People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific research

University of Mohamed Seddik Ben Yahia, Jijel

Faculty of letters and Languages

Department of letters and English

A Retrospective Analysis of Teachers of English 'Training Needs in Private

Schools in Algeria

The Case of Teachers of English in Private School in Jijel

Thesis Submitted in Partial Fulfillment of the Requirement for the Master Degree in

Language Sciences

Candidates: **Supervisor:**

Hamida BOUZEKRIA   Dr. Mohamed Boukezzoula

Radia KECIES

Board of Examiners:

Chair Person: Loubna Kouira   University of Mohamed Saddik Ben Yahia

Examiner: Sabrina Hadji   University of Mohamed Saddik Ben Yahia

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Dedication

In the name of Allah, the Most gracious, and the Most Merciful

I dedicate this work,

To the most precious people to my heart;

My dear mother who strengthens my will, and who would be the happiest person to see this work accomplished

My sympathetic father for his love and support

The source of my life, my fiancé Soufyane and his family

My lovely sister Nihad

My nephew Mohcin who is the candle that have enlightened my family

My brother in law Fares

My faithful friends who stand by me Radia, Meriem, Meriem, Nassima, Souhila, Houda, Hanane, Amina, Nessrin, Fatima, and Madjda

My family and relatives

Hamida Bouzekria

Dedication

In the Name of God, Most Gracious, Most Merciful

All the Pries is due to God alone, the Sustainers of all the worlds

This work is dedicated to:

The most important person in my life: my mother

My father who helped me achieve my dream

My sisters; Siham ,Chahra ,Razika ,and Sadjia for their

great Help and support

my lovely brothers Bilal, Mohammed, and salah eddine

my teacher Mohammed Boukezula

my friends: Randa , Insef, Rim, Ranim, Fatima, Asma , Lyna, Lina , Habiba, Samira, Faiza,

Noura, Najah , Hamida, and Wafa.

To everyone who loves me

Radia Kecies

Acknowledgements

Abstract

The present study aims at examining the pre-service training needs of the teachers in private schools in Algeria. It was hypothesized that the pre-service training course does not take into account the real needs of private school teachers in its syllabus design. To confirm this hypothesis, a questionnaire was given to English teachers at different private schools in Jijel city. It aims at finding out teachers' perceptions about the pre-service training course. The analysis of the results generated by the teacher's questionnaire reveal that private schools teachers believe that the training course they have received did not prepare them to teach in private schools. Teachers feel that their teaching proficiency was not adequate when they started teaching at private schools because the pre-service training course did not evoke the use of the integrated methods being used in private schools. Private school teachers suggest adding certain modules to the pre-service training course to make it more compatible with their needs as teaching techniques and presentation modules. Thus, the findings make it clear that the pre-service training course does not address the private schoolteachers' real needs. Furthermore, throughout the research some pedagogical recommendations have been suggested in order to make the needs of teachers at private schools included in the design of the training course.

List of Abbreviations and Symbols

EFL: English as a Foreign Language

ELT: English Language Teaching

E.N.S: ´Ecole Normale Superior

ESP: English for Specific Purposes

I N: In-service

INSET: In-service Educational Training

L 1: First Language

L 2: Second Language

NA: Needs Analysis

N: Number

P S: Pre-service

Q: Question

TEFL: Teaching English as a Foreign Language

TD: Teacher Development

VS: versus

%: Percentage

List of Figures

List of Tables

Table of contents

General introduction

1. Statement of the Problem

The Algerian context of foreign language education has witnessed in the last two decades, a marked increase in the demand for foreign language courses, in general, and English, in particular. This has led to the proliferation of private schools that strive to cater for the specific needs of the ever growing number of learners of English. These factors have provided the teachers of English with more job opportunities, but have also raised the level of expectations with regard to the quality of their teaching practice.

The level of these teachers' performativity depends largely on the quality of the training they receive. The latter is of two types: pre-service training and in-service training. The role of pre-service training is to equip the would-be teachers with the theoretical knowledge, language and practical skills that enable them to be operational once they get the job. In other words, the pre-service training program aims at preparing teachers to live up to the professional challenges that they may face in their prospective profession. After accessing to the professional world, teachers continue to receive in-service training so as to increase their level of effectiveness and professionalism.

In the Algerian English as a foreign language context, however, pre-service training curricula have been traditionally designed more or less to respond to the needs of would-be teachers in public schools. As a result, these courses have so far apparently failed to accommodate the specific needs of the growing number of teachers in private schools.

2. Research Question

Does the English pre-service training curriculum offered in Algerian higher education institutions address adequately the pre-service training needs of would-be teachers in private schools?

What problems and challenges do teachers face in private schools?

What are the needs of teachers of private schools?

3. Aim of Study

The present study aims at diagnosing the nature of the discrepancy between the pre-service training course currently in use in Algerian institutions of higher education and the specific the needs of teachers of English in private schools.

4. Research Hypothesis

It is hypothesized that the pre-service training course currently in use is discrepant with the specific needs of teachers of English in private schools in Algeria

5. Means of Research

In order to achieve the aim of this research, a teacher questionnaire will be designed and administered to a sample of teachers of English in private schools in the province of Jijel.

6. The Structure of the Dissertation

This dissertation comprises four parts: a general introduction, two theoretical chapters, a practical chapter, and a general conclusion. The first chapter deals with theoretical and practical issues regarding teacher training. The second chapter comprises two sections: the first section deals with needs analysis and the second section tackles the issue of the training needs of teachers of English in private schools in Algeria t. The last chapter will be devoted to

the description and the analysis of results generated by the teachers 'questionnaire. It ends up

with some pedagogical recommendations.

Chapter one

Teacher Training

Chapter One: Teacher Training

Introduction

1. Teacher Training

   1.1 Definition of Teacher Training

   1.2 Historical Background of Teacher Training

      1.2.1   In the United States

      1.2.2   In the United Kingdom

      1.2.3   In Algeria

2. Types of Teacher Training

   2.1 Pre-service Training

      2.1.1 Modes of Instruction in Pre-service Training

         a. Lectures

         b. Laboratories

         c. Practicum

         d. Seminars

      2.1.2. The Need for Pre-service Training

   2.2. In-service Training

      2.2.1. Modes of Instruction in In-service Training

         a. Refresher Courses

         b. Workshops

c. Seminar

d. Conferences

e. Study Groups

f. A Study Centre of Professional Writings

g. Experimental Schools

 i. Correspondence Courses

k. Other Programmes

Introduction

Teacher Training or (TT) refers to the continuing process of teacher training development by would be teachers under the supervision of trainers. Novice teachers have to go through what is called pre-service training in which they acquire knowledge and skills and other theoretical activities that will help them in their profession. The training usually takes the form of a university curriculum deliberated in terms of seminars and lectures. After graduation, teachers of English continue their professional development. At this phase, teachers have to put into practice the knowledge they had received in the Pre-service training in their profession in classrooms with their learners that is to say, to have the opportunity to practice teaching in a real situation.

The main purpose of this chapter is to highlight some issues regarding teacher' training as pre-service and in-service training, some educational programmes as a sort of instruction, then, sheds light on the importance of theory and practice in teacher' training. Finally, it attempts to figure out some issues related to teachers' development and its difference from teacher training.

1. Teacher Training

For student to have the opportunity to express themselves as teachers in real contexts (classrooms), they have to go through what is called pre-service training that usually takes place in universities or high teacher training schools (E.N.S). After this step, students have to move to the next step which is the in-service training that turns around practice. These

two processes which fall in the notion of teacher training prepare would be teachers for the required objective which is the teaching experience.

1.1. Definition of Teacher Training

Teacher 'training is a lifelong process. Teachers should continue making efforts in this direction for the whole life. Every teacher is expected to be professionally bound, for the professional growth, he always needs the guidance and help of others. The efficiency of the teachers must be covered up. So the teacher needs to be up to the mark in every way.

To reach a full understanding definition for teacher training, a clear distinction between two main processes training and education should be provided. According to Widdowson (1990, p.62), "training is a process of preparation towards the achievement of a range of outcomes which are specified in advance". In other words, training is a process that is oriented towards attaining specific goals. These goals of EFL training programme are defined in advance. Training, in this way, tries to prepare EFL teachers to solve issues that are specified so as to achieve the required results.

Starting from this notion of "training" versus "education", a worth typology must be made to well clarify the Pre-service (PS) and In-service (IN) programmes. It is made clear that a PS programme is to prepare future teachers for their future professions. These basics are of two kinds: "pedagogical" and "cultural." According to Widdowson (1990), the former is the preparation of EFL novice teachers to pedagogical issues mainly classroom management, and their support to establish their own identities in teaching by the development of self-confidence and consequently security in the teaching profession; the latter is an acculturation process that every novice teacher should get through as a result of becoming a new member in the teaching staff.

Teacher training is twofold: background knowledge of the history, theories, and best practices for education, and hands-on experiences in the form of short-term projects that are applied in volunteer classrooms and long-term projects that are applied in one classroom over a period of several weeks known as "student teaching."

Teacher Training recognizes the importance of pre-service training /classroom learning and in-service training/ practical experience in a supportive way. Since teachers and trainees have practical engagement with the curriculum and space to reflect. This allows integration of Pre-service and In-service training so that they can continue their development.

1.2. The History of Teacher Training

Teacher Training was not a topic that has been newly presented, it is an idea that has deep roots traced back to ancient eras before the World War II, and it was discussed in different western countries mainly the United State of America and the United Kingdom.

1.2.1. In the United States

Till the nineteenth century, there was no systematic teacher training and no qualifications were required to. The Elementary Education Act of 1870 is considered to be a transformation in teacher training in which it recommended the establishment of Teacher Training colleges which ran one- year training courses. By that time there were 16 Training Colleges with 1,150 students which was considered to be an essential development as it increased the supply of trained teachers for elementary schools and raised at the same time the prestige of elementary school teaching as a profession. In 1902 teacher training became set up as a form of higher education making secondary schools available for student teachers training where they receive complete course of education. The pupil-teacher system was introduced in 1907 stating that students are supposed to attend school till the age of 17-18. Then, they could either enter training college straight away, or became 'Student Teachers' at a public elementary school for

up to one year and then enter college. By the twentieth century there were two forms of teacher training institutions: the teacher training colleges which resulted in the Teachers' Certificate and University Training Departments that provided training for university graduates.

During the war, there was a need for many more teachers. Colleges faced financial problems as the cuts came into force following the Geddes Committee Report in Feb 1922. As a result, an emergency scheme was devised to recruit more staff which resulted in the abolition of the Acting Teacher's Certificate and Preliminary Examination for the Certificate i.e. teachers will be recruited even without having specific academic qualifications. The training would be concentrated into one year and there would be a two year probationary period.

By the end of the Second World War, there was a shortage in the number of teachers which created an emergency for setting up other Teacher Training Colleges in addition to already existing ones. The McNair Committee Report was published in May 1944 proposing reforms to the education system as rising the school living age and reduction in class sizes. The Committee also established" university 'institutes' of education within 14 geographical divisions called 'Area Training Organizations' which according to the Ministry of Education aimed at supervising the training courses, recommending to the ministry the graduate students teachers, and providing education centers for students and facilities for further study and research.

The development of the history teacher training was associated from 1948 to the 1960s. In 1946 Ellen Wilkinson, the Minister of Education, stated that the government will "have only qualified teachers in maintained schools" as during war time, teachers used to be recruited without having specific academic qualification. Wilkinson announced that "all the

uncertificated teachers with 5-15 years' service were offered the chance to do a shorter course leading to the Teacher's Certificate."

Teachers with 15 or more years of experience in the domain would be certificated without be given further training while those with less than 5 years would take on a two year course. By 1951, almost 25,000 students were trained to be teachers. However, this was still not enough to fulfill demand which pushed the Ministry to officially request colleges to overcrowd their accommodation to accommodate extra needed students. In October 1963 the Robbins Committee published its report on higher education in which it recommended that training colleges should be formed into a School of Education. By the 1970s The James Committee criticized the teaching of theory in training colleges at the expense of practical experience in schools, concluding 'the essential is sometimes sacrificed to the desirable' (James Report, p.67). Students would face certain difficulties to understand educational theory if they had no opportunity for practice. The Committee therefore stressed out the importance of major in-service education programmes for serving teachers. Till nowadays the best in-service teacher training programmes are still investigated.

1.2.2. In the United Kingdom

During the colonial era in the United States, the only requirements for teaching in the lower schools were a modicum of learning and a willingness to work in what was then" an ill-paid, low-prestige occupation". By the 1820s and 30s thing have changed concerning the issue of teacher training because it became common in the academies and who were excluded from men's preparatory schools, could obtain an education only in such academies. Samuel R. Hall (1823) opened the nation's first private normal school, a two-year post–high school training institute for elementary-school teachers while, the first state-supported normal school was created by Massachusetts (1839).

During the latter half of the 19th cent, Barnard and Horace Mann made a great achievement by increasing the number of normal schools in the United States in a short period of time .The main purpose behind these schools was" professional instruction of elementary-school teachers", it stresses development of the psychology of child .whereas," preparation for secondary-school teaching was still left to liberal arts colleges". Years after; many normal schools had expanded into four-year degree-granting teachers colleges, and by the 1920s and 30s these teachers colleges were training substantial numbers of the nation's public-school teachers.

After World War II ,Liberal-arts colleges continued in Training secondary-school teachers as a main function .As a result, of the increase in the number of students, a strong rise in the average age of leaving school, and the need for technical skills in the nation's workforce ,there was a huge demand for secondary education and by 1945 "most teachers colleges have expanded their educational missions and become liberal-arts colleges offering a broad general education in addition to specialized courses in pedagogy. After this period teacher -training school that is called now as Teacher College, Colombia University was established, right after the first graduate program in education at New York University (1887).

1.2.3. In Algeria

Since its independence in 1962, Algeria has struggled to establish an educational system tailored to the needs of the population it may address. Therefore, Algeria were established over years many educational reforms to increase the efficiency and effectiveness of schooling.

The Algerian educational system was changed by a program of Arabization shortly after independence. The government introduced new teaching methods and began training Algerian teachers and bringing in foreign, Arabic-speaking teachers. In 1976 all private schools were abolished and a compulsory period of nine years of education was introduced. In the 1980s

some 3.8 million pupils attended primary schools and about 2.1 million were enrolled in secondary schools. The government also maintained vocational and teacher-training schools.

Since 1973, however, the curriculum has been arabicized and the teaching of French has been restricted. Though the use of Arabic has been enforced in public life, Tamazight was allowed in schools from the year 2003.

Benrabah indicates that The Algerian educational movement is divided into three distinct periods: The first phase is characterized by the colonial legacies amongst which was a network of schools and an educational system dominated by the French language with Arabic growing steadily in importance. The second phase lasted from the late 1960s to the late 1990s and corresponded to the socialist-era central planning economy, called the nationalist transition. The Arabic language was gradually imposed in the educational sector. The turning point in the Algerian educational system came within the years 1976-1979 and marked the end of the educational "cooperation". Arabic was declared the language of instruction for all subjects except sciences and medicine courses. Islamic culture generally replaced philosophy, sociology and French literature in High Schools as well as in universities. An extreme version of exclusive nationalism inspired by the 19th century European ideal of linguistic convergence marked this era. The third phase began in the early 2000s corresponding to the transition toward the free economic market with less assertive Arabization policies. During the third phase, the authorities have encountered hostility to the reform of the schooling system. The Algerian government has come to admit that education has ''failed'' (2007, p. 225- 252)

Byrd stated the Arabic monolingual system implemented during the post-colonial period has been the source of this failure. (2003, p. 78)

By the mid of the year 2000, Algeria has started a series of changes with the aim to improve the structure of the educational system. However, the traumatic past events have left

the administration confused in certain areas where many schools required better organization and more teachers. Since the introduction of the English language into schools, it has become an important part of the curriculum and has recorded a great demand in all levels of education. Various TEFL (Teaching English as a Foreign Language) schools have been established throughout the country. While encompassing the motive of the venerable French grammar, the current view of the place of English in language learning is also filled with political scenes aiming to put one language at the edge of drowning. "adjusting" a person to a culture has connotations of cultural chauvinism, applying that the new comer should abandon the culture of origin in favor of embracing the values and customs of the host society. This was the case with the French language. Learning a second culture has not such ethnocentric overtones. There are many examples in life where it becomes necessary to learn a practice even if one does not approve of it, and then abandon the customs when circumstances have changed. English, in the Algerian case, came to meet those needs.

As it has been stated by Professor Miliani (2000) "In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and education ones". (p. 13)

    As a matter of fact, English has been defined as a second foreign language in the beginning of the 90s, and as a first foreign language after the 2000 reform, to gain the status of the langue of science and technology used in lifelong learning

in recent years.

    As stated by Valdes, many approaches have been adopted by educationalists and psychologists. In Algeria, however, two approaches have been adopted since its inception. The first one being the Communicative Approach to language where curriculum designers agreed that language is first communication. As a matter of fact, arguments leaned toward

putting the student or the pupil in the skin of the native speaker and communicate. This was not very practical considering difficulties of time and space. Although the linguistic influence of advertising on the people is undeniable, the culture and the thought of the people influence advertising (2009), second, or foreign language learners must not only be aware of this interdependence, but must be taught its nature in order to convince them of the essentiality of including culture in the study of a language which is not their own. The second approach adapted from the first one was the competency-based approach, helping the learners acquire a communicative competence by centralizing on the learner as the target of the learning process. The focus, in this approach, was on the meaning conveyed by the context rather than the grammatical forms used in it. This approach has been an answer to the requirements of the 21st century which dictated certain measures to the teacher better considered in the United States as facilitators.

2. Types of Teacher Training

By its very definition, a professional, including a teacher is a lifelong learner because of his association with scientific knowledge which keeps growing and so opportunities have to be afforded to ensure that he keeps learning and developing throughout his professional life. This is precisely the responsibility of teacher education system which is more than a mere combination of two of its major components i.e. pre-service teacher preparation and in-service education.

Professional preparation and professional development of teachers is a continuous process. It begins with the selection of an aspirant teacher and includes his initial preparation induction into the profession and his continuous development throughout his teaching carrier. The formulation of policy and design of teacher preparation and continuing professional development should optimally take into account the whole spectrum of teacher learning.

2.1.Pre-service Training

The Oxford Dictionary of English defined pre-service as follows: "Pre-service refers to activities which take place before a person take up a job which requires specific properly training, i.e. before a person enters service. Properly speaking, also courses for graduates …]"˙ (1999, p.185). In other words, Pre-service teacher training is the training that occurs before teachers enter the profession and/or take up employment in a range of different education institutions. This training can be seen in forms of courses and activities such as seminars, lectures, practicum …etc.

Pre-service education of teacher also refers to education of novice teachers before they enter to the profession as teachers. During this period of teacher education programmes, future teachers have to balance between theory and practice in which they go side by side in the training process.

Pre-service education is carried on for preparing different types of teachers. Pre-service teacher preparation is described by Russel (1997) as"a collection of unrelated courses and field experience"(p.70). These programmes are intended to support and enhance teacher learning to instil in them a greater degree of self confidence. The beginning teachers in this case learn from their practice and from the culture and norms of the unique school settings where they have been placed and interact with these cultures.

2.1.1. Modes of Instruction in Pre-service Training

The pre-service teacher education curriculum has several modes of instruction that help novice teachers to acquire the required knowledge and to develop their skills for a better reflection while having their practical experience in the teaching process. Cooper introduced some of these modes (2003, p. 76).

a. **Lectures:** Instructor gives lecture-style lessons on a particular topic (usually theory and text based).

b. **Laboratory:** This mode of instruction is used notably for science courses, in which experiments and hands-on learning take place; for languages it is employed as independent study.

c. **Practicum:** the pre-service teacher is placed within a school setting (either elementary , or senior) and shadows an experienced teacher .The pre-service teacher will be given opportunities to develop skills through observing their associate teacher, creating lesson plans, teaching lessons and experiential learning about classroom management.

d. **Seminars**: This forum-based mode of instruction provides an opportunity for instructors to engage in dialogue with students; students can ask question or engage in discussion with peers and their instructor about specific subject matters.

2.1.2. The Need for Pre-service Training

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

According to Loughran and Russel (1997, pp.68-69), Pre-service training courses have a primacy because it turns around the idea that it prepares future teachers for the needs of schools in particular and society in general. These programmes focus on developing teachers' skills and enriching their knowledge so as to simplify the two complex processes "teaching" and "learning".

The teaching skills are enhanced by an effective teacher training programme as stated by Anderson in 1989. Pre service training plays a key role in the preparation of future teachers. It helps teachers to better understand different educational theories through giving them the opportunity for practice as it is believed that students often face difficulties to understand educational theories without having practical experience in which they locate it, curriculum construction principles, and subject matter, (Cooper, 2003; Moore, 2003 & Aggarwal, 1999).

Effective Pre-service training programmes are proved to be an essential element in the construction and the development of teaching skills. Therefore, different approaches like demonstration, interaction analysis, simulation techniques, and micro teaching are employed and reinforced by practice which is adopted by both regular and distance mode teacher training programmes. Demonstration takes place in the development of teaching skills in which each time one skill is demonstrated by a teacher educator to be practiced later by student teachers in small size classes and in a short period of time as well. The micro teaching is described as a skill oriented programme that scaled down teaching in terms of content, time and class size. In addition, Sachs (1999) introduced microteaching as a mean to link theory and practice as more reflective approaches that are adopted in teacher education. Distance education teacher training programmes has also a central role in teaching skills development. Therefore, workshops are held during contact programmes and student attendance is obligatory. Teacher educators from either local colleges or Distance Universities demonstrate different academic skills which have to be acquired, sharpened and updated to make teaching learning more competitive Murthy (2008).

2.2. In-service Training

From pre-independence to post independence period the Algerian education system shows the long journey of reforms in In-service education and training of teachers. This journey witnessed some changes in the content and strategies regarding the implementation of theory in the professional situation. The changes through time resulted in a grown from a concept to a process its importance for preparing teachers towards professional growth and development. According to, ("The Educational System ", 2013)

> The moment a teacher has completed his training in a college of education, it does not mean that he is now well trained. A teaching degree makes him enter into service as a teacher. There after his job continues well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is need of more and more knowledge, more and more education for making him a better teacher.

In other words, the crucial role of practice in a real professional setting must be stressed. Trainees will have the chance to express their say and to reflect the previously learnt theory in classrooms with learners, and to deal effectively with unexpected problems they may face in the real situation on their own.

According to Lawrence (1987) "In-service education is the education a teacher receives after he has entered to teaching profession and after he has had his education in a teacher's

college. It includes all the programmes – educational, social and others in which the teacher takes a virtual part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes."(p.14).This means that in-service training refers to training of persons already employed and has contact with the profession. This type of training drives teachers to take part in seminars, workshops, conferences and other activities as a sort of training.

There are formal an informal programmes of in-service education which are recognized organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers update their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for over all proficiency and betterment.

2.2.1. Modes of Instruction in In-service training

In-service teacher professional development includes a wide variety of programs designed to promote and support the professional learning of teachers who are already employed and working in classrooms. The goal of in-service professional development is to improve the knowledge, skills, and commitments of teachers. Among these programmes Drever & Cope (1999 ,p.86) has specified the following:

a. **Refresher Courses**: One of the in-service educational programmes, organized for refreshing the knowledge of in-service teacher. These refresher courses were arranged all around for teachers of different categories most of times teachers with the new development in the field of education.

b. **Workshops**: These types of programmes are dealing much more with the practical work than the theoretical discussion. They are more useful for novice teachers,

because they have to work practically and come out with final materials to be seen by others, despite the fact that its organization consumes more time in comparison to other educational programmes as seminars or conferences.

c.   **Seminar**: It is another educational programme in which problems of education are discussed. Via the assistance of experts in the field and collective thinking in the discussions future teachers arrive at conclusions and come up with solutions to their problems.

d. **Conferences**: At this educational programme, experts discuss novice teachers' interests mainly the practical ones. Generally there is a central theme around which several sub topics are given. During the discussions they present their interests paper and at the end they note the president remarks.

e.   **Study Groups**: It is a technique for in-service training education in which a group of teachers of the same subject and a subject expert in the college of education are combined. They choose some topics of common interest or it may be a problem related to their teaching subject and they discuss it under guidance of subject expert .The study groups may be meeting once in a week or even once in a month. When clarification is needed, novice teachers may call for the help of experts in an extra lecture.

f. **A Study Centre of Professional Writings:** Generally the materials are not under the reach of teachers. The college of education, the extension service departments can help in this direction. Some good books and materials produced by different centers of education may be produced in the college library. The study of reading materials will help the teacher to acquire sufficient knowledge in their subjects.

g. **Experimental Schools:** In the College of education there exist demonstration school and experimental school. In these schools future teachers have a primary experience

in teaching as a first attempt to teach where they will have a better understanding of the real image of teaching in the professional situation. So, all what is taught in the theoretical phase is put into practice through carrying out experiments.

h. Correspondence Courses: This mode of instruction can be designed for giving in-service education to teachers. A few universities have already started working in the area of in-service teacher education programmes.

i. Other Programmes:

Educational tours

Radio broadcast

Film shows

T.V programmes

Extension lecture for teachers

Exhibitions

Exchange of teachers.

2.2.2. The Need for the In-Service Training

Education is a life-long process. The teacher is supposed to continue learning throughout his life. According to R.N. Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to bum its own flame." (1887, p.9)Hence, no teacher should decide to teach unless he or she is determined to learn, because being an effective teacher requires being a student at the same time.

Different educationists have strengthen the need for the In-Service Training

According to The International Commission on Education (1973)"Every individual must be in a position to keep learning throughout his life. The idea of life-long education is the key-stone of the learning society." That is to say, that learning is an o-going process. Teachers never stop learning once they finish their studies, they must always develop their knowledge and skills throughout their lives.

As stated by the Ministry of Education in England,

"The hall mark of a good teacher is that he is himself always learning and always developing his knowledge and understanding of children and young people. In short, a teacher-should he a person who, because of his attitude to knowledge, to ideas, to his fellows and to life generally is better educated today than he was yesterday and will; tomorrow better educated than he is today".

In-Service Training is a significant stage of the continuum of teacher education. It is not a one-off measure but an ongoing process that has been acknowledged to be most essential for teachers' professional growth. However, it is not only related to the development of the professional career but also to the development of the school, its policy, and the society in general.

Teachers developed through in-service training. They need to renovate their experience, refresh their knowledge, develop a wider outlook, benefit by the experiences of others, acquire new information and hence reoriented themselves. Teachers do realize the importance of in-service training. They believe that what such training can bring them would be so effective and inspiring. The In-Service Training includes a wide variety of programs designed to promote the continuous improvement of teachers, provide them with the needed support

particularly new teachers, release creative activities, and keep the professional abreast of new knowledge. The goal of in-service professional development is to improve the knowledge, skills, and commitments of teachers so that they are more effective in planning lessons, teaching, assessing students' learning, and undertaking other responsibilities in the school community. Achieving this goal is critical because the teacher's role is one of the most important factors contributing to high-quality education and successful student learning.

3. Theory and Practice in Teacher Training

Needless to recall that theory is a must component in the development of professional quality in EFL teachers, and therefore it has to be dealt with carefully when designing any EFL PS training program. However, the question which remains is: What kind of theory should be mastered by EFL teachers?

According to Krashen (qtd. in Alatis *et al.*, 1983, p. 261)" The theory must be a theory of second language acquisition not a theory of grammatical structure, and it must be consistent with all known research, not merely armchair speculation". However, Widdowson does not share the same opinion. He argued (1990, p.34): "But it becomes clear that Krashen is not thinking in theory in general, that is to say a theoretical perspective on pedagogy in general". Therefore, it can be said that Widdowson is calling for a general ELT theory and a comprehensive perspective on pedagogy in general. He argues that there is no theory free of speculation. In other words, the theory that is to be focused when preparing EFL future teachers should provide them with a total coverage of pedagogy and its issues, not least ELT methodology to arm teachers with flexibility to be accustomed easily with new situations.

The concept of practice can be best translated as 'professional situation.' It is a learning environment with materials, tools in which a profession is practiced. The professional worker

in that environment is trained to act professionally, that is to say to act adequately on the basis of practical knowledge.

As said by Wallace (1991, p.03) "no teaching takes place in a vacuum". Learning theory related to EFL teaching is not enough to put novice teachers in the right track; EFL future teachers need to put into practice what they acquired as theory in concrete situations (in classrooms) . In the words of Bartels (2005, p.408):

> Helping teachers acquire knowledge and conceptions about language learning is not enough to significantly change their teaching, perhaps because the learning activities teachers engaged in were not analogous to those activities they engaged in as teachers. In other words, unless theory of EFL teaching is coupled with practice, it is learned aimlessly: teachers will risk that they cannot apply what they know in real situations, or these situations may be totally different from theory they acquired. This is why specialists in the field of teacher education insist on a number of crucial criteria to be dealt with in EFL teachers' PS training, such as observation of other EFL teachers, EFL skills training and so on.

Novice teachers in their training have to go through two important phases. They have to go through a pre-service training phase or what is called" theory" on one hand ,and in-service training phase which is known by" practice" on the other. However, there exist a debate in this issue which falls in disequilibrium between the theoretical principals that are not fully reflected in the practical experience as it is supposed to be. It has been suggested that there is an over-emphasis on educational theory and a lack of relevance of much of this theory to the practice of teaching. Theory-to-practice activities are generally more prominent at pre-service levels and practice-to-theory-to-practice activities are more prominent at in-service levels.

There is a need therefore in pre-service and in-service syllabuses for the relations to be made more explicit.

Generally Pre-service training courses provide future teachers / trainees with theoretical knowledge needed when they have their contact with their jobs as teachers. These theoretical activities take almost the whole part of the program of teacher training in comparison to practical part which does not really show the expected reflection of theory by teachers in the field. Algerian Secondary education commission stated that "However, excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. Increased efficiency will come through experience critically analyzed and through individual and group effort and improvement "(1998, p.45). In other words, we can only say that a teacher is a good one, only if he had the experience of In-service training (practical experience) under the supervision of trainers, the exchange with other colleagues in the profession, and attending seminars, conferences , refresher courses, and other educational teacher training programmes.

The belief that there should be no gap between theory and practice in teacher training program makes authors to come up with possible solutions. Leinhardt et al. stress the important role for teacher education to facilitate the process of linking theory and practice:

> Future practitioners should be given the opportunity to construct their own theories from their own practice, and to thoughtfully generate authentic episodes of practice from their own theories. We have proposed that the university should take on the task of helping learners integrate and transform their knowledge by theorizing practice and particularizing theory. We believe that the university can facilitate this process because it can create opportunities for time and pace alteration, reflection on practice, and examination of consequences. Ideally, such episodes of integration and transformation should be systematic and comprehensive rather than arbitrary and piecemeal (Leinhardt et al., 1995, p. 404)

It was overtly stated that both theory and practice are essential components to make a teacher qualified to practice his/her profession. Novice teachers will learn theory during lectures and will then apply it in practice.

Beattie describes a component of a teacher education program based on the principles of reflective practice and inquiry, saying "the theory and practice of teaching and learning to teach are inseparable (…)" (Beattie, 1997, p. 10).Beattie in his description means that both components theory and practice are interrelated and cannot be separated because practice is the actual reflection and application of theory.

Widdowson (1990, p.01) as well refers to the same idea as "a self-conscious enquiring enterprise whereby classroom activities are referred to as theoretical principles of one sort or another". Therefore, in this view, teaching is an enterprise where both theoretical principles and practical activities collaborate and complete each other. On one hand, theory is a source of intuition for first practices in teaching and also it is a power of judgment on it. On the other hand, theory should be proved in practice (either experience or experiment) before being adopted. He adds that "theory needs to be explicit and public if its relevance to pedagogy is to be effectively assessed" (*ibid*.:01). Paradoxically, individual practice can also be a source of theory provision if it is proved and well evaluated. In addition to this, teaching practice (experience) is critical appraisal which may lead to theory adaptation and adjustment to change.

Practically speaking, a qualified EFL teacher is to match between units of theory and practice. These units are respectively: "Principles" and" Techniques". The role of EFL teachers is to find adequate actualization of principles as classroom techniques, taking into account their specific context. Wallace (1991, p.15) differentiates between two kinds of knowledge in TEFL: "received" and" experiential" equipped with received knowledge in

TEFL, the trainee is to be familiar with "the vocabulary of subjects and matching concepts, theory and skills which are widely accepted as being part of the necessary intellectual content of the profession". Experiential knowledge is developed by practice of teaching and to less extent through observation.

4. Teacher Development

Recently Teacher development receives sufficient attention because of the reforms in the educational programs on one hand, and the beneficial improvements for English teaching on the other. Teacher development or (TD) stresses the idea that teachers undertake a self-lifelong learning even after having a practical experience. This can be achieved through observing colleagues, reading academic journals, attending conferences, carrying out research ,and other professional projects. Being a teacher or having a teaching position does not necessarily mean the end the learning process. Brown (1994, p.425) strongly agrees with this idea and he claims that one of the most interesting things about the teaching process is that you never stop learning. As a result, all teachers should embark on this journey of development in which they go through a pre-service training and an effective in-service along with a self-training for the reason of developing professional competence. To do so, teachers must upgrade their knowledge and a better understanding of" language" and" language learning" .This can be reflected in real life by continuously attending some educational programmes like seminars and conferences as a form of instruction. After acquiring the theoretical knowledge it is time now for the practical part, in which teachers apply what has been learnt in theory and putting it into practice in a real professional setting with learners.

Hassel (1999) defines Professional development as the process of improving staff skills and competencies needed to produce outstanding educational results for students. As Thomas Guskey (2000, p.4) states, "One constant finding in the research literature is that notable

improvements in education almost never take place in the absence of professional development."Professional development is the key to meeting educational demands. By definition, teacher development is considered as ongoing professional growth in which teachers skills and competencies are enhanced including their skills to teach, observe, assess, and reflect their subject matter knowledge and career growth. Professional development improves education, because teachers continue the learning process and receive constant training from experts, colleagues, and peers. Therefore, professional development is supposed to be the focal point of most educational reform and instructional improvement.

4.1. Teacher Development and Teacher Training

There exists a slight difference between the notion of "Teacher Development" and "Teacher Training". Teacher Development does not focus on take on a job as much as it is concerned with teachers' general growth and development in terms of their understanding of teaching and themselves as teachers as well. This involves a better understanding of the process of second language acquisition, reviewing theories and principle of language teaching, and developing and understanding the different teaching styles. Thus, Teacher Development unlike Teacher Training has to do with long term goals. Teacher Training in contrast, is seen as a preparation of teachers to take on their first teaching position or a new teaching assignment or responsibility. Teacher Training is typically aimed for an effective understanding of certain basic concepts and principles and the ability to apply in the classroom. It involves learning and trying out new effective strategies for opening a lesson, adapting textbook to match the classroom, learning useful techniques for giving learners feedback on performance, and learning how to use group activities in a lesson. The Training content therefore refers to short- term and immediate goals.

Conclusion

To be effective in their profession novice teachers are required to go through what is called "Teacher Training". The latter, is a combination of the theoretical knowledge and the practical experience. In this chapter, we have dealt with teacher training shedding light on its types; pre-service and in-service training. We have also discussed the notions of "theory "and "practice" and their importance in preparing and developing EFL teachers. Teacher Development was introduced as well pointing out to the slight difference from teacher training.

Chapter Two

Teachers' Training Needs in Private Schools

Chapter two: Teachers' training needs in Private Schools

Introduction

Section One

1. Needs Analysis

    1.1 Definition of Needs Analysis

    1.2 Historical Overview of Needs Analysis

    1.3 Types of Needs Analysis

        1.3.1 Objective Needs versus Subjective Needs

        1.3.2 Content Needs versus Process Needs

        1.3.3 Target Needs versus Learning Needs

    1.4 The Role of Needs Analysis

Section Two

1. Teacher Training in Algeria

1.1   Historical overview of English language teaching in Algeria

1.2 The pre- service and the In-service Training in Algeria

2. Private schools in Algeria

2.1. Definition of Private schools

2.2. Private School Teacher Requirements

2.3 Legal status of private schools in Algeria

2.4 The English language teaching in private school in the Algerian context

    Conclusion

Introduction

Recently in Algeria, there was a huge demand for learning English as a foreign language. This led to the emergence of private schools in the country. Teaching in private schools has its own requirements. Therefore, private school teachers tend to have their own special needs that should be addressed in the pre-service training course. This chapter is divided into two sections. The first section deals with needs analysis. It provides the definition of needs analysis, its history, types, and finally its crucial role in syllabus and course design. The second section deals specifically with teaching English in the Algerian private schools context. It sheds light first on teacher training in Algeria, historical overview of English language teaching in Algeria, and the pre-service and the in-service training in Algeria. Second, it discusses the situation, the legal status, and the teacher requirement in private schools in Algeria.

Section one

1. Needs Analysis

As stated by Brown (1995, p.35), the increasing demand of language program that meet the requirement of the learners has led to a growing importance of needs analysis. Needs analysis is based on identifying learners' needs which serve as the bases for syllabus design and curriculum development in order to link the current learners' academic needs with their needs in their prospective career. Needs analysis involves not only learners but also all parties in the educational system.

1.1.Definition of Needs Analysis

The term Needs Analysis (NA) has been acknowledged by several linguists. According to Nunan (1983) Needs Analysis is a procedure for gathering information to serve as the basis of syllabus design. Brindley (1984) stated that Needs Analysis refers to learners' wants, demands, and motivations. It involves also looking at their expectations and requirements. Mckillip (1987, p.7) described it as "value judgments: that a target group has problems that can be solved". Richards (1992) introduced Needs Analysis as "The process of determining the needs for which a learner or a group of learners requires a language and arranging the needs according to priorities." According to Brown (1995), the definition of a needs analysis is "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation" (p. 36). Iwai et al. (1999) defined Needs Analysis as a set of activities involved in the design of the syllabus in which learners' needs are met. In addition, Graves (2000, p. 98) assumed that Needs Analysis is an ongoing process that enables the learners to better assess and control their own learning process.

Needs Analysis is a procedure of designing and carrying out any language course. It should "serve as the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the precision accuracy of the original needs assessment" (Brown, 1995, p. 35). The term Needs Analysis refers to all the activities and techniques used in collecting information about students' learning needs, wants, wishes, and desires as well as classroom activities to determine what language skills the learners' need to develop, looking for the best way to do so, and getting rid of any gap among learners and teachers. Therefore, Needs Analysis plays a crucial role in syllabus design and curriculum development.

1.2.Historical Overview of Needs Analysis

Needs Analysis did not receive real attention till the 1970's when it re-emerged due to intensive studies conducted by the council of Europe Modern Language Project Group. The council of Europe team work started with the analysis of the grammatical complexity of sentence structure to design structurally graded syllabus. Because the designed syllabus did not take into consideration the learners' needs it came under criticism (Fatihi, 2003). The Council of Europe team therefore recognized that successful language learning takes place when learners' needs in the target language are identified not from mastering only the linguistic elements. This resulted in the emergence of communicative approach to language learning in which syllabus designers started to shed light on learners' needs and interests. Nunan (1999, p.148) stated that "rather than fitting students to courses, courses should be designed to fit students". Students are not supposed to fit the syllabus, but it is the syllabus which has to fit their needs. The team also introduced the concept of the "Common Core". The common core stated that language learners show different needs and goals concerning learning the target language. However they seem to share certain interests and expectations despite their   particular situation and specialization (Johnson, K 1982, p.42). The "common core" offered a basis one can rely on in conducting needs analysis in the general English classroom.

Munby (1978) developed a NA model which reflects the earlier approaches to needs analysis known as Communicative Needs Processor in which situations and functions are established within the framework of needs analysis. The model includes nine components aimed at collecting as much information as possible to answer the questions such as who and why is going to enroll in the course and where, when, with whom and how course participants are going to communicate in the target language. With the help of these information it is then

possible to establish the required language skills, micro-functions and language forms. Over the years the scope of NA has been broadened and resulted in a wide range of frameworks for NA. Consequently, different types of frameworks for NA have been designed to identify different types of needs related to the language learning program.

1.3. Types of Needs Analysis

Types of needs differ with reference to the purpose of learning the language, individual differences and the social roles of language in a wider context.

1.3.1 Objective Needs versus Subjective Needs

Brindley (1984, p.31) has noticed that needs analysis falls into two categories, subjective needs and objective needs (Brown, 1995, p.40). Subjective needs can be defined as the wants; desires, and expectations of the learners. They are more complex than objective needs because they are not observable, but they can be understood from affective and cognitive factors, such as learners' personality, confidence, attitudes and other things. Objective needs in the other hand, are based on observable data about situation, language, learner; and their proficiency *(ibid).*According to Nunan (1999, p.149), objective needs are the ones which can be "diagnosed by teachers on the basis of personal data about learners along with information about their proficiency and patterns of language use". They can be gathered by teachers, educators or course designers through the information based on their language use and language proficiency.

1.3.2 Content Needs versus Process Needs

Another distinction of needs is content needs and process needs. Content needs include "… the selection and sequencing of such things as topics, grammar, functions, notions and vocabulary traditionally the domain of syllabus design" *(ibid).* In other words, content needs

are analyzed objectively from a language need perspective. The process need on the other hand "refer to the selection and sequencing of learning tasks and experiences traditionally seen as the domain of the methodology" *(ibid).* They are needs specified from a situation needs perspective and they tend to be subjective like motivation and self esteem.

1.3.2 Target Needs versus Learning Needs

Hutchinson and waters (1987, pp.59-60) in their part have made a distinction between target needs and learning needs. Target needs involve what learners require to act effectively in the target situation and learning needs involve the questions to identify the target language needs "why is the language required? How will the language be used? What will the content areas be? Who will the learners use the language with? Where will the language be used? When will the language be used? ". According to them, 'target needs 'is an umbrella term of necessities, lacks, and wants .Necessities are the types of needs determined by the desires of the target situation that is what learners have to know in order to function effectively there. They use the term 'lacks' in order to refer to the gap between target proficiency and existing proficiency of the learners. The 'wants' of learners can be regarded as subjective needs, but since they represent the learners' expectations and they can have a great impact on learners' motivation in the learning process, and should not be underestimated *(ibid).* Learning needs, however, examine what the learners can perform in the existing learning perceptions. They asked the questions for learning needs" why do the learners take this course? How do the learners learn? What resources are available? Who are the learners? Where the ESP courses take place? When will the ESP course take place? " *(ibid: 62).* In other words, target needs are associated with how the students may need to use language in their future academic or occupational domain, and also the necessary language skills they need to acquire so as to perform effectively in the target situation. Language and learning needs are concerned with

how learners learn to use language efficiently, the learners' reasons for studying the language and what language problems they mostly face.

To sum up, the types of needs should be taken into consideration in the process of needs analysis, since needs analysis according to (Richard and Rogers, 1986, p.156) is "concerned with identifying general and specific language needs that can be addressed in developing goals, objectives, and content in a language program".

1.4.The Role of Needs Analysis

The importance of needs analysis lies on its crucial role as a first initial step for course and syllabus design, materials selection, assessment or even classroom activities. Needs analysis is based on identifying learners' needs which serve as the bases for course development. It is not a pre-stage for the design of language courses; In fact, it is an "on-going process" (White 1998, p.91) and, as evaluation, it can be used to design, improve and implement language programmes. Needs Analysis aims at identifying what learners need to know in order to function effectively in the target language. Taking into account learners' needs influence the content of the language course and what potential can be exploited through such course. Hutchinson and Waters (1987, pp.54-63) differentiates learners' needs into "target needs", what learners need to do in the target situation , i.e. language use, and "learning needs", what learners need to do in order to learn , i.e. language learning.. However, Brindley (1980) argues that objective needs should be used as a starting point in course design. He denotes that, "If instruction is to be centered on the learners and relevant to their purposes, then information about their current and desired interaction patterns and their perceived difficulties is clearly helpful in establishing program goals which in turn can be translated into learning objectives" (p.64). Nunan in 1988 stated that in addition to "target needs" and "learning

needs" – i.e. objective needs, learners' subjective needs should also be taken into consideration. This involves learners 'interests, wants, desires, expectations, and preferences.

Berwick (1989, p.65) defines "need" as   "the gap between what is and what should be" The "what is" refers to the learner's knowledge and skills and the "what should be" explained as the target situation requirements. Moreover, Berwick stated that needs assessment is important for decision planners to design the course.

Riddell (1991, p.75) also recognized the importance of needs analysis in syllabus and course design. He notes that "…through it [needs analysis] the course designer becomes equipped to match up the content of the program with the requirements of the student body [what learners need]"

The importance of needs is also recognized in the learner centered language teaching approach. The learner and the teacher need to continuously share information as to what the learner wants or needs to study during the course. Learners can contribute substantially to the course if they are actively involved at all stages of the course design; at the initial, during, and in final stages of course evaluation. Therefore, needs analysis should be carried out throughout the course in order to adjust the learning objectives as the need arises. In other words, feedback from the learner can be used as bases for modifying learning objectives.

Finally, needs analysis is necessary in evaluating the curriculum, refining the present program, and setting the objectives. Alagozlu (1994, p.24) has noticed that needs should be identified in order to be aware of the learning conditions and arranging these needs appropriately with the "learners' physical, intellectual and emotional possibilities". Moreover, he stated that needs analysis plays an essential role in devising learning materials that would approach the real use of the target language being taught.

Section Two

1. Teacher Training in Algeria

Teacher training is a starting point for preparing future EFL teachers. Algeria in the last few years established many reforms to improve the educational system. The Algerian pre-service training course takes place in public institutes where novice teachers receive theoretical knowledge as well as practical experience as a preparation for conducting a teaching position in schools. The in-service training in the Algerian context is provided in public and private schools to help teachers develop their teaching proficiency.

1.1.Historical Overview about the English Language in Algeria

The situation of English language teaching in Algeria can be divided into five main periods: the colonial period, the post-independence period, the economic-liberal period, the political-crisis period, and the national reconciliation period. During the colonial period, the general educational policy was to spread the French language as a national and official language (Murphy, 1977), whereas the status of Arabic was weakened .France closed all community schools where Arabic was taught and introduced Arabic as a second language in some schools. To sum up this period, French was the official language of education in Algeria while Arabic was marginalized. In The post-independence era, Education was free and compulsory for all Algerians and a process of Arabisation of the educational system were launched .This period was characterized by a bilingual educational system. French language was used in the teaching of science and technology, whereas Arabic was used in the teaching of the Social Sciences.

Two great events marked this period in terms of English language teaching: the first in 1969, when a General Inspectorate of English was established, and the second in 1972, when the government decided to "Algerianize" the English teaching textbooks and methods

(Hayane, 1989). In terms of provision of teachers, the Ministry of Education relied heavily on expatriates from all over the world to compensate for the lack of teachers, while at the same time it started a process of rapid recruitment and training of prospective Algerian teachers. Primary school teachers were offered teaching positions without any formal training, middle school teachers had to do a one year training course at the Institutes of Education (ITE), and secondary school teachers had to do a three year teaching degree (called "License").

Thanks to the British investments in Algerian oil and gas industry the government stressed the English language which was taught from the second year of middle schools, French in the fourth year of primary schools. While, Arabic became the main language of instruction for all curriculum subjects and this was in the economic-liberal period

Teacher training courses were also reformed and extended to 2 years at the Institutes of Education ITE for primary and middle school teachers and to a four-year License degree for secondary school teachers. This period also witnessed the opening of more English departments in universities and the design and publication of Algerian-made English language teaching textbooks and learning materials.

A that time tourism in Algeria flourished and the need to use foreign languages increased as well. As a result, the government trained foreign language teachers and inspectors. It opened more departments of foreign languages at universities throughout the national territory. Educational reforms also involved the appointment of the National Commission for the Reform of the Education and Training System in January 1989, the purpose of which was to get all educators, students and parents involved in these reforms. Hence, working groups were formed at the level of each educational institution to discuss and to write a report on ways to improve the educational system, before each report was taken up to the National Commission. That was seen by teachers as a big milestone in the history of education in Algeria. A report was then submitted to the government in May 1989. One important point to

note in this report on foreign language teaching is the fact 58 that the majority of educators and parents wanted English taught in primary schools rather than French. Unexpectedly, a civil war broke out in early 1992 which frozen the educational reforms.

The next period the political-crisis period in which Arabic was re-confirmed in the 1996 Constitution as the "only" national and official language, and that by law it had to be generalized and used in all state sectors by July 1998. The Law also stated that it was strictly forbidden to use any foreign language in official deliberations, debates and meetings .Another important event was that the government introduced English as the first foreign language in primary schools instead of French. In 1993, English was introduced in the fourth year of some pilot primary schools, before it was generalized throughout the national territory in early 1995.

The last period is the National Reconciliation period is generally characterized by a return to some political and economic stability. Economically, Algeria witnessed a return of massive foreign investment in all economic fields, including private schools and training institutes.

1.2.Pre-Service and In-Service Training in Algeria

Learning English becomes a worldwide concern. Algeria is one of the interesting nations in developing the status of English regarded as a key to scientific and technological development. The need to learn English is, basically, associated with the need to form language teachers who are able to teach English effectively. Algeria therefore, established certain reforms in which it adopted different strategies and systems in a hope to achieve a better teaching/learning process at all levels of education.

Algeria has one of the largest vocational and technical training systems in the Maghreb region. It includes pre-service training provided mainly by public training institutions, and in-service training provided by public enterprises. The pre-service training, which EFL students

receive at the level of university, is considered as the basis in developing qualified EFL future teachers.

In Algeria, English is introduced in different curricula at different departments nationwide, either as a main subject at the English department and by which students are required to attend the following modules: Literature, Civilization, Linguistics, Phonetics, Oral Expression, Written Expression, TEFL and so forth; or simply as an additional but 'compulsory' module. At this department, the English department, and after accomplishing either four years (in the classical system) or three years (in the LMD system) students are rewarded with a BA degree in English, and by which they are able to work as teachers of English. Hence, once they get a position as teachers they hold the status of EFL teachers. The majority of teachers who are in charge of university courses are full time teachers and who hold either Magister or PhD degree. Part time teachers can also teach and they often hold a License in English and are either first year or second year Magister students. Such teachers often have other duties besides their permanent jobs such as teaching at other departments; the English department for instance, or teaching at other levels; secondary or middle school.

The Ministry of Education has run in-service courses (INSET) and seminars to meet the requirements of the new curriculum. This includes the organization of training days and seminars with inspectors and local officials from the different Directorates of Education.

The Ministry of Education also came to an agreement with the British Council Algeria and Anadarko Algeria Company LLC, to provide inspector and teacher trainer training to enhance the teaching /learning of English in middle schools across Algeria. Their training programme which was set up in September 2013 included the role of assessment in the classroom and how this could be conducted effectively, the importance of reflective practice and improving communication.

Another programme was delivered in December 2013. It was considered to be more reaching than the former, as it incorporated the role of teacher trainers, a role recommended by the British Council and a new concept for Algerian state education. Three hundred and twenty inspectors and teacher trainers were trained at that time in four regional centers across Algeria, thus providing full and comprehensive cover of all regions. The main objectives of that training are the establishment of successful, collaborative working relationships between inspectors and teacher trainers with a view to initiating effective in-service teacher training programmes.

Continuous professional development is another essential objective of the training in which the focus is on developing teacher training skills, the teaching of speaking and writing skills, differentiation and assessment for learning. As Deirdre Nicholas, British Council English Project Manager, explained: "The overarching ambition of the training was to produce a suite of training workshops which would offer both practical and concrete outcomes for the participants"(1890, p.119).

The new teacher trainers began their official role in January 2014, delivering monthly training sessions in middle schools. The training workshops provided enabled them to be equipped with the skills to carry out training needs analyses, and a selection of ready-made training workshops, with which to start their pioneering role.

2. Private Schools in Algeria

Recently, Algeria has witnessed a huge demand for learning foreign languages .Among these languages the English language that receives the highest percentage in choosing what to learn. As a result of this demand the Algerian government made the decision of allowing some experts in the field to open private schools so as to cover the issue.

2.1.Definition of Private Schools

Private schools or what is called by nonpublic schools are schools that have the ability to create their own curriculum. Although, they must ultimately prepare students with the same basic course as any other school. These schools also have the option to add various elements to their programs that emphasize the Arts, perhaps more than local public schooling options. In addition to the autonomy regarding the curriculum, they are autonomous regarding the mode of examination, payment of teachers and admission criteria of students. Private schools are characterized by a process of double selection because the schools select their teachers and students and the parents select the schools for their learners and this creates the difference between public schools and private ones.

Private schools as public schools can instill their students with the expectation of attending college. Data from the National Education Longitudinal Study of 1988, "Fourth Follow-up" (NELS: 1988/2000) show that, "Students who had attended private school in 8th grade were twice as likely as those who had attended public school to have completed a bachelor's or higher degree by their mid-20s (52 versus 26 percent) and far less likely to have had no postsecondary education". With college as a focus, students can be more goals oriented, and often elements of the school's curriculum will be specifically aimed at preparing your child for college. Many private schools are even referred to as "college preparatory". Private schools often encourage their students to take an active role in their own college admission process. Students may be given more access to information about college options, and they may be made more aware of the requirements they must fulfill to qualify for a specific school.

2.2. Legal Status of Private Schools in Algeria

Private schools witnessed a huge expansion in Algeria in the last decade especially those of teaching foreign languages. According to 2011government figures, there are 136 state-accredited private schools spread throughout different wilayas. However, the actual number of private schools is difficult to assess as many schools are not accredited.

Accreditation is considered to be an objective validation of school quality. It guarantees that a school has met certain minimum of. Achieving accreditation is a rigorous process by which a private school is supposed to adhere to certain requirements on governance best practices i.e. compliance with financial transparency, consideration of the school's goals and objectives, curriculum quality, that is to say, the teaching of a rigorous curriculum, hiring qualified instructional leaders with college degrees, student safety, student achievement, and quality of learning standards. Accreditation is not permanent. It must be maintained. A school has to demonstrate during a regular review process that it has developed and grown.

2.3. Private School Teacher Education Requirements

Because teachers at private schools are not required to earn the same certifications as public school teachers, some parents worry that the teachers are not as qualified. This is not necessarily true. Private schools must maintain their reputations and create positive word of mouth to survive. Toward this end, private schools are generally very selective about who they place in front of their students, and they choose educators with training specific to the subject they will be teaching.

Private schools require a bachelor's degree as a minimum educational requirement. Private schools typically prefer to hire graduates with either a 4-year subject degree or expertise in a

specialized field, such as history or mathematics. Many private schools offer fellowships or internships to qualified applicants after they graduate from college. Fellows and interns complete on-the-job training, learn the specific teaching theory of the private school and are supervised by fellow teachers.

Some private schools require a state teacher license or other specialized certification. Certain private schools require a 2-year course of study focused on principles of education, completion of a teaching internship and their practice before one can earn a certification to teach in these schools. Schools with specific philosophies, also require additional teacher education and training. It is important to research the private school of interest to determine whether a particular degree, certification or training is required.

2.4. English Language Teaching in Private Schools in the Algerian Context

Nowadays, the Algerian private schools receive a great attention regarding teaching the English language. This interest in learning English in private schools is due to their availability in accepting all people of different ages, levels, and needs. These needs may differ from learning English for academic purposes as enhancing learners' English proficiency, or novice teachers training to communicative purposes. The other reason behind the huge demand on learning English in private schools is the remarkable results obtained.

The increased number of private schools in the Algerian context creates opportunities for novice teachers to have a teaching experience.

The English language teaching process in the Algerian private schools tend to differ from one private school to another. This difference is due to the private schools autonomy in setting their own syllabus and methods of teaching being used. The Royal and ABC private schools in Jijel city for instance, implement the integrated skills method in which the four skills

(speaking, listening, reading and writing) are covered. Other aspects of language as vocabulary, grammar, phonetics, and language culture are also included. At the practice phase, teachers give their learners a set of exercises to evaluate their understanding of the lecture; these exercises sometimes take the form of games as a source of motivation. In private schools, teacher is not restricted to use only one method of teaching but several methods depending on the objectives of each lecture.

As far as the private schools textbooks are concerned, Private school teachers have the choice to follow blindly the guidelines offered in the teacher's book or selecting some aspects from the textbook, making changes and adding new elements ,or neglecting completely the teacher's book and designing their own lessons.

Private schools have the privilege of using authentic material as form of teaching in which teachers / learners use computers and data shows to present the lectures through videos, images, and songs. These authentic materials are proved to scaffold learners' learning process because they provide the learners with many significant advantages and promote them with high motivation and interest in language learning which leads to improving communicative competence.

Concerning the issue of testing learners in private schools, teachers have the choice either to design their own tests relying on what has been covered during the whole level or following the private school models or making a new final test through selecting items from different models.

Conclusion

As a conclusion, private schools play a key role in promoting English language in Algeria. The English language teaching process in private schools tends to differ from one school to another because private schools are free to set their own curriculum and methods of teaching. Private school teachers have their own needs. Needs analysis is conducted to identify those needs and finding out whether the pre-service training in Algeria address those needs in its syllabus and course design.

Chapter Three

Research Design and Data Analysis

Chapter Three: Research Design and Data Analysis

Introduction

1. Methodology

    1.1 Setting and Participants of the Study

    1.2 Instruments and Data Collection Procedure

2. Analysis and Discussion

    2.1 The Teacher Questionnaire

        2.1.1 Aims of the Questionnaire

        2.1.2 Description of the Questionnaire

        2.1.3 Analysis and Interpretation of the Questionnaire

        2.1.4 Findings and Discussions

Conclusion

General Conclusion

    3. Pedagogical Recommendations

    4. Limitations of the Study

Chapter Three

Analysis of the Teachers' Questionnaire

Introduction

The aim of this study is to investigate the needs of teachers of English at private schools at Jijel city. Besides, it aims at exploring whether the teacher pre-service training course they have received addressed adequately their needs. The starting assumption of this study was, therefore, that university course does not take private schools teachers' needs into account. To verify this assumption, a questionnaire was conducted and administered to teachers from different private schools (Afak, Royal, First step, ABC, and Universal) at Jijel city.

In this section, information about setting and participants of the study are provided first. Second, the data collection instruments and the procedures used are introduced. Third, the analysis and discussion of the obtained data are presented. Finally, pedagogical recommendations are suggested.

1. **Methodology**

    1.1 Setting and Participants of the Study

    The participants of this study were a group of thirty teachers, novices and experiences, who are teaching different levels (beginners, elementary, and advanced). They were randomly chosen from different private schools (Afak, Royal, First step, ABC, and Universal) at Jijel city.

1.2 Instruments and Data Collection Procedure

This study was conducted through administering a questionnaire to private schools teachers in order to find answers to the research questions. The questionnaire is a very common effective tool for collecting data from large groups of participants. Brown (1995, p.50) stated that questionnaires "are more efficient for gathering information on a large scale than are many of the other procedures". The questionnaire includes different sections and it is used in order to collect information about the purpose of this study.

2. **Analysis and Discussion**

2.1 The Teachers' questionnaire

The teacher' questionnaire was distributed to 30 English teachers at different private schools at Jijel city. The administration of the questionnaire and their collection was held from hand to hand. All teachers were collaborative and accepted to answer the questionnaire. Teachers' questionnaires were not administered all together in the same day since each teacher took the questionnaire with him /her and hand it over later on.

2.1.1 Aims of the Questionnaire

The questionnaire was conducted to explore the private school 'teachers' perceptions of the pre-service training course .Furthermore it was designed to investigate their training 'needs at private schools which are not addressed in the pre-service training course.

2.1.2 Description of the Questionnaire

The teachers' questionnaire is a mixture of closed questions that require the teacher to answer by 'yes' or 'no' or to choose from a number of choices .And open ended questions

where teachers are requested to give alternative answers when necessary. The questionnaire consists of 33 questions divided into four sections:

Section one: general information (Q1-Q9)

The first section of the questionnaire is composed of 9 questions. These questions are concerned with teachers' background; teachers' gender, degrees held, and employment status, and teachers' teaching experience in public schools .The last question is about teachers' methods in private schools.

Section two: pre-service training (Q10-Q18)

This section consists of 8 questions; the first two questions are about the pre-service training course' preparation to private school teachers. the next two questions focus on teachers' proficiency in language and language teaching .Q14 and Q15 are concerned with finding out the university modules that are relevant or irrelevant to the teachers' professional needs .The last three questions investigate the pre-service training course 'aspects and teaching forms.

Section three: in-service training (Q19-Q32)

The section composed of 13 questions.

The section focuses on teachers' in-service training, teachers' proficiency positive effects and their factors, integrative methods 'guidelines, teachers' evaluation to their learners' progress.

Section four: further suggestions (Q32-Q33)

The last section consists of 2 questions that look for private school teachers' expectations about adequate in-service training.

2.1.3 Analysis and Interpretation of the Questionnaire

Section one

1-Gender

Table 1.1: Teachers' Gender

Gender	Number of teachers	%
Male	07	23.33
Female	23	76.67
Total	30	100

It is clear from the table that the majority of teachers are females (76.67%).While males form only 23.33% of the teachers. Most private schools provide part time jobs for teachers. Many private schools here in jijel city are opened mainly on weekends. Therefore, they are known for their low salaries. Females are seemed to be more satisfied than males with the private schools low salary. This can be due to the fact that females do not care about salary as much as they care about the job they carry out. Males in contrast, tend to give so much important to the salary they get than the kind of the job they take on.

2- Degrees

Table 1. 2: Teachers' Degrees

Degrees	Number of teachers	%
BA(license)	06	20
MA master/magister	13	43.34
PHD(Doctorate)	01	3.33
Master student	08	26.67
Doctorate student	01	3.33
A graduate of the (E.N.S.)	01	3.33
Total	30	100

Table 1.2 shows that the highest percentage goes for MA graduated teachers (43.34%). Master students come in the second position with 26.67%. The third position goes for BA graduated teachers with 20% while PHD graduates, Doctorate student, and E.N.S graduated teachers receive the last position (3.33%). This is because PHD graduated teachers have their permanent jobs at universities. Most doctorate students have the chance to get a temporary job at universities as well. Since they are preparing for their PHD thesis, they may not have enough time to take on another job as teaching at private schools. E.N.S graduated teachers have their permanent jobs at public schools just after being graduated.

3- Employment status

Table 1.3: Employment Status

Employment status	Number of teachers	%
Full time	06	20
Part time	24	80
Total	30	100

Table 1.3 illustrates that the vast majority of teachers (80%) carry out a part time job at the private schools. This is because most private schools offer part time jobs and most teachers at the private schools still carry out their studies at universities.

4- Have you taught in a public school? (Yes/No)

Table 1.4: Teachers 'Teaching Experience at Public Schools

Options	Number of teachers	%
Yes	12	40
No	18	60
Total	30	100

As it is shown in table 1.4, 40% of private school teachers have worked in public schools before while 60 % didn't have such experience. This may be due to the fact that having a job at public schools is much more difficult than have it in private schools. Private schools increasingly emerged in Algeria and Jijel city in particular providing remarkable opportunities

for novice teachers to get a job and a teaching experience there. However, public schools provide so restricted chances for work.

Concerning the recruitment competitions, few work positions as teachers of English are offered each year. Sometimes, no teaching position is offered at all. Succession is not so available as well.

5- a filter question

6- If yes, which level have you taught?

Table 1.5: Teaching Levels in Public Schools

Teaching levels	Number of teachers	%
Middle school	07	58.33
Secondary school	05	41.67
Total	12	100

The above table shows that 58.33% of teachers have taught in middle schools whereas 41.67% of teachers have taught in secondary schools.

7- If yes, for how many years? (> 5 years /< 5 years)

Table 1.6: Teaching Experience at Public Schools

Options	Number of teachers	%
> 5 years	04	33.33
< 5 years	08	66.67
Total	12	100

As the table 1.6 might suggest, the majority of the teachers have less than 5 years teaching experience in public schools (66.67%). Only 33.33% of teachers have worked for more than 5 years in public schools.

8- If yes, which method do you think is more conducive to higher levels of proficiency in English?

Table 1.7: Methods Appropriate for Higher Levels of Proficiency

Options	Number of teachers	%
The textbooks used in public schools	03	25
Integrated Skills methods used in private school	09	75
Total	12	100

Considering table 1.7, 75% of teachers believe that the integrated methods being used in private schools are more conducive to higher levels of proficiency in English than the textbook used in public school. While, only 25% of teachers preferred the public schools textbook. The reason behind such belief is that the integrated methods allow learners to engage in purposeful, relevant learning since they provide them with the opportunity to " explore, gather, process, refine and present information about topics they want to investigate without the constraints imposed by traditional subject barriers" (Pigdon and Woolley, 1992). Thus, the integrated methods enable learners to learn more about the content and develop a deeper understanding of content through various purposeful activities.

9- During your professional career as a teacher in private school, have you used only one method or several methods?

Table 1.8: Number of Methods used

Options	Number of teachers	%
One method	04	13.33
Several methods	26	86.67
Total	30	100

It appears from table1.8 that, the majority of teachers (86.67%) has answered that they have used several methods during their professional career as teachers of English in private schools. Teachers tend to apply different teaching methods in the classroom depending on the lesson objectives, or the teaching aid being used, or teacher's experience ability and preferences i.e. teaching method is determined by the teacher's ability to handle the method and also experience. Some other methods if not used carful may distract the class attention. So a teacher must select a method which relate to his experience ability and preference. But this is not to say that a teacher must use the same method every day but he must learn how to coordinate other methods to.

Section two:

10- Do you think that your university course has prepared you specifically to teach in a private school? (Yes /No)

Table 1.9: University Course Preparation for Private School Teaching

Options	Number of teachers	%
Yes	08	26.67
No	22	73.33
Total	30	100

The table 1.9 indicates that 73.33% of teachers have responded that the university course does not prepare them for teaching in private schools while 26.67% of teachers said the opposite. The pre-service training course is supposed to prepare future EFL teachers to take on teaching positions in schools whether in private schools or in public schools. The majority of private school teachers believe that the pre-service training course does not prepare them to teach in private schools. The possible reason behind such belief is the fact that private schools have recently emerged in Algeria. Therefore, private school teachers' professional needs may not been adequately addressed yet in the university course.

11- Did your course of Teaching English as a Foreign Language (T.E.F.L) evoke anything about the use of integrative methods in language teaching? (Yes/No)

Table 1.10: T.E.F.L Course Evoking the Integrative Methods Use

Options	Number of teachers	%
Yes	18	60
No	12	40
Total	30	100

From the table above we could deduce that 60% of teachers see that the T.F.E.L course has evoked the use of integrative method in language teaching. The rest of teachers (40%) have disagreed.

12- Did you feel that your proficiency in English was adequate when you started teaching? (Yes /No)

Table 1.11: Appropriateness in English Language Proficiency

Options	Number of teachers	%
Yes	17	56.67
No	13	43.33
Total	30	100

Table 1.11 illustrates that 56.67% of teachers have said that their English proficiency was adequate when they started teaching in private schools whereas 43.33% of teachers have found it inadequate.

13- Did you feel that your proficiency in teaching was adequate when you started teaching? (Yes/No)

Table 1.12: Appropriateness in Teaching Proficiency

Options	Number of teachers	%
Yes	11	36.67
No	19	63.33
Total	30	100

Table 1.12 demonstrates that the highest percentage 63.33% goes for teachers who felt that their proficiency in teaching was inadequate when having their first contact with the profession while 36.67% have answered it was adequate.

14- Were there any modules in your university education which you consider to be irrelevant to your professional needs as a teacher of English? (Yes/No)

Table 1.13: Modules' Irrelevance to English Language Teachers' Needs

Options	Number of teachers	%
Yes	19	63.33
No	11	36.67
Total	30	100

Table 1.13 shows that the majority of teachers (63.33%) have agreed that there are certain modules that are irrelevant to their needs as teachers of English. In contrast, 36.67% of teachers have answered by relevant.

The teachers provided the following specification:

- Statistics

-Italian language

- Tice

According to private schools teachers, these modules should be eliminated from the pre-service training course as they are irrelevant to their professional needs as teachers of English.

15- Were there any modules which you consider to be the most relevant to your professional needs as a teacher of English? (Yes/No)

Table 1.14: Module' Relevance to Private School Teachers' Needs

Options	Number of teachers	%
Yes	27	90
No	03	10
Total	30	100

Table 1.14 shows that majority of teachers(90%) consider certain modules to be the most relevant ones to their professional needs while only 10% of teachers see that all the modules as equal.

The teachers provided the following specification:

-T.E.F.L

- Oral and written expression

- Educational psychology

- Phonetics

Teachers recognize the importance of these modules for their professional needs as teachers of English. Being an effective teacher requires high levels of language and teaching proficiency. T.E.F.L and educational psychology modules play an essential role on developing learners' teaching proficiency. Oral, written, and phonetics modules work on enhancing and developing learners' language proficiency.

16- Would you please rank order from 1 to 4 the following aspects according to the focus of your university course? (Please assign n° 1 for the most important and n° 4 for the least important).

a. Methodology and Design

b. Language skills

c. Language culture

d. Language teaching

Table 1.15: Teachers' Ranking for the University Course Focus

Teachers ranking	1		2		3		4		Total	
	N°	%	N°	%	N°	%	N°	%	N°	%
A	00	00 %	08	26.67%	13	43.33%	09	30 %	30	100%
B	19	63.33%	09	30 %	02	6.67%	00	00 %	30	100%
C	00	00%	00	00%	09	30 %	21	70 %	30	100%
D	11	36.67%	13	43.33%	06	20%	00	00%	30	100%

Table 1.15 shows the results gathered for ranking the aspects of the university course focus. First of all, the first option which is methodology and design, none of the respondents (0%) see it deserves number 1, a small portion of them (26.67%) place it in second concern (2), a large portion of them (43.33%) place it in the third concern (3), while 30% of them place it in the forth concern. For the second option, Language Skills, the majority of private school teachers(63.33%) consider it as A , 30% of them consider it as B, a small portion of them (6.67%) place it in the third concern, while none of them see it deserves the forth concern. For language culture, private school teachers rank it in the third and forth concern by (30%) (70%) seeing that it does not deserve the first and the second focus (0%).for the last aspect language teaching, some of teachers (36.67%) consider it as A,(43.33%) of them see it deserves B, (20%) consider it as C while none of them see it as D.
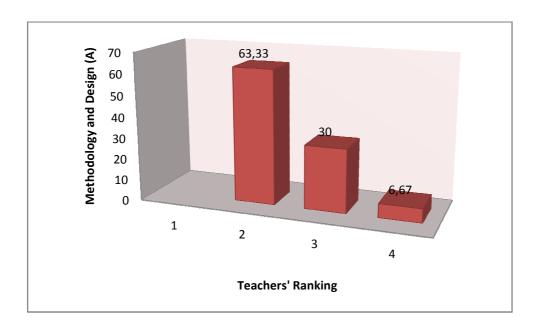

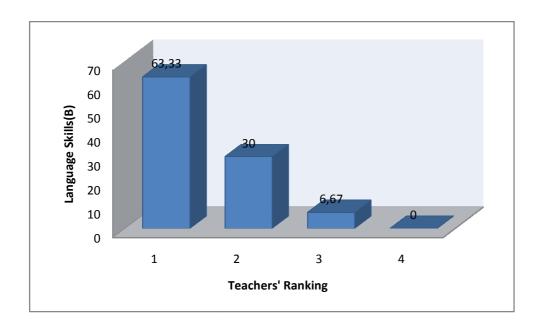*Figure.1: Teachers' Ranking for Methodology and Design aspect (A)*

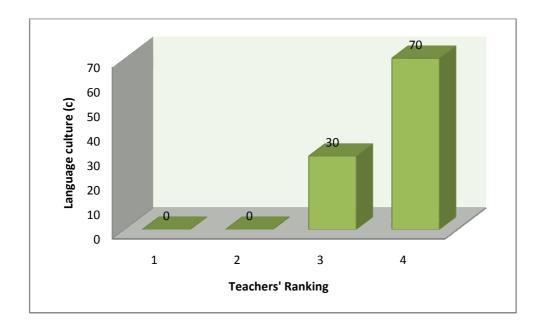*Figure.2: Teachers' Ranking for Language Skills Aspect (B)*

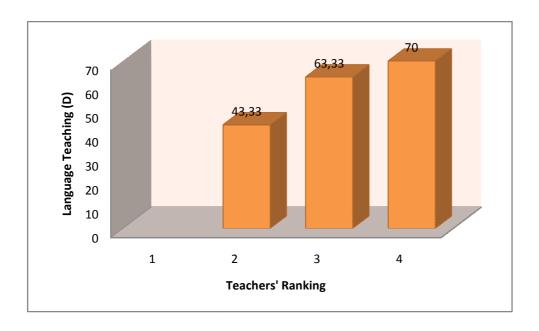*Figure.3: Teachers' Ranking for Language Culture Aspect(C)*

Figure.4: Teachers' Ranking for Language teaching aspect (D)
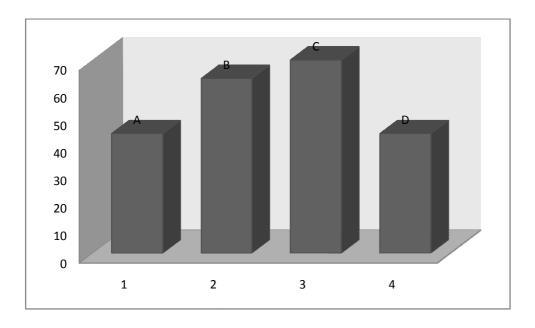

Figure.5: Teachers' ranking for the university course focus

Comparing the results obtained from figures n° 1, 2, 3, and 4 it is revealed that teachers'

ranking the concern of university course differs; for methodology and design the highest

percentage 43.33% is for the third concern (3). For language skills the highest percentage 63.33% places the aspect in the first concern(1), for language culture the highest percentage (70%) places the aspect in the forth concern ,while the last aspect which is language teaching is placed in the second concern with a percentage of (43.33%).

17- During your university education, which aspects do you feel that you have developed most?

Table 1.16: Teachers' Development of University Course Aspects

Options	Number of teachers	%
Language proficiency	21	70
Language culture	01	3.33
Language teaching	08	26.67
Total	30	100

Table 1.16 illustrates that 70% of teachers have developed language proficiency aspect. 26.67% of teachers have developed language teaching while only 3.33% have developed language culture aspect. This indicates that the pre-service training course may give more attention to language proficiency modules on the expense of language teaching and language culture modules. This explained the teachers' answers on question 13 that their teaching proficiency was not adequate when they started teaching.

Teachers' specification

The teachers provided the following specification:

-Language fluency

-Language accuracy

18- Which of the following teaching forms did you find most useful to you?

Table 1.17: Teaching Forms Usefulness

Options	Number of teachers	%
Lectures	11	36.66
Seminars	02	6.67
Practicum	17	56.67
Total	30	100

From table 1.17, the highest percentage (56.67%) goes for teachers who consider the practicum more useful than the other teaching forms. Lectures have received the second percentage 36.66% while seminars have received the lowest percentage (6.67%). Practicum is considered to be more effective because teachers are placed within a school setting where they will be given opportunities to observe their associate teachers which enable them to develop their teaching skills and learn more about classroom management. Lectures provide teachers with only the theoretical knowledge. Theory requires a practical experience for a deeper understanding of the different teaching techniques and strategies.

Section three

19- Have you benefited from any training since you have started teaching in the private school? (Yes/No)

Table 1.18: Teachers' Perception of Private School Training

Options	Number of teachers	%
Yes	12	40
No	18	60
Total	30	100

From table 1.18 we can deduce that 40% of teachers have had a training experience in private schools once they started teaching whereas, 60% of them have said that they had not receive any form of training. The in-service training plays an essential role in enhancing and developing teachers' teaching skills. Therefore, private schools should support teachers with a wide variety of in-service training programs in order to promote their knowledge and teaching skills.

20- If yes, according to which form this training has been designed?

Table 1.19: Teachers' perceptions of training Forms

Options	Number of teachers	%
Workshops	07	58.33
Conferences	02	16.67
Seminars	01	8.33
All of them	02	16.67
Total	12	100

As shown in the table 1.19 58.33 %of teachers think that the training process have been designed to workshops. 16.67 % of them think it is designed to conferences. 16.67 % have answered by all the forms together while only8.33 % of them answered by seminars.

Teachers' specification

The teachers provided the following specification:

- Tutorials and consecutive meetings.

21- Has your experience in teaching in the private school had any positive effects on your proficiency in English? (Yes/No)

Table 1.20: Teacher Training Positive Effects on Proficiency

Options	Number of teachers	%
Yes	30	100
No	00	00
Total	30	100

Table 1.20 illustrates that all of the teachers (100%) see that their experience in teaching in the private school had positive effects on their proficiency in English.

22- If yes, do you think that this is due to?

Table 1.21: Teacher Training Factors

Options	Number of teachers	%
The in-service training	08	26.67
Methods and textbooks you were using	22	73.33
Total	30	100

From table 1.22, there are 73.33% of teachers who think that the reason behind the positive effects of the training on the English language proficiency is due to the methods and textbooks they were using in private schools. .While 26.67% of them see that it is due to the in-service training. This indicates that the teaching methods or the integrated methods in particular being used in private schools have a crucial role in developing teachers language proficiency.

23-Do you design your own lessons? (Yes/No)

Table 1.22: Designing Lessons

Options	Number of teachers	%
Yes	27	90
No	03	10
Total	30	100

In table 1.22, the majority of teachers 90% design the lessons by themselves while the rest

(10%) follow the private school curriculum.

24-If no, do you use an integrative method? (Yes/No)

Table 1.23: The Use of Integrative Methods

Options	Number of teachers	%
Yes	03	100
No	00	100
Total	03	100

It is clear from the table above 1.23 that all teachers (100%) use the integrated methods in

private schools.

25-Do you follow the guidelines offered in the introductory part of the teacher's book of the

integrated method? (Yes/No)

Table 1.24: Teachers Following Guidelines of Integrated Skills Method

Options	Number of teachers	%
Yes	24	80
No	06	20
Total	30	100

In table 1.24, it was found that 80% of English teachers in private schools followed the

guidelines offered in the introductory part of the teacher's book of the integrative method

while the answer of the rest of teachers (20%) do not follow these guidelines.

26-If yes, do you think that those guidelines are sufficient for the implementation of the

method? (Yes/No)

Table 1.25: Teachers' Perception of the Integrated Skills Method Implementation

Options	Number of teachers	%
Yes	06	25
No	18	75
Total	24	100

The results in table 1.25, indicates that 75% of private school teachers think that the

guidelines followed in the introductory part of teachers' book are inefficient for the

implementation of the integrative method .In contrasts, only 25 % of them think that they are

sufficient. This is maybe due to the fact that the integrated method does not go in the same direction of teachers' interests.

27- Do you think that your proficiency in teaching is adequate?(Yes/No)

Table 1.26: Teachers' Views of their Proficiency in Teaching Adequacy

Options	Number of teachers	%
Yes	24	80
No	06	20
Total	30	100

According to this table, the majority of teachers (80%) view that their proficiency in teaching as inadequate. While, only 20% of them view it as adequate. This is because there is a need for more practice before having contact with the teaching process.

28- If yes, do you think that this is due to?

Table 1.27: Factors behind Teaching Proficiency of Teachers

Options	Number of teachers	%
Your efforts	20	83.34
The support of fellow teachers	02	8.33
In-service training	02	8.33
Total	24	100

Table 1.27, demonstrates that 83.34% of teachers see that the adequacy in teaching proficiency is due to their own efforts. While equal percentage 8.33% goes for the in-service training and the support of teachers.

29- How do you evaluate your learners' progress in the private school?

Table 1.28: Teachers' Evaluation to Learners' Progress

Options	Number of teachers	%
A standardized test	06	20
A test designed by your own	23	76.67
A test offered by integrative method designers	01	3.33
Total	30	100

Table 1.28, summarizes the private school teachers' evaluation for their learners progress through testing them. It is obvious that that they lay more on a test designed by their own (76.67%). A standardized test comes in the second position with 20 % while a test offered by integrated method is the last option teachers lay on (3.33%).

30- Do you consider your proficiency in testing your students' level is adequate? (Yes/No)

Table 1.29: Teachers' Perceptions of Testing Proficiency

Options	Number of teachers	%
Yes	28	93.33
No	02	6.67
Total	30	100

According to the results recorded in table 1.29, the majority of teachers (93.33%) believe that their proficiency in testing their learners as adequate while only 6.67 %of them consider their testing proficiency to assess their learners as inadequate. This is maybe due to the fact that

they are free to design the learners' test by their own taking into account all what have been done during the lecture.

31- If no, do you feel a need for a special training in this particular aspect? (Yes/No)

Table 1.30: Teachers' Training Needs in Testing Aspects

Options	Number of teachers	%
Yes	02	100
No	00	00
Total	02	100

Table 1.30 illustrates the emphasis of a special training in testing aspect. So, we could see that 02 teachers out of 30 feel a need in the testing aspect.

Section four

32- Do you think that other modules should be added to the university curriculum so as to address more adequately the training needs in private schools? (Yes/No)

Table 1.31: Modules for Addressing Private School Teachers' Needs

Options	Number of teachers	%
Yes	21	70
No	09	30
Total	30	100

Table 1.31 shows that the highest percentages 70 % of the respondents feel a need for new modules that should be added to university curriculum so as to address adequately the training

needs of private school teachers while the lowest percentage 30 % goes to teachers who have
not felt such need.

Teachers' specification

The teachers provided the following specification:

- Teaching techniques module

-Presentation module

Private school teachers suggest adding certain modules to the pre-service training course
to make it more compatible with their professional needs. Teachers suggest adding a teaching
techniques module in which learners will be introduced to different teaching techniques and
strategies as well as how to apply them adequately in classrooms. Teachers also suggest a
presentation module. In the presentation module, learners are supposed to present lectures in
other classes under the supervision of their teachers applying the various teaching techniques
they have acquired.

33- Could you suggest some measures that should be taken in order to provide an adequate In-
service training for English language teacher in private schools?

Teachers provide the following suggestions:

- Collaboration among teachers

- Setting conferences

-Seminars

-Tutorials

2.1.4. Findings and Discussion

The questionnaire aims at gathering information about private school teachers' perceptions of the pre-service and the in-service training.

The first section revealed that the majority of the teachers who had the experience of teaching at private schools are females. So, males are not interested in teaching at the private schools. Private school teachers who had a teaching experience at public schools believe that the integrated method used in private schools is more conducive to higher levels of proficiency in English than the textbook used in public schools. The possible reason behind this belief is that the textbook used in public schools does not really cover all the language skills; particularly the" listening skill" as the private schools do. Private schools recognize the importance of the listening skill on developing learners' language proficiency. Therefore, most private schools provide laboratories which enable learners to listen to the target language and develop their skills.

The second section is about the pre-service training course. The majority of teachers see that the university course does not prepare them to teach in the private schools because the pre-service training course designers did not take the private school teachers' needs into consideration in syllabus and course design. In this respect, they think that certain modules as Italian language, statistics, and literature are irrelevant to their professional needs as teachers of English and should be eliminated from the curriculum. While other modules as teaching English as a foreign language (T.E.F.L), Educational Psychology, and Oral/Written expression are seen as the most essential modules for their professional needs. The majority of private school teachers feel that they have developed much more the language proficiency than the language teaching proficiency during their university education. This justifies the

private school teachers' claims that the university course does not prepare them to teach at private schools.

The third section is about the in-service training. It indicates that the majority of private school teachers did not experience an in-service training. The minority who had such training said that it was most of times in forms of workshops. All teachers agree that teaching in private schools had positive effects on their proficiency in English as a result of the methods and textbook they were using. Almost all of private school teachers design their own lessons following the guidelines offered in the introductory part of the teacher's book of the integrated method despite of its inefficiency in the implementation of the method; that may be due to the fact that these guidelines do not go in the same direction with teachers' interests. After having a teaching experience at private schools the majority of teachers think that their proficiency in teaching progressed relying mainly on their own efforts. This shows the crucial role of the practical experience on developing teaching proficiency.

In the last section private school teachers think that other modules should be added to the university curriculum to address more adequately the training needs in private schools. They suggest a "Teaching techniques module "in which teachers provide trainees with all the teaching techniques and apply them in a" Presentation session " where novice teachers will be asked to present lectures to a 1ST year, 2ND ,and even 3RD years students. In this way, they will be given the chance to act as teachers by presenting in front of new faces so as to train them to get rid of that stress of teaching that may not be when presenting in front of classmates. Teachers also suggest certain measures to provide an adequate in-service training for English language teachers in private schools as Collaboration among teachers, Setting conferences, seminars, and tutorials.

Conclusion

The result obtained in the third chapter confirmed the discussed hypothesis that the training teachers have received did not addressed their real needs in private schools. Therefore, university course designers should give more importance to teaching in private schools, that is, they have to consider private schools teachers' real needs in course and syllabus design.

General Conclusion

The attempt along this study was to investigate the private schools teachers' real needs, and whether the pre-service training course they have received took such needs into account in the course and syllabus design.

Pre-service training has a crucial role in preparing novice EFL teachers to take on their first teaching position in schools. However, it was assumed that this training course does not suit teachers who are going to teach in private schools.

Private schools knew a huge expansion in Algeria in the last decade. They provided the opportunity for novice teachers to have their first contact with the profession. Therefore, considering private schools teachers needs is essential in the design of the training course.

On the basis of the obtained results from teacher's questionnaire in chapter three, we have come to the conclusion that the majority of teachers complained about the current pre-service training which ignores their needs in its syllabus design. This confirmed our hypothesis which states that the pre-service training course does not address the real needs of teachers at private schools. Consequently, this subject should be examined by shedding light on the private schools real needs and provide certain recommendations in order to design a pre-service training course that takes into consideration these needs.

Pedagogical Recommendations

The need to integrate the private school teachers' needs in the pre-service training course is a new debate in the Algerian context. In this respect, the issue was investigated according to teachers' views, and opinions. The results obtained in chapter three have shown that the Algerian private school teachers' needs are not addressed adequately. Moreover, the analysis of the questionnaire reveals that private school teachers do not experience any kind of training when having their contact with the profession and they are totally aware of its importance .On the basis of what has been stated before, some pedagogical recommendations has been suggested for both university curriculum and in-service training.

University Curriculum

➢ The teachers' questionnaire clearly indicates that one of the teachers' problems is the inadequacy of their teaching proficiency when they start teaching. Thus, course designers should give more attention to teaching proficiency when designing the university curriculum.

➢ Private school teachers suggest adding certain modules to university course as teaching techniques and presentation modules, in which learners will be introduced to various teaching techniques as well as their appropriate implementation in the classroom. Then, novice teachers more specifically master students give lectures to first, second, and third years instead of presenting in front of their classmates. The stress of presenting in front of strangers can help learners to perform better and develop their teaching proficiency in the long term.

In-service Training

➢ The vast majority of private school teachers feel a need for in-service training. Thus, more educational programs should be designed as conferences, workshops, experimental schools, and collaboration among novice and experienced teachers.

Limitations

➢ The first limitation is time constraints.

➢ The second limitation was the lack of resources in terms of private schools in the Algerian context.

➢ Despite the fact that the research instrument was beneficial for conducting the study, its limitation is that the answers may not reflect the teachers' real opinions.

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Appendices

Appendix : Teachers' questionnaire

The Teachers' Questionnaire

Dear Teachers,

We are conducting this research in partial fulfillments of the requirement of a master degree in applied linguistics. Our study aims at analyzing English language teachers' training needs in private schools. Do not write your names because we are only interested on the responses to the items of the questionnaire. Thank you in advance for your sincere answers to our questions. Your responses and all the information you provide would be greatly appreciated and used mainly for the purpose of the present study.

Please tick or write your answer where appropriate.

Kecies Radia and Bourekria Hamida

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Section I: General information

1. Gender

   Male   ☐

   Female   ☐

2. Degree(s) held

        a. BA (license) degree   ☐

        b. MA (Master/ Magister)   ☐

        c. PHD (Doctorat)   ☐

        d. Master student   ☐

        e. Doctorat student   ☐

        f. a graduate of the high teacher training school(E.N.S.)   ☐

3. Employment Status

   a. Full time   ☐

   b. Part time   ☐

4. Have you ever taught in a public school?

   a. Yes   ☐

   b. No   ☐

5. If no, go to question number 9

6. If yes, which level have you taught?

   a. Middle school   ☐

   b. secondary school   ☐

7. If yes, for how many years?

    a . > 5 years ☐

    b. < 5years ☐

8. If yes, which method do you think is more conducive to higher levels of proficiency in English?

    a. The textbook used in public schools ☐

    b. Integrated methods used in private schools ☐

9. During your professional career as a teacher in private school, have you used…

    a. Only one method? ☐

    b. Several methods? ☐

Section II: Pre-Service Training

10. Do you think that your university course has prepared you specifically to teach in a private school?

    a. Yes ☐

    b. No ☐

11. Did your course of Teaching English as a Foreign Language (T.E.F.L) evoke anything about the use of integrative methods in language teaching?

    a. Yes ☐

    b. No ☐

12. Did you feel that your proficiency in English was adequate when you started teaching?

    a. Yes ☐

    ☐

b. No

13. Did you feel that your proficiency in teaching was adequate when you started

teaching?

a. Yes ☐

b. No ☐

14. Were there any modules in your university education which you consider to be

irrelevant to your professional needs as a teacher of English?

a. Yes ☐

b. No ☐

c. If yes, would you please specify?

……………………………………………………………………………………

15. Were there any modules which you consider to be the most relevant to your

professional needs as a teacher of English?

a. Yes ☐

b. No ☐

c. If yes, would you please specify?

………………………………………………………………………………….

16. Would you please rank order from 1 to 4 the following aspects according to the

focus of your university course? (Please assign n° 1 for the most important and n° 4

for the least important).

Options	Aspects	N°
A	Methodology and Design	
B	Language Skills	
C	Language Culture	
D	Language teaching	

17. During your university education, which aspects do you feel that you have developed most?

a. Language proficiency ☐

b. Language culture ☐

c. Language teaching ☐

Others, please specify…………………………………………………………………

18. Which of the following teaching forms did you find most useful to you?

a. Lectures ☐

b. Seminars ☐

c. Practicum ☐

Section III: In-Service training

19. Have you benefited from any training since you have started teaching in the private school?

a. Yes ☐

b. No ☐

20. If yes, according to which form this training has been designed?

a. Workshops ☐

b. Conferences ☐

c. Seminars ☐

d. All of them ☐

Others, please specify ……………………………………………………………………

21. Has your experience in teaching in the private school had any positive effects on your proficiency in English?

a. Yes ☐

b. No ☐

22. If yes, do you think that this is due to…

a. The in-service training? ☐

b. Methods and textbooks you were using? ☐

23. Do you design your own lessons?

a. Yes ☐

b. No ☐

24. If no, do you use an integrative method?

a. Yes ☐

b. No ☐

25. Do you follow the guidelines offered in the introductory part of the teacher's book

of the integrated method?

a. Yes ☐

b. No ☐

26. If yes, do you think that those guidelines are sufficient for the implementation of

   the method?

a. Yes ☐

b. No ☐

27. Do you think that your proficiency in teaching adequate?

   a. Yes ☐

   b. No ☐

28. If yes, do you think that this is due to…

a. Your efforts? ☐

b. The support of fellow teachers? ☐

c. In-service training? ☐

29. How do you evaluate your learners' progress in the private school?

   a. A standardized test ☐

   b. A test designed by your own ☐

   c. A test offered by integrated method designers ☐

30. Do you consider your proficiency in testing your students' level is adequate?

a. Yes ☐

b. No ☐

31. If no, do you feel a need for a special training in this particular aspect?

a. Yes ☐

b. No ☐

Section IV: Further suggestions

32. Do you think that other modules should be added to the university curriculum so as to address more adequately the training needs in private schools?

a. Yes ☐

b. No ☐

   If yes, please specify……………………………………………………………

33. Could you suggest some measures that should be taken in order to provide an adequate in-service training for English language teacher in private schools?

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………………………………………………….

ملخص

تهدف هذه الدراسة إلى تحري فعالية تكوين ماقبل الخدمة لاساتدة المدارس الخاصة. وتعنى بالتحديد باحتياجات هؤلاء الاساتدة وعما إذا كانت هده الاحتياجات مدرجة في الدورة التدريبية او لا. نصت الفرضية على أن تكوين ما قبل الخدمة لا يأخذ بعين الاعتبار احتياجات اساتدة المدارس الخاصة في تصميم مناهجه الدراسية. لتأكيد هذه الفرضية، أعطي استبيان لمدرسي اللغة الإنجليزية بمختلف المدارس الخاصة بمدينة جيجل. ويهدف إلى معرفة وجهات نظر وتصورات هؤلاء الاساتدة حول تكوين ما قبل الخدمة. كشفت نتائج الاستبيان الموجه لاساتدة المدارس الخاصة أن غالبية الاساتدة يعتقدون أن الدورة التدريبية التي تلقوها لم تقم بإعدادهم للتدريس في المدارس الخاصة. وهكذا، فإن النتائج توضح ان تكوين ما قبل الخدمة لا يعالج احتياجات اساتدة المدارس الخاصة مما يؤكد الفرضية المطروحة.علاوة على ذلك، قد تم اقتراح بعض التوصيات التربوية لادراج احتياجات اساتدة المدارس الخاصة في تصميم المناهج الدراسية للدورة التدريبية.

Résumé

L'étude présente a pour but d'examiner les professeurs de cours de formation de pré service ont reçu comme une préparation pour prendre sur une position enseignante dans les écoles. Particulièrement, il est concerné par les besoins des professeurs d'écoles privés et si ces besoins sont adressés dans le cours de formation. Il était formulent une hypothèse que le cours de formation de pré service ne prend pas en compte les besoins réels de professeurs scolaires privés dans son design de programme. Pour confirmer cette hypothèse, on a donné un questionnaire aux professeurs anglais aux écoles privées différentes dans la ville Jijel. Il vise à découvrir les perceptions des professeurs du cours de formation de pré service. Les résultats du questionnaire du professeur révèlent que des professeurs d'écoles privés croient que le cours de formation qu'ils ont reçu ne les a pas préparés pour enseigner en privé.