no experience in the teaching of English as a Foreign Language.

What is worthy to highlight is that there is no partnership between the university and secondary schools and university trainers and teachers who are assumed to play a key role in shaping the would-be teacher‟s attitudes and beliefs. University teachers who are in charge of teaching theoretical methodology continue to teach as before, focusing on the transmission of declarative knowledge about teaching, the way they learned to teach when themselves were university students.

This is emphatically due to the absence of an official curriculum which includes the notions that define the nature of pre-service training and offer various visions of the core knowledge that teachers must possess and the way

they must learn it. Likewise, these concepts of curriculum define what future teachers must learn and know in order to teach and in what way they must learn and know it.

Practically, teachers at the level of university must set up a model of pre-service training in which university ensures the theoretical knowledge, methods and skills, while the schools provides settings in which future teachers apply that knowledge and integrate all its elements in the way it needs to be done.

Further, at the level of the university, the other disciplines are often taught unreliably to practice since they can contribute greatly in the acquisition of practical teaching. Relatively, these disciplines provide future teachers with tools in the form of theoretical, cultural and critical knowledge that would be truly useful to them in classroom situations.

As a matter of facts, many novice teachers are given demanding teaching schedules and do not have much opportunity to get involved in any activity for professional development. As a result many teaching jobs are filled by under prepared or even unprepared teachers, and many of them lack confidence in teaching methodology.

This is because of their undergraduate courses which are often based on linguistics, civilization and literature and deal very little with teaching practice. (See 2.3). Generally, teachers with a deep lack of methodology, because of a non-structured and a non-coordinated teacher preparation, will never have the chance to get on more knowledge in in-service training that is after graduation. Academic programmes, mostly MA TESOL and certificate programmes, do a good job of developing knowledge, skills, and habits in teachers. (Freeman 1982).Prospective teachers are expected to arrive on their first day of class ready in ways that are effective, efficient, and appropriate to the learner"s needs.

Lecture Eight: Reflection the Key Concept of TED

1. Introduction:

Teachers who launch themselves in the trend of reflection, become aware of their behavioural ways of teaching. This will help them to connect their actions to their learners' by collecting data about their teaching, examine their attitudes, beliefs, assumptions and teaching practices, for self-evaluation and for change.

By doing this, they can move beyond routinised responses to classroom situations and can also attain a higher level of awareness. This also leads them become inquirers and help them develop a spirit of collaboration that summons an unexpected teaching quality. In the flow of time, if these teachers turn to be reflective practitioners, they, most definitely, achieve positive learning outcomes and therefore high scale teaching performances.

3. The essence of reflective teaching:

In this respect, the process of reflection denotes by assertion that teachers who get involved in this trend become aware of their jobs' ends and purposes relatively to the changes they generate in their teaching practices. This means that this can be considered as the process of understanding and improving one's own teaching experience.

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

When teachers are engaged in reflection on teaching they become monitors of their teaching practices which they can alter whenever the change appears to be

profitable for their learners. This involvement in reflective teaching provides teachers with data and with procedures which can shape or structure myriad of activities which, in turn, generally lead to achievable objectives.

Likewise, Pennington posits that **"the term reflective teaching has come to signify a movement in teacher education, in which students teachers or working teachers analyze their own practice and its underlying basis, and then consider alternative means for achieving their ends."** (1992:48) She goes on writing **"The use of the term reflection in the context of instruction can be interpreted in the sense of (1) thoughtful consideration, as well as in the sense of (2) mirroring, symbolizing or representing**" (ibid).

Further, this approach is teacher initiated and directed, rather than imposed from elsewhere because it involves instructors observing themselves, collecting data for self-evaluation and for change and for professional growth. When teachers develop a reflective practice over a long period of time at different levels of action, observation, analysis and planning, they would be able to articulate their own practical theories, critically examine them, compare them with alternative theories and revise them. Griffiths and Tann(1992).

However, what is worth noting, is that reflection can be exerted either during the performance of a lesson in the classroom setting, or outside of it. Hereby, many writers have emphatically theorised two distinctive temporal dimensions of reflection.

2.1. Reflection-in-action

Teachers who have attained a technical expertise in shaping and refining their practices, are mainly the ones who can reflect immediately and automatically while they are acting .Their actions are spontaneous, intuitive reactions to problems that may arise while a lesson is in progress.

What they do, in fact, is to combine the skill of making on-the-spot decision with a reflective approach, to change the course of the lesson, to see what influenced it and to set appropriate solutions. In this way, they engage themselves in a process of self-directed learning based on personal experience. Schon argues:

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

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

2.2.Reflection on teaching

It is called mirroring experience. (UR1991) states that reflective teaching is a personal reflection. Self-inquiry and critical thinking can help teachers in re-considering how their teaching process is guided and re-evaluating their planning and their action sources.

It helps raise awareness of what should be done later to avoid weaknesses. Thus, such practice can be attained by recalling own experiences in a collaborative way by meetings and discussions with a colleague or some colleagues to enlighten ambiguities through suggestions and providing solutions. This implies that this reflective dimension can happen at any time during or after the teacher's work day, as a result, the existing plans may be reformulated or eventually, completely modified.

3.Investigative Procedures in Classroom Practice

When embracing the concept of reflective teaching, committed teachers do often internalize the skills to change their teaching and become better at teaching over time. This commitment enhances them to take a responsibility for their own professional

development, which is the key note of the idea of the reflective teacher. Perhaps, the most convenient time for teachers to start being responsible is when they carry out this teaching with some developmental activities which underlie change towards betterment of the teaching / learning process. To attain this level of education, Liston and Zeichner laid an emphasis on three key features of reflective teaching.

- A reflective teacher takes responsibility for his own professional development.
- A reflective teacher is aware of and questions the assumptions and values s/he brings to teaching.
- A reflective teacher examines, frames, and attempts to solve the dilemmas of classroom practice.

(Liston & Zeichner, 1991:36)

The third key feature of reflective teaching is the one which consists of adapting developmental insights and translating them into practical developmental tools, making decision on the practice of each. These are, in fact, investigative procedures which the reflective teacher implements relying on himself feedback and on learner's feedback so as to solve the dilemmas of classroom practice.

These procedures can be undertaken by teachers either individually or collaboratively. In Algeria, teachers at the level of secondary school can easily use these developmental activities to achieve a change and a professional growth. These include teaching journals, lesson reports, surveys and questionnaires, peer observation and action research.

Advocators and pedagogues insist on investigative procedures to be inserted in teaching practices and the opportunities for critical reflection to improve their teaching. Their works include a variety of checklists and self analysis sheets that allow teachers to observe their teaching in retrospect and make continuous progress. These pedagogues are: Nunan (1988, 1990), Allright and Bailey (1990, 1994); Richard and

Lockhart (1996), Freeman and Richard (1996), and Head & Taylor (1997).

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

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

3.1. Journals Writing

Teachers collect all the events which occur within the classroom practices and mention them in a diary. The gathered events will serve the teacher to make reflection upon what change in classroom practices will appear. Keeping a journal helps the teachers achieve a better classroom management and brings in a deeper understanding of the teaching / learning process.

Putting a journal can also be of great importance in collaborative teaching in the sense that it helps teachers meet, discuss and exchange ideas when they use one another journals. The advantages of collaborative journal are varied. It can provide access to covert variables influencing the customary ways of teaching, and it also helps to generate questions and hypotheses for eventual action.

3.2. Lesson Report

The main aspects of the lesson are generally gathered in the lesson report. It is, in fact, a structured inventory wherein the teacher describes all the features of his

lesson. The aim of lesson report is to provide the teacher with the procedure which he will adopt in order to organize the features of the lesson for a later practice. Timing is an important aspect since the teacher mentions the timing of each part of the lesson in the lesson report. Effectiveness is another feature of lesson report; it is a thorough description of what actually happened from the teacher's point of view. Contrariwise, a lesson plan gives a full description of each part of the lesson, the teacher will come across and wherein expected learners abilities are stated.(See appendix D).

3.3.Peer observation

Peer observation can be a powerful source of insight and discovery thought it can be intimidating, especially in context in which it is usually undertaken only for supervision and evaluation. To be effective in teacher development, observation needs to be thought of as cooperative discovery process.

A focus on shared students and their attempts to negotiate meaning and construct understanding in both classes can help keep the attention focused on students learning, rather than on teacher effectiveness. The main reasons behind classroom observation can be listed as follow:

- To make decision on whether students are progressing.

- To select difficulties that particular students may have.

- To plan appropriate instructions and remedies.

- To evaluate the effectiveness of the teaching lessons and tasks.

- To assess the appropriateness and relevance of learning materials.

3.4.Teacher's Portfolios

In education, taking teaching portfolio as a developmental activity, necessary means launching in an on-going process of self evaluation and reflection. The notion of port folio must be induced mainly to pre-service and in-service E.L.T teachers. The T.P is generally defined as a selected collection of documents and materials that exemplifies the teacher's theories, development and achievements as a result of a

continuous process of reflection and self evaluation.

The collection of documents in a portfolio is not one-off, but it is to be a representation of the representative material over time .For a developing teacher, it is important to consult frequently their port folio in order to revise, add to, to substitute, edit or just get rid of needless teaching material. Murray defines the portfolio as "**A teaching portfolio is a collection of documents that represents the best of one's teaching and provides one with the occasion to reflect on his or her teaching with the same intensity devoted to scholarship or research".(** Muray:1994,25)

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

3.4.1. Portfolios objectives

- To evaluate, promote and get tenure at the university level.
- To recognize and reward excellence in the field of teaching.
- To describe the full range of a teacher's abilities over and extended period of time.
- To stimulate reflection and improvement of a teacher's performance.

4. Models of Peer Observation

The models of observation of teaching are many and diverse; they depend on how the pairs or the groups of teachers are arranged and which of the evaluative, the developmental, or the peer review model is put into application (Gosling 2002). These models also differ in terms of the number of observers whether they are two, three or groups of teachers.

The distinction is also made upon which objective to set the observation forth. The evaluative or the craft model (Wallace 1991) is viewed as reminiscent of apprenticeship practices. In this model, the student teacher learns by watching a master teacher at work or senior faculty member who while teaching they tend to dive with the newbie teacher deep insight into pedagogy and provide him with the

feedback that entails high quality teaching.The developmental model, on the other hand, functions as the model that is run by experienced teachers and which is meant for development.

The observer in this model is the teacher who attained a technical expertise in teaching and is an educational developer. This kind of teachers is appointed by officials to assure a continuous professional development.

In Algeria, the developmental model is mainly standardised and practised in secondary schools where instructions are set by inspectors to previously appointed teachers who occasionally observe the prospective teaching staff whenever it is necessary.The principles of this model are not those of an important distinction from the peer review model.

Models of peer Observation of Teaching

(Gosling, 2002)

Characteristic	Evaluation model	Development model	Peer review model
Who does & to whom?	Senior staff observe other staff	Educational developers observer practitioners; or expert teachers observe others in department	Teachers observe each other
Purpose	Identify under-performance, confirm probation, appraisal, promotion, quality, assurance, assessment	Demonstrate competency/improve teaching competencies; assessment	Engagement in discussion about teaching; self and mutual reflection
Outcome	Report/judgement	Report/action plan; pass/fail PGCert	Analysis, discussion wider experience of teaching methods
Status of evidence	Authority	Expert diagnosis	Peer shared perception
Relationship of observer to	Power	Expertise	Equality/mutuality

observed			
Confidentiality	Between manager, observer and staff observed	Between observer and the observed, examiner	Between observer and the observed-shared within learning set
Inclusion	Selected staff	Selected/ sample	All
Judgement	Pass/fail, score, quality assessment, worthy/unworthy	How to improve; pass/fail	Non-judgemental, constructive feedback
What is observed?	Teaching performance	Teaching performance, class, learning materials	Teaching performance, class, learning materials
Who benefits?	Institution	The observed	Mutual between peers
Condition for success	Embedded management processes	Effective central unit	teaching is valued discussed
Risks	Alienation, lack of cooperation, opposition	No shared ownership, lack of impact	Complacency, conservatism, unfocused

The peer review model, or the non evaluative model is pointed out as a lucid model fostered by transparency and mutual comprehension among the academics who find it eloquent and unthreatening when being observed.

 Many a teacher stands to relinquish the idea of being observed and having his/her teaching practice being made public, but when it comes to peer review all teachers, roughly speaking, accept to undertake the concept once its main byways are clearly explained and set into instructions.

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

- It revealed more detailed information on student performance during specific aspects of the lesson than I could have generated on my own.

- It revealed unexpected information about interaction between students during a lesson.

- It helped me develop a better working relationship with a colleague.

- It has taught me how much I can learn from my colleagues.

- It made me more aware of the limited range of teaching strategies that I have been using.

- I realized that I need to develop better time management strategies.

- I have learned the value of evaluating myself. I know more about my strengths as a teacher as well.

The teachers who undertake peer observation as an investigative procedure have all of them understand that it had enabled them simply to be better in teaching by exploring their instructional materials and course design through classroom observation. (Shortland, 2007).

The usefulness of peer observation is also anticipated when it comes to the teacher's self-assessment and improvement of teaching skills. Now it is quite clear that peer observation is of paramount importance because its positive effect goes straightforwardly to the student who ultimately gains much benefit from it. This, hereby, means that peer observation is closely related to student learning in a well-rounded developmental model.

In the same token, it offers teachers feedback, support and assistance from their colleagues allowing them to view their teaching from the students' perspective. Hence in the special area, (Webb, 1996) posited:

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

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

However, while choosing the observer the academic rank should not stand as an obstacle and hinders the process. This necessarily means that a good rapport must exist between the colleagues either of the same department, or colleagues coming to observe from other departments, since any awkward behaviour or unintentional remark would literally cause the crumbling of the process.

By the same token, as it is widely conceived, observation is laid out of three phases: pre-observation; observation and post-observation. In the pre-observation phase, what is gained and discussed is mainly a thorough understanding of the session to be observed and a detailed identification of the focus of the course. The second phase is the actual observation of learning and teaching with the used instruments which stand for the criteria and methods.

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

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

promotion(Harris, et all.,2008). Above all this, what should be also noted is that prior to the observation the teacher should familiarise himself with the lecture by reviewing the learning outcomes, type and content of learning resources and the number of students in the course (Goody 2005). By the time the teacher opens up the lecture the identification of all these elements must be pertained to the whole teaching learning process. More important practical advocacies should be made inclusive in a teacher's observation experience.

5. Practical Advocacies of Peer Review.

To observe or to be observed, it is ultimately important that while carrying out comprehensive observation, teachers in question should bear in mind those practical and conventional advocacies that have been highlighted here and there by experts, and subsequently have engendered a better understanding of the concept of peer observation (Gosling 2005).

In this line of thought, Hutchings (1996) puts forward four of these advocacies for a teacher to be engaged in peer observation of teaching:

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

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

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

- Peer review puts faculty in charge of the quality of their work as teachers; as such it is an urgently needed alternative to more bureaucratic forms of accountability that otherwise will be imposed from outside academia.
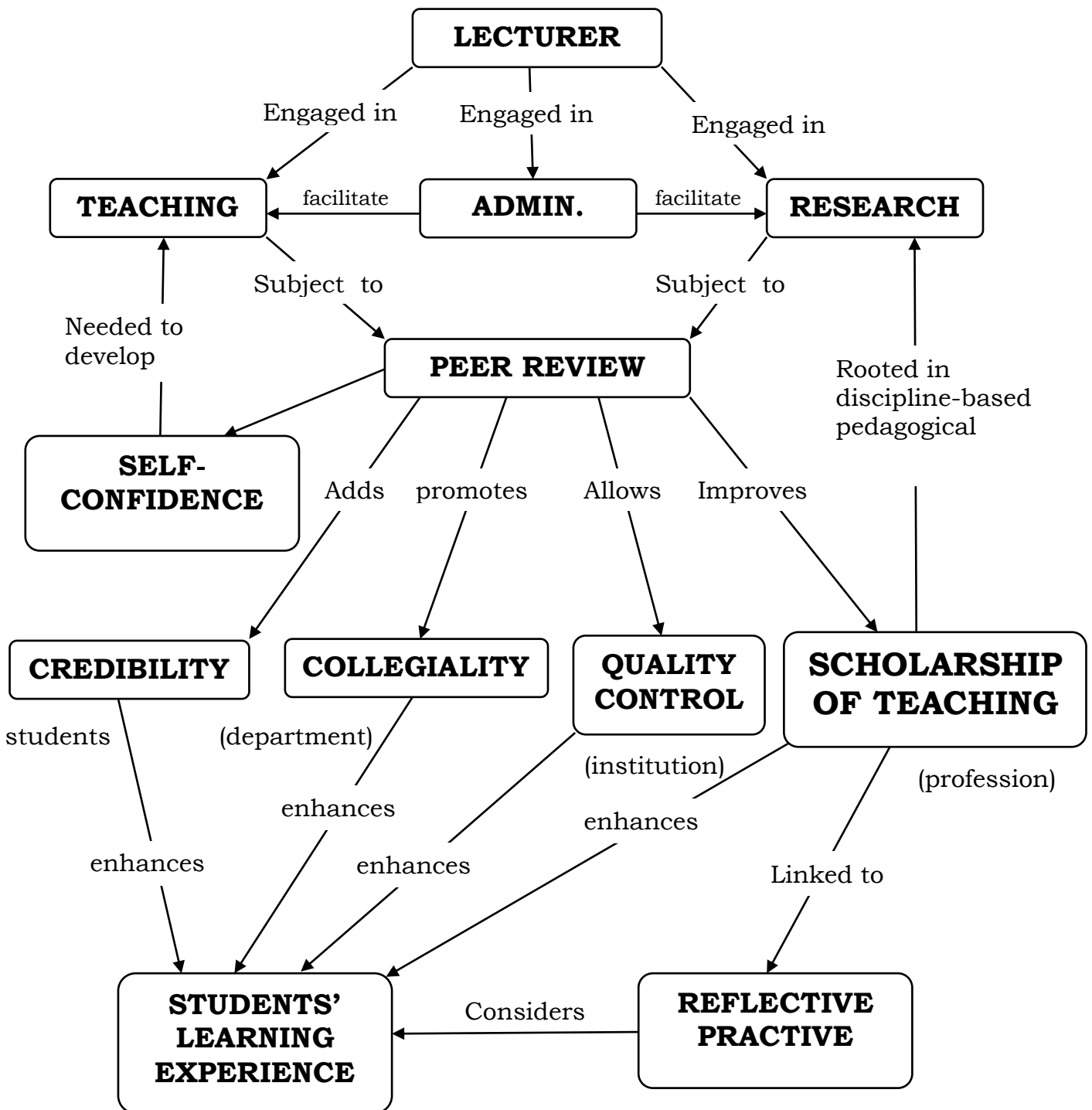
6.Necessary Attitudes for Reflection

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

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

6.1. The Open-Minded Teacher

An open-minded teacher should have a deep desire to listen to different preoccupations, to give importance to alternative possibilities and to be apt to accept correction from error making and even of beliefs that are dearest to him. Moreover, this teacher continually lays an emphasis on the rationales that underlie what is taken as natural and right. Zeichner & Liston, maintain that

> **an individual who is open-minded does not attempt to hold the banner for one and only one perspective, and s/he does not look to other perspectives with argumentative delight. Instead an open-minded individual listens to and accepts the strengths and weakness of his / her own and other's perspectives.** (Zeichner and Liston 1991:10)

6.2. The Responsible

The attitude of responsibility, involves a close study and a careful consideration of the consequences to which an action leads. Teachers who are responsible continually

wonder if they are doing their job in the right way. In this way, they consider the ways in which it is working, why it is working and for whom it is working. The attitude of responsibility involves thinking about at least three kinds of consequences of one's teaching.

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

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

6.3. The Whole- Hearted

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

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

In fact, these attitudes are dispositions that push one toward a critical and supportive examination of one's teaching. As defined by Dewey **"reflection emancipates us from merely impulsive and routine activity…enables us to direct**

our actions with foresight and to plan according to ends in view of purposes of which we are aware. It enables us to know what we are about when we act". (Dewey, 1933:17).

7. Conclusion

Language has been rightly cited as a principal tool for learning when the language of education is not the mother tongue, the role of the teacher as a facilitator of these learning demands that the teacher possesses specific foreign language teaching competencies, skills and a high sense of personal linguistic proficiency in the language of education.

However, when language teachers are also learners of that language, and not native speakers, the responsibility placed on language teaching education programmes is to transform the process of language teacher preparation into a never-ending quest for quality. Thus, language teachers become alert to review their teaching techniques and take initiatives that trigger betterment in achieving pedagogical and learning objectives.

The professional meetings of teachers, such as seminars, study days and the like can be of great prominence for both experienced and novice teachers. What is worthy with these professional meetings is that they can be thought-provoking, especially when the exchange of teaching practices techniques and methodologies is prevalent.

In this respect, in workshops experienced teachers display their knowledge of content (techniques and methodologies of the teaching skills) and knowledge of pedagogy. However, novice teachers take profit from it and may be, change thoroughly, their attitudes and views on teaching accordingly.

These facts can engender a significant diversion to teacher education development; the concept towards which many teachers around the world are moving by exploring new procedures and strategies and implement them in their teaching practices. In addition

to this, the enhancement can be towards developing attitudes that would lead to open doors of a variety of teaching perspectives.

Further Readings

The Epistemological Beliefs of Tertiary Education Teachers in Algeria

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Abstract

In the field of teaching, many researchers have noticed and asserted that university teaching and students's behaviour, in the process of learning, is mainly related to adapted theories of teaching which drive the beliefs and assumptions of these teachers about their own teaching. To get back to the point, these beliefs are shaped to offer insights to teachers and to form their conceptions of teaching across the educational settings. In a like manner, Schommer (1994) thinks that these beliefs vary from naïve to sophisticated. A teacher who holds naïve beliefs generally sees knowledge as simple, clear and specific, and then, the learning ability is innate and fixed and can be directly transmitted to the learners. Contrariwise, the teacher whose beliefs are sophisticated regards knowledge as being complex and uncertain, and can only be gradually fuelled to the learner. As a matter of fact, it is conceived that Algerian university teachers may be ranged among the naïve teachers according to Schommer (1994). The purpose of this paper is then to raise teachers' awareness about their beliefs on teaching which could be refined and re-enacted only through a professional development if accredited by officials.

Keywords: teachers' beliefs, tertiary education, professional development, naive and sophisticated beliefs.

Introduction

There is, undoubtedly, recognition among teachers and educationalists that tremendous efforts are to be deployed to raise the teachers' awareness towards new developmental strategies to ensure better English language teaching.

To this view, teachers must divert their attention to the building of a new vision which paves them out of the routinized methods of the teaching/learning process which consists of applying the pooling of ideas and practices suggested by many researchers in the field.

Likewise, in this area of pedagogy, teachers should be encouraged to observe value and understand their own experience and to evaluate and integrate relevant external practice and knowledge into their own evolving model of effective teaching and learning.

The Conceptions and Beliefs of University Teachers

Generally, teaching is evaluated by the professional development teachers have been subjected to. It is, in fact, the process that plays an essential role in successful education, in which teachers work under supervision to learn how best to adjust their teaching to the learning needs of their students.

Professional development is also considered as a bridge between would be teachers and experienced ones having the same objective which is guiding learners in achieving high standards of learning and development.

Quite often, this professional development triggers a flip in attitudes and therefore make it possible for teachers to gain new visions and new beliefs which shape their teaching and launch them in an ongoing quest of quality teaching. To get back to the point, those beliefs are shaped to offer insights to teachers and to form their conceptions of teaching across the educational settings.

What is worthy to note, also and in another context, is that those beliefs have an undeniable impact on the judgements of the teacher about the relevance of knowledge in particular situation (Pajares, 1992).

To be brief, this necessarily means that there is a relationship between the teacher's beliefs and their conceptions of teaching. In a like manner, Schommer (1994) thinks that those beliefs vary from naïve to sophisticated. A teacher who holds naïve beliefs

generally sees knowledge as simple, clear and specific, and then, the learning ability is innate and fixed and can be directly transmitted to the learners. Contrariwise, the teacher whose beliefs are sophisticated regards knowledge as being complex and uncertain, and can only be gradually fuelled to the learner (Purcel, 2000). As a matter of fact, it is conceived that Algerian university teachers may be ranged among the naïve teachers according to Schommer (1994) and Purcel (2000).

Alternatively, Hashweh (1996) in his research on naïve and sophisticated beliefs, found that teachers who had sophisticated views were more likely to undertake the approach of facilitating lectures dispensing; whereas, those who held naïve beliefs viewed utterly teaching as only transmitting knowledge. Both views are, therefore, distinguished in the sense that, the former stands for a learner-centred approach; whereas, the latter, tends to direct their teaching to a teacher-fronted approach.

To this specific end, (Varnava-Marouchou, 2007) pointed out that the learner becomes dependant when the teacher thinks he is the only one who knows the subject and accurately transmits it, so this conception is referred to as 'lecturer-dependant'.

A student-centred conception, on the other hand, is one where high-quality learning which is viewed by (Watkins; 1998) as "requiring active construction of meaning and the possibility of conceptual change on the part of the learners" (Watkins, 1998: 20). From this pedagogical alternative, the teacher runs the lecture implicitly by facilitating and encouraging the learner to become responsible for his/her knowledge acquisition. Being that, this conception is referred to as 'student-dependant' (Varnava-Marouchou, 2007).

The current State of Professional Development

The needs of educationalists and academic officials throughout the world are to identify the learners' needs and to improve them, to enhance teaching efficiency, to increase the use of information and communications technologies and to raise awareness of the impact of globalisation on academic life (Nicoll and Harisson,

2003).

These needs definitely represent the main objectives the Algerian university officials wish to reach in order to ensure with the academic staff the promotion of quality teaching and perfection in education. Nevertheless, quality teaching requires teachers to change their beliefs on the articulation of their classroom practices and sometimes radically (James, 2005), but this cannot be achieved unless the teacher is in a position to seek a never-ending quest of training or development.

In other words, it is imperative for university teachers to learn how to teach before and during teaching (pre-service and in-service training). Henceforth, teacher learning, as a process which has become increasingly important to ensure teachers to be successful in matching their teaching goals with their students' learning needs, is a necessary condition for student learning.

Professional development is also needed for teachers to enable their students to develop proficiency in the target language and understanding of the cultures associated with that language. Regarding this, it is currently believed, that it is no logic to speak about all these in the Algerian university, since teachers have not been subjects of special and official accredited training courses, nor have they been launched in an on-going bottom-up teacher education development, which allows them to improve teaching quality and student learning.

Ample evidence, however, is provided by educationalists stating that training can indeed improve various aspects of teaching especially when this is evaluated by the learners themselves. Thus university teachers who received training can, by all means, gain insights and effective strategies to improve their students learning. In this special context, (Trowler and Bamber, 2005) highlighted: "Train higher education teachers to teach, they will do a better job than the untrained ones" (Trowler and Bamber, 2005:80).

This indubitably clears up the idea that on-going development is essential in the teaching field to such an extent that teachers who do not inquire about developing to

become real teachers are to possess everything but the potential to teaching effectively. In our department of English, no single teacher has been subject of any training and so are newbies as well as experienced teachers. It is claimed on another ground that all teachers, whether prospective, tenured, experienced or even professionals are liable to make awkward practices, but this awkwardness is hidden away from these teachers because it is involved in a ritual behaviour (Underhill,1985).

What goes well in a classroom goes unnoticed and what goes badly goes unnoticed, too. The point is that the perennial situation in which language teaching prevails in our universities due to the absence of training and development in our department, has given rise to non-conformity of the teaching profession.

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

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

Edge's quotation urges teachers to be engaged in a professional development since it is crucial and has the power to substantiate the whole process of teaching and learning. What is more important, teachers undertaking the path of development

would change their beliefs which in turn would lead to an important expansion of their knowledge and skills, contribute to their growth and enhance their effectiveness with their learners. Henceforth, they become more respected and conscious as inquirers than any other teacher among academics could ever be, and so would grow their teaching.

Teacher Inquiry

Being distinct but not distant from reflection, inquiry is viewed as an academic issue which needs to seek a set of questions. Those ranges mainly from the platform of pedagogical traditions to the approaches put in to be used moving along to syllabuses elaboration. On a further stand, teacher inquiry is supposed to be the capstone that can be used by teachers to alleviate the complexities that happen in the profession. Another perspective of inquiry articulated by Cohen and Manion (1994) consists of isolating an area and asking questions about it.

Likewise, teacher inquiry is clearly identified by a teacher's investigation of a new paradigm of learning that can definitely lead to educational renewal and radical change. To put it another way, when in the state of a newbie, tenured, or mentor teacher, the teacher who recognizes that his professional practice should be problematized, can effectively be committed to simultaneous renewal and reform of the teaching profession and teacher education.

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

Characteristics of Teacher Inquiry.

Teacher inquiry stretches to an infinite number of components or characteristics which make the platform over which change towards curricular reforms can be achieved. All these components need to be articulated by teachers themselves, as being detached members from the administrative staff, by building the structure of the process of teaching as well as of learning.

Teachers, with regard to this, should be real agents of change without expecting others to bring for them changes towards which they might behave sceptically and reticently, and in a later stage, their assumptions and perceptions about the changes would turn to downright dismay and so would become their teaching. The characteristics of inquiry teachers must be imbued with may range from:

Engagement and Devotion

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

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

Subsequently, one of the most crucial objectives of inquiry is that any instructional methodology must thoroughly meet the needs of learners, acquainting them with rich personally relevant learning. Worthier can it be, an inquiry is the cornerstone of the learning process where the students learning grows gradually close-knit to this process and gets embodied in a never-ending quest of generating new knowledge and

insights that may have both immediate and longer-term consequences for teaching and learning.

Reflection and Repetition

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

Investigation and Adaptation

It is fully understood that among the questions that teachers pose every now and then, are those which require an on-going adaptation of the pedagogical approaches, and a fairly balanced reformulation of their teaching practices, through regular data collection, in response to their work in the classroom. These collected classroom data enhance teachers to investigate new engaging and relevant questions that are mainly grounded on how learners receipt, at best, the capacities to reach proficiency in knowledge acquisition.

By the same token, inquiry is emphatically called as a concept in which teachers engage in what others have discovered about a giving teaching area. (Coburn & Stein, 2010). In this vein, Harste (2001) cited that "Education as inquiry provides an opportunity to explore collaboratively topics of personal and social interest using the

perspectives offered by others as well as various knowledge domains." Harste (2001:47)

Inquiry versus Reflection

Reflection is known to be, for many researchers in the area, as an in-ward-looking form of inquiry. It is not intentional as inquiry could ever be. It is important and critical to good teaching (Zeichner& Liston 1996). It is also a key component of teacher inquiry. Nonetheless, teacher inquiry is different from reflection in time and pace in and on practice. Teacher inquiry is a fronted approach to the professional growth of teachers because its process requires teachers questioning the goals of their teaching, systematically studying their own practices, and ultimately changing these practices.

This reveals a reversed image of traditional professional development for teachers which focuses on the knowledge of a top-down instructional methodology being shared with groups of teachers, which in turn, when disseminated never brings about classroom changes as inquiry does.

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

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

assumptions about teaching are made public for discussion, sharing, debating and academic conversation. Such a rising of inquiry is commonly identified, by some experts, as a teacher research.

Teachers as Researchers

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

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

Teachers as Inquirers in the Algerian University

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

In this line of thought, (Patricia Stiles, 1999) cites that: "A teacher inquirer is someone who searches for questions as well as answers. I am learning that saying, "I

don't know" is not admittance to failure, but a precursor of positive change. I have become comfortable with the expressions: "I wonder…", "I think…," and "what if…?" (Patricia Stiles 1999).

Teachers, whose classroom role is to generate knowledge, usually stand as researchers. It is generally, in educational settings, a tradition that focuses on the concerns of teachers, along with their pedagogical growth, helps them to be engaged in designing, data collecting and interpreting these data around their questions.

Hereby, Donald Schon (1987) portrays teacher professional practice as a cognitive process of posing and exploring problems and dilemmas identified by the teachers themselves. Hence, those teachers who participate in such a process are emphatically those who get involved in the area of research action and become capable of re-examining and generating their professional growth and who are pro-active rather than reactive. In down to earth terms, all those assignments and principles of inquiry have never been reflected in the Algerian university and more particularly in the department of English of Tlemcen University.

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

Even more, argued by Schon (1983, 1987) action research is seen as an on-going process in which teachers generate, in an effective method, an autonomous

professional development which incessantly entails reflections on their own professional practice and help them maintain and increase their effectiveness as teachers. This ultimately sustains the idea that being an inquirer professional development means definitely a self-initiated growth. It is very much like a do-it-yourself activity with maintained morale, sustained vigour and increased personal effectiveness.

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

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

Development as making the basic advanced

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

Yet, in ELT the distinction above is not always clear. The training courses the institution provides to improve teaching usually take the form of what is generally referred to as "supervised self-development". Edge (1992) has, himself, invoked "cooperative development" to refer to the collaboration among teachers themselves to

attain development. He rightly posits that "I need someone to work with, but I don't need someone who wants to change me and make me more like the way they think I ought to be. I need someone who will help me see myself clearly.'' (Edge,1992:38)

Development as a result of recent events:

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

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

• Unconscious change (to change without noticing the change)

• Deliberate change (to make things change)

• Change as a result of recent happenings.

• Teacher development: a Necessity in Education

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

In the field of education, research has evidenced that teaching quality and school leadership are the most important factors in enhancing student achievement. For teachers to be as effective as possible, they have to "continually" expand their knowledge and skills in order to put into practice the best pedagogical strategies.

Also, teachers learn how to help students learn at the highest levels and how to better cope with their needs and weaknesses.

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

Conclusion

Professional development of teachers is certainly the cornerstone of any educational system in which it is compulsory for teachers to be acquainted with the variables of the teaching-learning process that might emerge here and there according to situational pedagogic circumstances.

It is, therefore, the task of academic officials to lay a substantial emphasis on how to regain the teacher's confidence in the classroom, take measures that give rise to effective teaching practices by founding a broad consensus between the administration and the whole academic staff on teaching regulations and teaching assignments that must be upheld by every single teacher.

Moreover, the importance that stands now in our university is the responsibility which must be placed on the professional development which imperatively must be viewed, by official deciders, as a mandatory component of being a teacher so as to transform the process of language teacher preparation into a never-ending quest for quality by reformulating, refining and reconsidering their epistemological beliefs.

Reflections as a major socio-pedagogical component to teaching development

Semmoud Abdellatif

Abstract:

Reflective teaching as a bottom-up process of learning teaching is said to be articulated all over the world, but in Algeria. This has led to a fatalistic apathy which has made teachers, in secondary schools, turn nonchalant and perform an insipid teaching. It is believed then that if a teacher never questions the goals of his teaching and never reflects on his teaching practices, can, in no way, achieve positive learning outcomes. It is truism that teaching at the level of secondary schools must be backed up by an instructional methodology which is dished out by managers and teachers have to follow blindly what is imposed on them. However, if they remove themselves from jadedness and make reflections on their daily teaching practices and get rid of awkward ones, their teaching will, by all means, turn to be effective and achieve better results. This paper clearly describes teaching in our secondary schools and highlights the positive effects of the concept of reflection if undertaken by these teachers.

Keywords : secondary schools, teaching, reflection, learning, outcomes.
Résumé:

1. Introduction

Because of the new reforms in the educational system that are carried out in many countries of the world, the professional development of teachers (pre-service and in-service training) is going to new dimensions, which consist in putting teachers on the track of an on-going learning process, in which they engage deliberately to learn how best to adjust their teaching to the learning needs of their learners.

These needs may incorporate issues of methodology, language and pedagogy. Moreover, teachers' professional development has become, increasingly, important as a way to ensure teachers to succeed in enabling their learners develop proficiency in the target language accompanied by implications on the target culture.

On a worthier side, educators and teacher trainers insist nowadays, that language teachers, all along their professional development, should be involved in the new trend of teacher education development. Consequently, many pedagogues believe that workshops are the most suitable place wherein teachers can be acquainted by this concept because, simply, in workshops they have the possibility to exchange their teaching practices and experience with their colleagues. Hereby, teachers are asked to examine their practices, to reconsider them and to refine them for better.

The tackling ground is therefore an urgent investigation that should be undertaken to unveil the real state of teacher pedagogic preparation and to analyse teachers' professional development which include pre-service training (at the level of university for would-be teachers) and in-service training (for working teachers).

2. Literature Review

2.1. *Teacher Education Development*

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

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

> Ely suggests that while in teacher training, Teachers learn clearly defined skills and behaviours appropriate to second language instruction…teacher development is concerned with preparing teachers for the exigencies of unforeseen future teaching situation. It attempts to bring about pedagogical development through heightening teachers' ability to observe, reflect upon, and modify their own instructional patterns. (Ely 1994:336)

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

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

The focus of teacher education is extended from a narrowly based training model towards a broader approach in which developmental insights are learned alongside classroom teaching skills. Henceforth, it is the role of teacher educators to design and

implement teacher education programmes both at pre-service and in-service levels. Pennington argues: "Viewing teaching as a profession provides a motivation for continuous career growth, and that teacher educators have a responsibility to prepare teachers right from the start to adopt a development perspective." (Pennington 1990: 134)This is to say that this developmental perspective aims at setting programmes which will have, as goals, the development of a set of classroom skills and knowledge.

2.2.   *Reflection the key concept of TED*

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

The involvement in reflective teaching provides teachers with data and with procedures which can shape or structure myriad of activities which, in turn, generally lead to achievable objectives. Likewise, Pennington posits that:

> The term reflective teaching has come to signify a movement in teacher education, in which students' teachers or working teachers analyze their own practice and its underlying basis, and then consider alternative means for achieving their ends." (1992:48) She goes on writing "The use of the term reflection in the context of instruction can be interpreted in the sense of (1) thoughtful consideration, as well as in the sense of (2) mirroring, symbolizing or representing. (ibid)

Further, this approach is teacher initiated and directed, rather than imposed from elsewhere because it involves instructors observing themselves, collecting data for self- evaluation and for change and for professional growth. However, what is worth noting, is that reflection can be exerted either during the performance of a lesson in

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

2.2.1. Reflection-in-action

Teachers who have attained a technical expertise in shaping and refining their practices, are mainly the ones who can reflect immediately and automatically while they are acting. Their actions are spontaneous, intuitive reactions to problems that may arise while a lesson is in progress.

What they do, in fact, is to combine the skill of making on-the-spot decision with a reflective approach, to change the course of the lesson, to see what influenced it and to set appropriate solutions. In this way, they engage themselves in a process of self-directed learning based on personal experience. Schon argues:

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

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

2.2.2. Reflection on teaching

It is called mirroring experience. (UR1991) states that reflective teaching is a personal reflection. Self-inquiry and critical thinking can help teachers in re-considering how their teaching process is guided and re-evaluating their planning and their action sources. It helps raise awareness of what should be done later to avoid weaknesses.

Thus, such practice can be attained by recalling own experiences in a collaborative way by meetings and discussions with a colleague or some colleagues to enlighten ambiguities through suggestions and providing solutions. This implies that this reflective dimension can happen at any time during or after the teacher's work day, as a result, the existing plans may be reformulated or eventually, completely modified.

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

2.3.1 Journals Writing

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

Keeping a journal helps the teachers achieve a better classroom management and brings in a deeper understanding of the teaching / learning process. Putting a journal can also be of great importance in collaborative teaching in the sense that it helps

teachers meet, discuss and exchange ideas when they use one another journals

2.3.2. *Lesson Report*

It is a structured inventory wherein the teacher describes all the features of his lesson. The aim of lesson report is to provide the teacher with the procedure which he will adopt in order to organize the features of the lesson for a later practice. Timing is an important aspect since the teacher mentions the timing of each part of the lesson in the lesson report. Effectiveness is another feature of lesson report; it is a thorough description of what actually happened from the teacher's point of view.

2.3.3. *Peer observation*

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

3. Methodology

In order to check the accuracy of informants' responses, a combination of different analytical devices (viz. a questionnaire, unstructured interviews and classroom observation) are used in this research work. Bogdan & Bicklen (1998:100) observed that: "Many sources of data were better in a study than a single source because multiple sources led to a fuller understanding of the phenomenon you were studying."

The questionnaire, however, is chosen as an eligible and effectual research instrument, since it offers the possibility to gather a great amount of reliable data from

anonymous informants in a very short period of time. The interview, on the other hand, was designed to record the opinions of representative partners (inspectors of secondary schools) regarding several aspects pertaining to their role as being ELT specialists and training supervisors.

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

What can be stated about the questionnaire is that the inclusive questions whether close- ended; open-ended or combined are hopefully expressing the hypotheses proposed in the onset of the problematic.

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

Finally, classroom observation data collection as a crucial triangulation component aimed at obtaining a richer description of teachers' reflection on their practices and expectations on the prospects of becoming better teachers. The researcher overtook this research instrument by taking structured notes and paying attention to the observed teachers' methodology. Thus, in such observations, the teacher is targeted rather than the learner. This, of course, was developed over a

period of two months during which the researcher attended only lessons on the reading skill (as a selected sample) which were performed by one of his colleagues.

3.1.   Data collection

The data we collected from teachers on the issue of shortcomings of teacher training and teacher development are many and diverse. First, and above all, teachers highlight the mismatch between teachers' pedagogical preparation, at both levels of pre- service and in-service trainings and what truly happens in the classroom. Teachers also insist on another mismatch which recently arose between modern ELT approaches and the language situation that prevails in the EFL context.

Henceforth, in term of suggestions, many of the respondents proposed that teacher preparation and ELT practice should be reformulated and sustained by more enlightened educational decisions so that EFL teachers know what they need to know in order to start a change which can bring about effectual results.

As for teacher education development, teachers recommend that a new range of seminars and study days should be organised on a regular basis and which should bring the objectives of disclosing the concept of TED and to set up a steady strategy whose goal is to foster independent teachers who know what they are doing.

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

3.2. *Interview*

Concerning the cancellation of the insets for students and working teachers, the inspector believed that the causes might be economic. He then confirmed that the last INSET was held in Tlemcen in 1999, and that it is a pity because whatever they do, teachers need to reconstruct and reconsider their knowledge of the skills the methods, the techniques, the language and all the items related to the area of pedagogy. More importantly, teachers who are subjects to INSETS can highly benefit of well-planned formal teaching and ensure coherent development opportunities. To this end, he resumed, INSETS should be reset as soon as possible.

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

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

3.3. *Classroom Observation*

Classroom observation can be one of the most informative triangulation data-collection technique, since it facilitates the gathering of various aspects of teachers' teaching practices. Within this study, the aspects include the teacher's reactions to unpredictable teaching/learning situations in a short-term range (reflection in-action)

and reactions, which lie in a long-term range (reflection on-action).

It is worthy to note that in such observations the teacher is targeted rather than the learner, but this does not mean that it is a way of evaluating (teaching) but a way of gathering information about (teaching). The researcher, in this phase of investigation, opted for a systematic recording of practices, that were articulated by the teacher, during the teaching of comprehension skill. It should be pointed out, hence, that the choice of reading comprehension was not made purposefully for specific intentions, but was just a mere choice.

Evidence made that the observation had to be conducted over two months of time. This was owing to the fact that the investigation needed sufficient time to be completed. Yet the observation focused on two main procedures: taking structured notes and checking if the observed teacher made reflection in-action (during a given lesson) and reflection on-action (within the subsequent lessons). However, the emphasis was laid on the following practices articulated in reading comprehension:

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

3.4.   Teacher's Profile

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

4. Results Interpretation

Respondents were asked in the first three questions about whether the knowledge, they bring to their teaching has been learnt in formal training (preset or inset) or much of it accumulated from experience. Most of the respondents answer that they are applying in their teaching what they have learnt from their personal teaching experience. This conspicuously shows that formal training in our country did not bring satisfaction, efficiency and consistency in language teaching education (LTE).

Besides, attention is to be drawn on the fact that respondents have been teaching for more than fifteen 15 years. Therefore, it can be inferred that these teachers felt quite diffident in the beginning of their career and even though many of them were devotees of teaching they feel less motivated as time flows.

By these facts we come to the conclusion that these teachers take no experience from initial training nor any profit from the insets they were subjected to. Now, they assert they feel at ease because of an on-going self-reliance experience.

The remaining respondents, who have about an experience of less than fifteen 15 years, say that their "savoir faire" is grounded on the basic elements of language teaching they acquired only in presets and insets. On the other hand, some teachers even commented that INSET courses offer little if anything new or worthwhile

because they do not take into account practical considerations, but must lay on emphasis on the problems that arise in the classroom setting.

Roughly speaking, language teaching education in Algeria has proved to be hollow and not adequate in terms of the preparation of teachers' practical courses to tackle their work with determination and commitment. Concerning teachers who analyse their own practices and consider alternative means for achieving their ends, it can be asserted that many a teacher has no knowledge of what reflective teaching is, may be because the byways of reflection still remain ignored at the level of our educational system.

This fact is indubitably the one which makes teachers still bewildered in applying the right techniques that can help them to extricate from practices which are no longer incurrent use. Furthermore, the subtle influence of the instructions that fall from above, have remarkably turned-out teachers to blind followers of the designed syllabuses.

Conversely, this must not prevent us to claim that there exist a great number of well- prepared, effective and caring teachers who are concerned about their work and have always examined their attitudes, beliefs, assumptions and teaching practices and use the resulting insights to improve their teaching. (Richard & Lockhart, 1994).

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

Conversely, many teachers answer negatively to the questions because they

claim that they have never heard of such a pedagogic task. In a nutshell, one may perspicaciously say that lesson report as an exploratory procedure is almost absent in our teaching practices and has never been assigned by officials to seek change and betterment.

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

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

4.1. Results Interpretation of the interview

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

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

We can even say that the situation is now chaotic because of the inadequate presets, absence of insets, lengthy programmes, non-adapted textbooks (texts for advanced learners) and confusion about the teaching skills etc… What is also growing worse is that official decisions have become undesirable, contradictory and liable to give rise to nebulous teaching situations.

The need for teacher education development arises from the inadequacy of training courses, which alone cannot fully enable teachers to be dynamic and competent in their job. But in the Algerian context we are diverting the counteraction with which we can lessen the difficulties encountered by both the teachers and the learners.

Moreover, hopefully, along with teacher training teacher development can be a vital component in teacher education, it can fill the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences, view education as a long-term process and deal with change and divergence. Unfortunately, nothing has been done, in this respect, to trace out for teachers a way of teaching full of determination and commitment. Henceforth, we ascertain that the hypothesised ideas converge ideally with the present findings.

4.2.   *Results and Interpretations of the Observation*

After having observed this teacher over a period of nearly two months, we ascertained that the teacher's practices were changing from lesson to lesson. In this light, we came to the conclusion that the observed reflected most of his practices altered some of them, and made changes that he thought to be more successful. In fact, he made reflections in-actions, because sometimes, within the lecture, he made diversions so as to lessen the language intricacies.

What was unusual but good, with this teacher was that he never keeps silent; he always speaks about what he has just done with his pupils and asks his mates if they do the same thing. Hereby, what was interesting, and most of the time, worthwhile, is that he made reflections on-actions and that was conspicuous in his practices, since all the steps he went through in the teaching of the reading skill have been either adjusted, altered or simply substituted by others which have brought about change, betterment and enthusiasm.

This leads to say that teachers, at the level of secondary schools, might not have a single knowledge of reflective teaching but, in reality, there exist caring teachers who are informed and have an extensive knowledge base about teaching which made them attain a high level of awareness. Hereby, the divergence with the second hypothesis is now asserted, but it is worthy to note that teachers who reflect their practices for change and betterment simply do it because it is based upon their self reliance experience.

4.3.   *Interview of the Teacher*

The present interview was held with a young teacher of English from Yaghmouracen school with an experience of (twelve) 12 years, about the necessary attitudes for reflective teaching. She first said that she nearly had no knowledge on the so-called reflective teaching.

After being briefed about the concept and the attitudes it underlies, she kept silent for a while and said; "I would you to know that at the very beginning of my career, I thought to be the best teacher because I was really open-minded towards my pupils; in the sense I listened to their preoccupations and made changes that suit their learning priorities.

I also used to feel responsible that was like a burden on my shoulders. I spent long sleepless nights to prepare, to adapt, to adopt and to implement what could make my teaching effective and efficient. I was wholehearted in the sense that I was continually making mindful efforts so as to make steady decisions that would change

the assumptions of my teaching. But now, unfortunately, the image is completely reversed, and things are going in the other way around. I'm no longer the teacher I used to be, though I still feel that I do my job heartedly and seriously."

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

4.4.   *Teaching pressures*

Many teaching pressures are all the same in most countries. In the case of Algeria, teachers are generally underpaid, but required to have a heavy Workload. Consequently, they are so busy fulfilling their teaching responsibilities that they don't have time to question the educational reforms which are usually imposed by the governments.

In addition, many teachers are so focused on the process of teaching that they do not have time to notice if their students are learning. The numerous hindrances of institutional constraints that increase the complexity of teacher's work, such as the lack of time, high teacher – pupil ratios and pressures to cover a required defined curriculum.

The problem of large classes of mixed ability learners is another acute pressure which prevents teachers to take on new ways of teaching. Research conducted by (French, 1993) has shown that the teacher's ability to display effective teaching behaviours and their ability to establish good interpersonal communication with their pupils are seriously compromised when the teacher is confronted by a crowded and mixed ability class.

In our secondary schools the average teacher pupil ratio is about 1:50. As a matter of facts, this emphatically worsens the situation and makes teaching less effective. Likewise, this ratio closes up paths for reflection and thought provoking actions.

When the pressures overlap, teachers feel that they are doing their work with automation and reluctance and, therefore relinquish the idea to change their teaching practices. In addition to this, teachers have drawn a negative picture of inspectors who created the feelings, among teachers of fear, inferiority and defensiveness and, therefore, see inspectors as autocratic, awe- inspiring and even heartless. As a result, many teachers feel that this is an acute handicap which compels them to resist pedagogical innovations and teacher development.

5. Conclusion

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

This investigation has maintained that TED should be thoroughly applicated and implicated in teachers' professional development from the outset. In fact, it has revealed that presets and insets at the level of our educational system have not brought satisfaction and encouragement to teachers who want to tackle their job with determination and commitment.

Another thorny issue has been identified by this chapter is the one of clinical supervision of teachers, which has proved to be a formidable constraint that block the way to teachers to seek for a possibility to change their beliefs and assumptions about teaching.

The results of the triangulation synthesised to reach the following concluding results: teachers, at the level of secondary schools, have not received a consistent pedagogical training based upon standard norms. Teachers' teaching practices are still based on a top-down-oriented approach, instructional methodology.

What is also worthy to note is that the concept of TED with its components of reflection has never been introduced to teachers within all sorts of trainings. Furthermore, many teachers suffer from different constraints that come from inside

and outside the schools' walls. What is needed in our education system, is that the professional development of teachers should be re-examined, reconsidered and restructured so that it yields good results. The decision makers should verse themselves to eradicate the numerous educational shortcomings that are doing harm to this honourable job and hence to our learners and at the same time set to teachers' ways to move forward and to learn alongside their students.

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