# Teacher Development in Middle School

# English Language Education:

# the Case of Teachers in the Chlef Area

Dissertation submitted to the Department of English

in partial fulfillment of the requirements for the degree of Magister in English

linguistics and didactics

**Submitted by:**                                        **Supervised by**

Ms Naima IDDOU                                     Prof: Faiza BENSEMMANE

**Board of Examiners**

President :     Dr. Yasmine BOUKHEDIMI          Algiers2 University

Supervisor :   Prof. Faiza BENSEMMANE           Algiers2 University

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**June 2017**

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# Declaration

I hereby declare that this dissertation, entitled: Teacher Development in Middle School English Language Education: the Case of Teachers in the Chlef Area, has been conducted by myself and that it has not been copied from any other source. The research presented here is thoroughly my own work except where stated by accurate referencing.

Date: 23.09. 2017

Signed:

**Abstract**

The worldwide use of English is urging teachers to shift from traditional teaching assumptions and approaches that imposed methods and techniques to approaches that need teachers to constantly reflection their own practices and develop professionally. Today, teacher professional development is needed more than ever before. The educational reform in Algeria has called for changes in instructional practices to improve the quality of teaching. This research work investigates the issue of teacher development by middle school teachers of English. It discusses the way these teachers develop both professionally and emotionally, and examines whether factors such as gender, age and experience have an impact on their development. A study was conducted with two inspectors of English and forty-eight teachers teaching in ten different middle schools of the Chlef area, Algeria. To collect data, two techniques were used: 1) a questionnaire administered to teachers and inspectors of English; and 2) an examination of inspectors' official reports. The findings revealed that 1) teachers are fully aware of their professional development, and usually have recourse to collaboration and discussion with their colleagues in order to keep themselves up to date in terms of teaching practices, and develop their understanding of teaching principles, 2) in spite of its significant impact on most teachers' professional and personal classroom practices, professional development provided to middle school teachers of English does not cover the way to implement learner-centered lessons and strategies to engage all students in rich activities, tasks, and discussions, 3) gender, age and experience are factors that determine most of the teachers' practices and the way they develop. Grounded on these findings, recommendations for policymakers, stakeholders and teachers were given.


**Key words:** Professional development- emotional development- middle school teachers-Algerian educational system.

**Dedication**

I dedicate this work to my beloved son Mohammed, my parents, brother, my sisters

fadéla and Amel and their husbands, and to all those who supported me during difficult

days.

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## List of Abbreviations

**AEC:**        Algerian English Curriculum

**CBA:**        Competency Based Approach

**CL:**        Collaborative Learning

**CPD:**        Continuous Professional Development

**EI:**        Emotional Intelligence

**ELT:**        English Language Teaching

**FA:**        Formative Assessment.

**ICT:**        Information and Communication Technologies

**MNE:**        Ministry of National Education

**NLP:**        Neuro-Linuistic programming

**OSL**        Open Social Learning

**PD:**        Professional Development

**RQ:**        Research Question

**SCT:**        Socio-Cultural Theory

**TDMNE:**    Training Department of the Ministry of National Education

**(T) :**        Translated into English by the author of this research

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# CHAPTER 01:

# Teacher Professional Development

**CHAPTER 1: TEACHER PROFESSIONAL DEVELOPMENT**

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**Chapter 1:**

**Teacher Professional Development**

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**Introduction**

Recently, a great deal of scholars have shifted their attention to Professional Development, formerly known as in-service education and training, or INSET (Craft, 2000). At present, teachers feel a great need to improve their skills and quality of their teaching. This feeling is brought into existence by the emergence of demands for professional high standards that are imposed by a disruptive and rapidly changing world fuelled by information and driven by technology.

The first chapter provides an overview on Professional development. It tackles both professional and personal/emotional features of an effective teacher, the importance and the role of Socio-cultural Theory in Teachers' Professional Development and, finally, highlights the necessity of developing emotional intelligence for good teaching practices.

**1-1-    Definition of Professional Development**

Professional development, that one may regard as a smooth and gradual change against what is considered by Dewey (1933) as a "tyranny of technique" (Cited in Rosemary et al, 2007: 11), and increasingly seen as a powerful means for improving student achievement and learning (ibid), is defined as a complicated, prolonged, highly situated and deeply personal process that has no start or end point (Johnson and Glombek, 2011: xi). It implies an ongoing learning of teachers through conferences, workshops, academic coursework, and access to new technology. It is believed to be effective only if teachers are conscious enough and reflect on their teaching, and work in collaboration with their colleagues. In this respect, Fullan (1991: 326) asserted: *"Educational reform will never amount to anything until teachers become...seamlessly inquiry-oriented, reflective and collaborative professionals."* (quoted in Peery, 2004: 04)

According to the literature on professional development, the concept and focus of the latter shifted from professional development – as something done to teachers by outside 'experts,' to professional learning – as something done with and/or by teachers in response to their own pedagogical needs and concerns (Grimmet, 2014). As a matter of fact, professional learning has been defined by Doecke et al (2008) as an

> Important form of capacity building, and is a lever for reform and both school and system-wide levels … [Professional development should not be viewed] as an add-on but rather, as an integral part of teachers' professional lives which best occurs over a sustained period of time instead of one-off professional development sessions which are generally perceived to be of little value (quoted in Bell and Albridge, 2014: 13).

**1-2-    Teacher Professional Development versus Teacher Training**

What can be inferred from the literature on Professional development and teacher training is that both processes aim at paving the way to teachers' efficacy and efficiency, and therefore improve the quality of their teaching. Nevertheless, each process has its own features. Professional development is a long-life process that has not an end, i.e., it is a constant and continuous learning; it can occur in two different ways: consciously and unconsciously. Consciously occurring through conferences, seminars and workshops that teachers attend; it refers to what teacher educators and stakeholders do for the teachers. The unconscious form of professional development can occur through picking knowledge naturally (not planned) from experience, colleagues, books, television, internet, etc; it refers to what teachers do for themselves. Most importantly, professional development seems to focus on teachers' effectiveness in terms of both professional and personal by the teachers, and assessment of the teachers. Teacher training seems to focus rather on the formal aspect of the training only.

**1-3-    Why Professional Development?**

Any action or decision taken must have a rationale behind it. The idea of professional development policy did not come out of the blue; it is a result of a deeper reflection upon the way teachers handle their classrooms. Therefore, the reasons why professional development should be undertaken are numerous. Rosemary et al, (2007 : 12) contended: "...the important goal of professional development is to engage teachers in very rigorous thinking with complex ideas, then to take disciplined action within a framework of evidence-based literacy education". In the same vein, Craft (2002: 9-10) cited the reasons as follows:

a)   to improve the job performance skills of the whole staff or groups of staff

b)   to improve the job performance skills of an individual teacher

c)   to extend the experience of an individual teacher for career development or promotion purposes

d)   to develop the professional knowledge and understanding of an individual teacher

e)   to extend the personal or general education of an individual

f)   to make staff feel valued

g)   to promote job satisfaction

h)   to develop an enhanced view of the job

i)   to enable teachers to anticipate and prepare for change

j)   to clarify the whole school or department's policy.

**1-4-    The Virtues of Professional Development**

As it has been mentioned so far, professional development helps teachers to deepen their knowledge, and therefore ameliorate the quality of their teaching practices in order to be effective and good learning facilitators. Knowledge, the core of excellent teaching practice (Rosemary et al, 2007), is dynamic. In other words, it changes with the emergence of new instructional ideas and practices.

In the last two decades, one can notice the status of the teacher changing, little by little, from a government-imposed "technician" to a professional development shaped "skilled craftsman" (Craft, 2002: 11). In this respect, Parker Palmer (1999) claimed: "The ultimate source of good teaching lies not in technique but in the identity of the teacher, in those persistent but obscure forces that constitute one's nature" (quoted in Peery, 2004:4). The question that arises is: How does professional development make the teachers move from "technicians" to "craftspeople"?

Researchers claimed that professional development gives the teachers the opportunity to learn collaboratively through exchanging new practices and scaffolding each other. This method has been taken from Vygotsky's "collaborative learning" theory which claimed that more skillful people help others to learn and achieve. Therefore, adult learners, language teachers in our case, which are not different from younger learners, can be scaffolded by their peers in settings described by Tharp and Gallimore (1988) as "contexts of assisted performance" (cited in Rosemary et al, 2007). The fact of working and learning together, and assessing each other develops a sense of responsibility, leading to reflection, creativity and critical thinking. But working in isolation engenders a resistance to new knowledge, stagnation of thinking, bad use of techniques and misinterpretation of information. One of

the preeminent names in the field, John Dewey (2001), on the same wavelength with the collaborative learning theory, claimed, in his book entitled "Democracy and Education",

…not only does social life demand teaching and learning for its own permanence, but the very process of living together educates. It enlarges and enlightens experience; it stimulates and enriches imagination; it creates responsibility for accuracy and vividness of statement and thought. A man really living alone (alone mentally as well as physically) would have little or no occasion to reflect upon his past experience to extract its net meaning (Dewey, 2001: 10).

In addition to collaborative learning, professional development gives access to the use of Information and Communication Technologies (hence forth ICT), a preeminent factor among others that make teaching of high standards. Blandford (2000) claimed that professional development may enable practitioners to widen their understanding of society, in particular of information and communication technology (ICT) (Craft, 2002). On the same wavelength, Taylor and Mc Kenny (2008) contended that technology can be infused to strengthen critical thinking in the areas of analysis, synthesis, and evaluation, and it can be integrated into classrooms to improve communication, feedback, and reflection to facilitate revisions.

According to the literature, school cultures have much to do with professional development. In other words, school cultures defined by Fullan and Hargreaves (1991: 37) as "the guiding beliefs and expectations evident in the way a school operates, particularly in reference to how people relate (or fail to relate)to each other..." have substantial effects on the teachers' professional development, therefore on the teaching/ learning process. In her work, when studying the relation between the cultural characteristics of schools and students' learning advantage in mathematics and reading, Rozenholtz (1989) classified three types of schools: 'stuck', 'in-between' and 'moving' schools. In the 'stuck' schools, as teachers think that teaching is easy, they rarely talk to each other and are secretive and defensive about what goes on; they work individually and in isolation in their classrooms. Most of them do not show interest in their learning, and their students' learning is slow.

On the other hand, in the 'moving' schools the interaction among the teachers is found to be highly frequent, which results in more engaged teachers and learners, and a happier and highly ameliorated learning environment. Students' achievement in the 'moving' schools is found to be clearly higher because teachers in the 'moving' schools give much importance to their professional learning and look for opportunities to learn from colleagues, and think that teaching is difficult and challenging (Fleming and Kleinhenz, 2007).

### 1-5- What Can Teachers Develop?

While teaching, teachers are aware that there are different aspects to be developed. According to Freeman's descriptive model of the components of teaching (cited in Foord, 2009: 10), there are four areas teachers can develop. They can be mentioned as follows:

**1-5-1- Skills:** it refers to learning to do something like giving instruction more clearly.

**1-5-2-Knowledge:** this means learning about something like the way the sounds of English are produced.

**1-5-3-Awareness:** it has to do with learning to use the eyes and ears better to find out what happens when teaching.

**1-5-4-Attitude:** it refers to learning about one's assumptions about teaching, learning, oneself, one's learners and one's culture.

### 1-6- The Leading Ways to Teacher Development

Professional development, as a learning process, is concerned with the changes and improvements that teachers make during their professional life. Foord (2005) contended that there are seven different ways the growth might happen. They are summarised below:

### 1-6-1- The blank slate or deficit model

It refers to 'learning from instructions'. The blank slate or deficit model involves training teachers by experts in the appropriate skill and knowledge, starting from scratch (the blank slate). This model is said to better fit young teachers. In this regard, one of the teacher trainers claimed that the younger the trainees, i.e. the blanker the slate, the better

teachers they made. Older trainees were difficult to handle because they came with experience, beliefs and knowledge that should be changed.

The fact of improving skills and instilling better habits in teachers has been referred to as "deficit model". Non-native teachers are noticed to be linguistically incompetent compared to native teachers, and beginner teachers have a deficit in terms of language awareness and teaching methodology compared to experienced teachers.

The issue of the blank slate or deficit model is summarised by Marland (1995) as follows:

> The explanations given by teachers for what they do are typically not derived from what they were taught in teacher education programs... Rather, the classroom actions of teachers are guided by internal frames of reference which are deeply rooted in personal experiences, especially in-school ones, and are based on interpretations of those experiences (cited in Foord, 2005:11).

### 1-6-2-The science model

This model stands for 'learning from research'. The science research model claims teachers learn from what scientific research proves or suggests what to be effective. For instance, Audio-Lingual Approach and Neuro-Linguistic Programming (NLP). In addition to their own intuition and experience, teachers use what science affords to make better decisions in the classroom. If a teacher learns from a scientific research that the third person 's' is acquired after the plural 's' by second language learners, he/she stops correcting his/her learners when they make mistakes like "My mother like..."

### 1-6-3-The Theory- philosophy model

This model refers to 'learning from ideas'. It asserts that teachers are guided by moral and political values. The belief that languages are best learned when learning is student-centred, with teacher as a facilitator has developed with the trends towards democracy in education in the late 20$^{th}$ century western countries. When a teacher learns this way, he/she tends to adjust his/her teaching to ideas and principles.

### 1-6-4-The art- craft model

This model refers to 'learning intuitively'. The art-craft model states that teaching is invention and personalisation. And learning takes place through observation and contact with a 'master craftsman' or mentor rather than formal training. Teachers that follow this model concentrate on developing their experience and know-how, and the decisions they make are based on intuition and what seems to work rather than what should work or what is proved to work.

### 1-6-5- Reflective teaching

This stands for learning from analysing one's own teaching. Contrary to the traditional model of learning where experts exerted authority, reflective teaching gives authority to teachers. The latter are responsible for their own learning. The teacher can reflect alone or with a colleague about their teaching. Reflection can be brief thoughts and discussions or a long- term activity. The reflective model focuses on classroom teaching as the starting point and analysing outcomes critically.

### 1-6-6-Teacher learning as personal construction

This model is also called 'learning as an adult'. Unlike the blank slate model, teacher learning as personal model implies the idea that knowledge is actively constructed by learners, not passively received. In this model, activities like self monitoring, reflection on experience and journal writing are particularly appropriate for development, and the observer encourages the observees to set their own agenda. He says: "What do you think you should improve on?" instead of "You could improve on this."

### 1-6-7-Using role models

Using role models approach to learning is the same as the art-craft model in that learners can learn from imitating expert practitioners. Using role models which means learning from an inspirational example has been supported more recently by theories derived from Neuro-Linuistic programming (NLP), which advocate reference to models of excellence in learning. Mentoring and teacher observation can be used for this purpose.

## 1-7-    Qualities of Effective Teaching

The way learners should be taught has always been and still is the great concern of many researchers in the field of pedagogy. Teaching has traditionally been judged to be effective only when teachers act as slaves of the approaches, methods and techniques imposed on them. Nowadays, researchers make a 180-degree turn in their perception and perspectives regarding teaching. The more they progress in their research, the more aware they become of the complexity of the teaching process. According to the literature, teaching is far beyond being expert in the subject content and the application of the pedagogical rules. In fact, it entails many other dimensions mainly professional and personal/emotional that are found to be of a paramount importance, and which the teachers should be aware of as they are believed to have a significant influence on their learners.

In this respect, Wright, Horn and Sanders (1997: 63) claimed:

> the most important factor affecting student learning is the teacher... The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor (quoted in Dinham, 2008: 7).

The multi-faceted aspect of teaching gave birth to controversy about how to define an effective teacher. Some researchers define teacher effectiveness in terms of student achievement. Others focus on high performance ratings from supervisors. Still others rely on comments from students, administrators, and other interested stakeholders (Stronge, 2007). According to the same author (ibid), an effective teacher is a jigsaw portrait that requires different pieces in order to take shape: characteristics of the teacher as an individual; teacher preparation; classroom management; and the way a teacher plans, teaches, and monitors student progress.

### 1-7-1-Professional features of an Effective Teacher

After many years of investigations, researchers set out professional characteristics of an effective teacher which certainly increase students' outcomes. Stronge (2007:4-12) cited them as follows:

**a) Verbal Ability**

Verbal ability is referred to as the skill to communicate well with the students both individually or collectively. Research has shown that student achievement has much to do with the teachers' verbal ability. In that, students taught by teachers who communicate and perform well are more successful than those taught by teachers with lower verbal ability.

**b) Educational Coursework**

Traditionally, Educational Coursework referred to a series of courses that focus on child development, instructional and assessment techniques, and methods and materials related to specific content areas. At present, teacher effectiveness seems to depend on the quality of educational coursework in a teacher's preparation program. Therefore, fully and well prepared teachers are found to be more able to know about the learners' needs and the way the subject content should be taught.

**c) Teacher Certification**

Certified, qualified and in-field teachers (teachers who teach a subject for which they are prepared) are confirmed to be much better than their counterparts (uncertified, unqualified and out-of field teachers); and among the causes of students low performance is out-of-field teachers. Teaching subjects in which the teachers are not certified, for instance, is considered to be harmful both to teachers and learners in the sense that even well qualified teachers become ineffective in the areas for which they are not prepared.

### d) Content Knowledge

Content knowledge is one of the main concerns of the research on teacher effectiveness. Though it is not sufficient in and of itself, content knowledge is seen to affect positively teaching performance. Teachers with a good knowledge of the subject-matter are said to give more than what is in the textbooks, and make the learners take part in discussions and activities. Researchers claimed that content knowledge does not include only a deep understanding of the concepts and ideas but also the skill to convey the knowledge to the learners.

### e) Teaching Experience

Teaching experience is claimed to be of great importance and has much to do with the students' achievement. In other words, the more experienced the teachers the more creative they are and the wider range of ways and strategies they use to handle the learners and make the lessons successful. Furthermore, experienced teachers are found to be flexible and willing to adapt new strategies, and do more in less time than inexperienced teachers do.

### 1-7-2-Personal features of an Effective Teacher

As mentioned so far, teaching is not confined only to the methodology, experience and the knowledge the teacher may have; it goes far to cover the personal characteristics that facilitate or complicate the learning process. According to Stronge (2007: 23-31), Personal characteristics such as caring, fairness and respect, social interactions, enthusiasm and motivation, positive attitudes and finally reflective practice are also keys to effectiveness. They can be highlighted as follows:

### a) Caring

Caring is considered to be so important that teachers are first rated on how they care about their students. As a matter of fact, studies showed that caring is a teacher characteristic that enhances and motivates the learners. It includes listening, understanding

and knowledge of the student as individuals. Listening, for instance, which refers to understanding and paying attention to what students say, is practiced by effective teachers to show that they care even about their students' lives, far from what happens in the classroom. This two way communication engenders love and trust between teachers and their students. The more the students feel they are important, the more confident and therefore the more successful they become. As for understanding, learners are found to prefer and value teachers who understand and help them solve their problems. That is to say, the more understanding and available the teachers, the more humane they are in the eyes of their students. Knowledge of the students, like listening and understanding, is not confined only to knowing the students' needs and learning style but it goes beyond that to involve the knowledge of the students personality and the factors that influence their behaviour in the classroom.

### b) Fairness and Respect

Teachers' fairness and respect are found to be very crucial. This means that an effective teacher is the one who respects his /her students and treat them equitably whatever their race, background and gender. In addition, according to the students, a fair teacher does not hold the whole class responsible for the mistakes made by one or a group of students. He/she rather reacts to misbehaviours at an individual level.

### c) Social Interactions

Pedagogically speaking, social interactions usually refer to the interactions between teachers and their students about topics other than the academic and pedagogical ones. Students believe that an effective teacher has the skill to communicate well, in a friendly way, and who shows an interest in their lives. Through good and skillful interactions teachers create a positive learning environment and make the students participate in decision making, which enhances their achievement and increases their self-esteem.

Skillful interactions are said to encompass a good sense of humour and the willing to share jokes with the students. In effect, humour is found to significantly reduce stress and threat.

According to Tamblyn (2003), if one communicates with humour, they will by definition communicate creatively and playfully, and will play with information and ideas as if they were toys. Once again, interactions between teachers and their students are found to be momentous whatever the teaching circumstances.

In this respect, Breeves (2004: 9) contended: "... No matter how structured the curriculum or tightly managed the school day, the interactions between students and teachers are to a large extent the result of the individual diligence, professionalism, and commitment of teachers."

### d) Enthusiasm and Motivation

Teacher enthusiasm and motivation are regarded as a double edge weapon in the sense that they support and strengthen the positive relationships between the teachers and their students, and they increase the students' outcomes. Motivated and motivating teachers are found to encourage their students to be responsible for their learning, have the skill to manage effectively the classroom, and adapt to different or any kind of situations. More than this, an effective teacher is aware of the intrinsic and extrinsic motivation of the students; he/ she supports students who are intrinsically motivated, and strives to find strategies that motivate the students who are extrinsically motivated. To put it in a nut shell, these teachers are considered by their students as motivational leaders. According to Dinham (2008), successful teachers have a passion for their subject and an enthusiasm to pass on to students what they know and 'love' about it; they possess both deep content knowledge and strong pedagogic content knowledge – they know what to teach and how to teach it.

### e) Positive Attitudes

Effective teachers usually have positive attitudes towards their profession as well as their students. Though students learn differently, effective teachers believe that, whatever the differences, all the students want to and can learn. Therefore, they seek adequate ways to make all the students successful. Moreover, effective teachers have positive attitudes towards the staff, which makes them work in collaboration with their colleagues by sharing ideas and helping novice teachers or teachers in need. When effective teachers are being considered as leaders, even their stakeholders consult them and ask them for help when necessary.

### f) Reflective Practice

Reflective practice refers to the fact when an effective teacher reflects on their own teaching. Effective teacher's way of teaching is in a constant change thanks to his/her self evaluation and criticism. Once again, effective teachers are said to be curious about the art of teaching, and always try to find out the ways to meet students' needs. In addition, they usually want to positively influence their students, and make a difference in their lives. As effective teachers readily accept constructive criticism, reflective practice is a process that requires honesty, open-mindedness and enough time to change teaching behaviour.

The aforementioned teachers' personal characteristics are judged to be the features of an emotionally intelligent teacher (Hargreaves et al, 2001; Mortiboys, 2005; Taylor and Mac Kenny, 2008). These scholars believe that emotion-based classroom practices determine to a greater extent the success or failure of the teaching and learning processes.

## 1-8- Emotions and the Learning Process

Recently, findings of a higher rate in the neuro-scientific area made the hidden neurological world come to the surface, and confirmed the role of emotions in the learning process. Claxton (1999: 15) stated that learning is "an intrinsically emotional business"

(cited in Mortiboys, 2005: 1). Emotion is believed to be of a paramount importance and one of the most crucial components of good teaching and the major role to be performed by the teachers, the sole actors that can render the teaching scene enjoyable and learning environment comforting. In this regard Hargreaves et al (2001: 559) claimed:

> Good teaching is charged with positive emotion. It isn't just a matter of knowing your subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers aren't just well-oiled machines. Computers can never replace them. They are emotional, passionate beings who fill their work and their classes with pleasure, creativity, challenge and joy (Hargreaves et al, 2001: 559).

Studies showed that emotionally regulated and balanced learners are more effective than their counterparts. In this regard, Taylor and Mac Kenney (2008) stated:

> chronic emotional stress has adverse effects on the entire body...Stressful school experiences and environments inhibit learning, while positive classroom atmospheres encourage neural connections in the brain to help children learn. Children naturally seek out and thrive in places where their needs are met. Integrating emotional expressions of children in the classroom can improve memory and stimulate learning (Taylor and Mac Kenney, 2008: 16).

Mortiboys (2005) believes that teaching is much more than being expert in the subject and knowing learning and teaching methods (teacher's pedagogy). There is another component of a paramount importance which is referred to as "emotional intelligence". According to this author (opcit), in fact, many teachers currently do not recognize the role that emotional intelligence plays in their work. Teachers have frequently been seen to be very competent

in their teaching skills but unaware of the emotional dimension of the learning-teaching exchange.

### 1-8-1- Emotional Intelligence and Teachers' Professional Development

It is an undeniable fact that education yields necessary skills to the learners in order for them to be good and productive citizens, which is definitely the main objective of any nation. Though teaching is a multi-facet thus a complicated issue, many believe that it is purely cognitive and confined only to good teaching methodology and transmission of information or content knowledge of a given subject area that are traditionally regarded to be the necessary conditions for good teaching practices. Teaching in fact goes far to include a momentous but unfortunately 'neglected' (Mortiboys, 2005) issue that entails emotional skills, which is referred to as ''Emotional Intelligence'' by Goleman in 1995. Goleman (1995: 317) defined emotional intelligence as ''the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'' (quoted in Mortiboys, 2005: 7). To support the importance of emotional intelligence in the teaching process, Mortiboys (2005 :2) claimed: ''...If you do not use emotional intelligence in your teaching, then the value of both your knowledge of your subject and your learning and teaching methods can be seriously diminished''. According to the literature, emotional skill can be developed as any other skill and the more emotionally trained the teachers the more effective they are. As a matter of fact, one can notice that teacher trainings focus too much on the professional side of the teachers, leaving their emotional/personal side behind. The emotional/personal side (behaviour) of the teacher is considered to a greater extent to be among the crucial factors that make the learners succeed or fail since teachers

have a powerful, long-lasting influence on their students. They directly affect
how students learn, what they learn, how much they learn, and the ways they

interact with one another and the world around them. Considering the degree of the teacher's influence, we must understand what teachers should do to promote positive results in the lives of students with regard to school achievement, positive attitudes toward school, interest in learning, and other desirable outcomes (Stronge, 2007: ix).

In this regard, Mortiboys (2005) contended that discipline problems are intrinsic to the way teachers deal with their learners' feelings, and that learners may be less likely to leave the courses if they have better relationships with teachers. The neglect of the emotional side in teaching was explained by Mortiboys as a lasting impact of Decartes who, in the seventeenth century, claimed the separation between body and mind, and the superiority of the mind over the body. Decartes' philosophy ''I think, therefore I am'' which still remains influential in Western Sciences and humanities (Damasio1994) has been strongly refuted. From the neurobiological point of view, Antonio Damasio, one of the preeminent names in the field, after having conducted a significant research on his neurological patients, came to the conclusion that feelings are highly connected with the biological regulation, and that reason depends on some brain systems that process feelings. Therefore, feelings are the source of reason. In this regard, he proposed:

> …reason may not be as pure as most of us think it is or wish it were, that emotions and feelings may not be intruders in the bastion of reason at all: they may be enmeshed in its networks, for worse and for better. The strategies of human reason probably did not develop, in either evolution or any single individual, without the guiding force of the mechanisms of biological regulation, of which emotion and feeling are notable expressions. (Damasio, 1994: 247)

The affective side of learning is not new; it has already been given a room by educationists. According to Bloom (1956), the latter identified three domains of learning, covering three

overlapping aspects: cognitive, psychomotor and affective. These aspects may be represented in the outcome of learning in each domain: cognitive learning results in knowledge; conative learning results in action/ changes in the world; affective learning alters appreciation of the self in relation to self and others (Brockbank and McGill, 2007). These aspects are said to be complementary. In other words, if ever learning focuses only on one domain, neglecting the others, teaching becomes restricted. On the same wavelength, Ronald Barnett, in his book, Higher Education: *A Critical Business* (1997) claimed the extension of the criticality to embrace critical being (critical self-reflection and critical action) besides critical thinking which is based on the cognitive aspect of learning (Barnett, 1997).

According to the literature, the programs designed for teachers' education focus mainly on the technical and professional competencies, dismissing all the social competencies that are regarded by contemporary educationists as the backbone or essential recipe for a successful teaching. In this regard, Reio (2011) contended that the objectives of the reform should be clear and teachers' development should include activities where conflict and anger management competencies may be developed with an eye toward improving the emotional climate in their respective classrooms. Fox Wilson (2004) believes that the main objectives of in-service training and professional development are: to enable teachers to expand and extend their skills and expertise in the directions they choose to move in, to become more nearly the teacher they want to be; and secondly to acquire the skills and expertise that management expects of them to meet government requirements. But the teachers' response to the latter depends on their perceptions of the way in which the profession should move. According to the same author, teachers should be supported by the staff tutor who facilitates the training opportunities that meet the needs of teachers, and help them to become critically aware of their further developmental needs.

**1-8-2- Socio-cultural Theory and its role on Teachers' Professional Development**

The socio-cultural theory (SCT) founded by Lev Semeonovich Vygotsky, states that "...interaction itself constitutes the learning process, which is quite social than individual" (Mitchell and Myles, 2004: 193). What made Vygotsky convinced of the importance of the social interaction in the cognitive development of the individuals was the Socratic instructional method, a question-and-answer technique, used by his tutors when he was a boy, and his experience he acquired as a teacher (Moreno, 2009). From a Vygotskian perspective, children are not solitary actors. They work with adults and peers in the creation of any higher-order developmental process (Hopkins et al., 2005). Vygotsky (1986) rebutted the Cartesian philosophy which divided psychology into mechanistic naturalism and metaphysical mentalism (the split between the mind and the body), and proposed the insertion of the social formation in the development of education. In this regard he (1997 b: 348) stated: ''Pedagogics is never and was never politically indifferent, since, willingly or unwillingly, through its own work on the psyche, it has always adopted a particular social pattern, political line, in accordance with the dominant social class that has guided its interests" (quoted in Daniels, 2001: 5). The power of society in the view of Vygotsky goes far to shape and generate consciousness, a mental function that even the mentalistic tradition failed to explain.

For him, individual consciousness is built from outside through relations with others: "The mechanism of social behaviour and the mechanism of consciousness are the same... We are aware of ourselves, for we are aware of others, and in the same way as we know others; and this is as it is because in relation to ourselves we are in the same [position] as others are to us" (Vygotsky, 1986: xxiv). Socio-cultural theory gave a significant stimulus to a great deal of research on socialization, a term that has been defined by Brim and Wheeler (1966) as " the process by which persons acquire the knowledge, skills and dispositions that make them more or less able members of a society" (Popkewitz, 1976: 2).

The function of socialization, according to them, "is to transform the human raw material of society into good working members." (ibid, 2-3). According to the same authors, socialization concerns how people come to accept their assigned roles in society; (1) how an individual acquires understandings of the recognized statuses in society; that is, learns the names so as to locate oneself and others in the social structures; and (2) how individuals learn role prescriptions and role behaviour and its consistent attitudes and emotions (ibid, 4). Vygotsky's philosophy involves a large number of key ideas, some of which are translated and interpreted by his followers.

As far as teacher education is concerned, all the investigations -conducted mainly in the second half of the twentieth century on the way teachers learn to teach- pointed out to the social nature of teacher learning. Consequently, attention shifted to "...a process-oriented constructivist views in which learning is viewed as an active process where learners reflect upon their current and past knowledge and experiences to generate new ideas and concepts" (Fat'hi and Behzadpour, 2011: 241). Cooperative learning, a powerful and compelling approach grounded on social constructivist theory, has been entailed in teacher education programs to educate teachers both to effectively implement cooperative learning in their classrooms and develop a more reflective consciousness about cooperation as an idea and value and its application to schools and society. Teacher learners graduating from these programs are expected to become able to:

1- work collaboratively with others, create inclusive classroom communities, and use cooperative learning as an instructional approach;

2- employ participatory pedagogies in the classroom;

3- democratically participate in groups and use creative problem-solving approaches and conflict-resolution strategies both with students and among peers;

4- integrate critical analysis into all aspects of their educational work;

5- take leadership as ethically and socially responsible citizen educators in their schools, communities and society (Schniedewind, 2004: 47-49).

According to the same author, a cooperative learning approach makes educators and students develop heightened social conscience and take advantage of opportunities to become responsible for making changes in existing competitive, inequitable social structures.

## 1-9- Constraints and Obstacles to Professional Development

It is an undeniable fact that teachers encounter difficulties and hurdles on their way during their professional development. These obstacles can be individual or collective. They are summarised by Foord (2005: 13) as follows:

### 1-9-1-Attitudes

There are three attitudes, mentioned by John Dewy, that make the teacher succeed in developing effectively. These are open-mindedness, responsibility and wholeheartedness. The opposite to these attitudes are fear of change, a tendency to blame others and laziness. Teachers cannot be one or the other, for their attitudes are not constant and vary according to the activities the teachers are engaged in and when they determine their development.

### 1-9-2-Colleagues

Colleagues have a positive impact on teachers' development since they are regarded to be as a potential source of strength, confidence and inspiration. But they can badly affect the process of development. Humour, for instance, is said to have to some extent a positive impact, especially in very challenging teaching contexts, while cynicism disturbs and takes teachers' enthusiasm and motivation away.

### 1-9-3- Stress

Stress is a mental or physical pressure often experienced by workers whose job requires a constant contact with people. Job burnout, resulting from job stress, has been defined by Maslach (2003: 189) as "a psychological syndrome that involves a prolonged response to

stressors in the workplace. Specifically, it involves the chronic strain that results from an incongruence, or misfit, between the worker and the job". The burnout can kill the professional development if the latter does nothing for its survival.

### 1-9-4-    Schools

Schools are believed to be the origin of the teachers' resistance to the development when inappropriate 'top-down' versions are implemented. In this regard, it has been argued that teachers feel more ownership of the process and prefer taking charge of their development either individually or collectively according to their needs and interests (Foord, 2005). Again, teacher may feel discouraged when there is little or no attention paid to teacher development in schools, and when the schemes are badly or poorly managed. In the same wavelength, Reezigt and Creemers (2005) claimed that effective improvement requires school level processes that focus on student outcomes as the primary goal. Although teachers are considered to be important in school improvement, individual teacher initiatives are not sufficient unless the school, as an organisation, sustains the efforts (Bell and Albridge, 2014). Therefore, one can safely conclude that teacher development is a shared responsibility: responsibility of teachers, colleagues and school.

### Conclusion

Professional development is an ongoing process that evolves as we assess and reexamine our teaching beliefs and practices. Some of the approaches can be pursued individually, while others prove to be more beneficial if done collectively. Some activities can be done informally (journals, study groups, etc.) and some follow more traditional formats (e.g., workshops, conferences). Good quality of teaching does not require only professional aspects of the teacher, emotional classroom practices too are found necessary to be included in teacher professional development programmes. After having shed light on professional development and good classroom practices (professional and emotional) to be

performed by the teachers, in the next chapter we will theoretically tackle the way Algerian middle school teachers of English develop.

# CHAPTER 02:

## English Language Teaching and Algerian

## Middle School Teachers' Development

## Contents

**Chapter 2:**

**English Language Teaching and Algerian Middle**

**School Teachers' Development**

**Introduction**

Teaching of Foreign languages in Algeria is a complex issue. It is heavily dependent on the social, ideological and mainly political aspects of the country. As far as English is concerned, this chapter gives a picture of the teaching of English in Algeria and the problems it encounters. Moreover, it highlights the quality of professional development provided to middle school teachers of English.

**2-1-      Background to English Language Teaching in Algeria**

English holds a prestigious position among the great majority of the Algerian learners for being the international language used in international affairs, mainly business. It is appreciated through its music, songs and movies. However, its absence from their daily life and the little importance given to it made the English language very discreet. Furthermore, the problem of arabisation stopped its progress mainly between 1962 and 1969 (Hayane, 1989: 45) (T).

The starting point for English learning happens in middle school. English is learned long after classical Arabic and French; and at about 12 of age- the age, according to the literature, at which the learners start to experience problems and difficulties in language learning. The delay in learning English, and the little exposure to this language make learners much influenced by their first language or by French. This influence is revealed at different levels: phonology, grammar, word-for-word translation (Iddou-Derraz, 2009).

English language teaching (ELT) in Algeria is still believed to be limited because teachers of English do not have deeper knowledge about the English people and their life, traditions, beliefs, etc. Since 1968, they are not allowed to go to England for administrative reasons (Hayane, 1989:55) (T). The Algerian curriculum of English focused much more on accuracy than fluency, i.e., more importance was given to the written form than the oral form. As a matter of fact, textbooks contained lessons on the grammatical rules of the English language. It is worth mentioning here that the latter were taught in French, the language that the Algerian learners know and master better (ibid: 88) (T).

Curriculums and methods that impose teaching the written form of the language before the oral form have been criticised by researchers like Harrold palmer (1922: 13-14) who contended: "To learn, however, the written form of a language before having learnt how to assimilate the spoken form is unnatural and contrary to all our linguistic instincts; it is comparable to learning how to cycle before having learnt to walk" (quoted in Hayane, 1989: 89). In the same vein, Hatch (1974, 1978a, 1978b, 1979) has suggested that thinking of SLA learners acquiring syntactic structures which they then put to use in conversation is putting the cart before the horse (Larsen-Freeman and Long, 1991).

In 2003, after different approaches considered to be a fiasco, educational reform occurred in both middle and secondary schools. The reform consisted of the new launched approach, called 'Competency-Based Approach' (CBA) that is thought to better fit globalization.

### 2-1-1- Competency- Based Approach

Competency Based Approach (CBA), also called 'Outcome Approach' is an approach through which individuals learn how to adequately react to and deal with different real life problems and situations. Richards and Rogers (2002) hold that CBA is an approach that is adaptive to the changing needs of the students, teachers and the community, focusing rather on the knowledge, skills and behaviour that learners should possess at the end of a course of the study. It consists of knowing what to do, where, when

and with whom; or, being linguistically, communicatively and sociolinguistically competent with the learned language, and seeks to bridge the wall between school or the classroom and everyday real life: seeking and giving information by interacting with people in the market, hospital, school, offices, etc through listening, reading, writing and speaking (Nkwetisama, 2012).Competency-Based language teaching is flexible in terms of time, learning style and instructional techniques because learners are involved and practice the language while learning, i.e., they are not supposed to know all aspects of the language before practice (Choura, 1993).

### 2-1-2-  Features of the Competency Based Approach

According to Nkwetisama (2012: 520), competency based approach has characteristics that can be summarized follows:

1. The competencies are stated in specific and measurable behavioral terms

2. The contents are based on the learners" goals, i.e. outcomes or competencies

3. The learners continue learning until mastery is demonstrated

4. The approach makes use of an unlimited variety of instructional techniques and group work

5. It centres on what the learner needs to learn, which is the application of basic skills in life language context such as listening, speaking, reading or writing

6. The approach makes extensive use of texts, media, and real life materials adapted to targeted competencies

7. It provides learners with immediate feedback on assessment performance

8. The instruction or teaching is paced to the needs of the learners

9. It gets learners to demonstrate mastery of the specific competency statements or objectives mapping of some competency objectives or statements

### 2-1-3-  Competency- Based Approach and the Teacher's Role

Though teachers cannot be all things to all people (Richards and Lockhart, 2007: 106), pedagogically speaking they have to be knowledgeable and creative in terms of what, when, how and with whom to use the resources needed. This implies that teachers have a crucial role to play in the classroom. A great deal of literature delineated these roles and their impact on the students' outcomes. While it might be assumed that the role of the teacher is primarily an occupational role, predetermined by the nature of schools and of teaching, teachers interpret their roles in different ways depending on the kinds of schools in which they work, the teaching methods they employ, their individual personalities, and their cultural backgrounds (ibid: 98). According to the literature, during the method era teachers' roles and behaviour were explicitly defined and prescribed. That is to say, the role of a teacher depends on the methodology or approach he or she is following. As CBA is a recent approach that regards the management and monitoring of learning as a primary role for teachers, and adopted in the teaching of any subject like science, mathematics, medicine, etc., Harden and Crosby (2000), who dealt with medical education, affirmed that teacher has six major roles that can be cited as follows:

### a)  The Information Provider

The teacher is seen as an expert who is knowledgeable in his or her field, and who conveys that knowledge to students usually by word of mouth. The importance attached to the role of the teacher as an information provider is partly cultural. Chinese students, for instance, value more than American students the professor's knowledge of the subject and their transmission of this to the students. From the clinical perspective, the most important factor related to student learning may be the quality of the clinical teacher. Good clinical teachers can share with the student their thoughts as 'reflective practitioners', helping to illuminate, for the student, the process of clinical decision making.

### b) The Role Model

Role modeling is one of the most powerful means of transmitting values, attitudes and patterns of thoughts and behaviour to students (Bandura 1986) and in influencing students' career choice (Campos- Outcalt et al 1995).Teachers serve as role models when they fulfill their role as teachers in the classroom, whether it is in the lecture theatre or the small discussion or tutorial group. The good teacher can describe in a lecture to a class of students their approach to the problem being discussed in a way that captures the importance of the subject and the choices available. The teacher has a unique opportunity to share some of the magic of the subject with the students; and they can kindle, in the students, a curiosity and quest for a better understanding of the topic by their own personal example that is difficult to reproduce in an instructional text or computer programme. Clinically speaking, the teacher as a clinician should model or exemplify what should be learned. Students learn by observation and imitation of the clinical teachers they respect. Students learn not just from what their teachers say but from what they do in their clinical practice and the knowledge, skills and attitudes they exhibit.

### c) The Facilitator

The shift to student-centered learning approach has required a fundamental change in the role of the teacher. Teacher is no longer seen as a dispenser of information or walking tape recorder, but rather as a facilitator or manager of the students' learning. As a mentor, teacher has a role to help the learner grasp the wider significance of whatever is happening.

### d) The Assessor

One of the most important tasks facing the teacher is the assessment of the student's competence. Mapstone (1996) stated that "good teachers know how they must assess their students' learning, and they want to do it well" (quoted in Harden and Crosby, 2000: 11).

In addition to the students' assessment, teachers have the responsibility to assess the course and curriculum delivered.

### e) The Planner

Like any other role, curriculum planning is an important role for the teacher. Teachers employed by the school and members of the postgraduate institution may be expected to make a contribution to curriculum planning. Curriculum planning is found to present a significant challenge for the teacher, and both time and expertise is required if the job is to be undertaken properly. Course planning has to go hand in hand with curriculum planning because curriculum is considered ineffective if the courses which it comprises have little or no relationship to the curriculum that is in place.

### f) The Resource Developer

Students are dependent on having appropriate resource material available for use either as individuals or in groups. As the new technologies have greatly expanded the formats of learning materials, teachers, as developers of resource materials, must be regularly updated and keep abreast with changes in technology. Besides the aforementioned roles, teachers have the responsibility as managers of students' learning. They produce Study guides that tell the student what they should learn _ the expected learning outcomes for the course, how they might acquire the competences necessary _ the learning opportunities available, and whether they have learned it _ the students assessing their own competence (Laidlaw and Harden 1990).

## 2-2-    Competency Based Curriculum and Teachers Competencies

The educational purposes of the Algerian English Curriculum (AEC), established in 2010 by an American team led by Lois Scott-Conley, assisted by Sarah Havekost Hocine and Ruth Goode with the collaboration of Algerian university teachers and middle school inspectors, are put in a set of nine guiding principles that are the basis of the curriculum plan. They derive from sound educational Competency Based Approach, implemented in Algeria since 2003, and they are appropriate for the Algerian learners and teachers in the sense that they respond both to the international norms (globalization) and the Algerian educational and socio-cultural context. These Guiding Principles that teachers should integrate into their

professional competencies (Ministry of National Education, 2015: 56) are organized around a ''view of language'', a "view of learners and learning" and a "view of teachers and teaching." The first two principles describe the purpose for learning English as an access to global information exchange and learning and a tool to develop communicative abilities. As much importance is given to learner competences, the majority of principles are related to learners and learning. The latter focus on the learners' needs in order to learn, as well as the dispositions and approaches to learning that they will cultivate. The last two principles focus on what teachers need to know and do in order to provide useful learning experiences that make learners achieve the learning outcomes set by the curriculum.

## 2-3- Guiding Principles for Teaching English in Algeria

The guiding principles set by the team cited above can be mentioned as follows:

### 2-3-1- English Language

#### A) English facilitates two-way communication with the world

English is a tool for communication that enables learners to make connections with the world and communicate something about one's self, community and country to others.

#### - Teacher Competencies

a) The teacher uses and plans activities that allow learners to practice and develop real-life skills for reading, writing speaking and listening.

b) The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.

c) The teacher introduces a variety of topics of interest to the learners that are related to other cultures, comparison of other cultures and international issues.

**B)    Communicative competence is the aim of language learning**

Communicative competence in English involves interacting with others using receptive/ interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use vocabulary and grammar appropriately and employ a range of language learning strategies that help convey and clarify meaning.

- **Teacher Competencies**

a)   The teacher plans and uses activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.

b)   The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world.

c)   The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.

d)   The teacher introduces grammar, pronunciation and vocabulary in context, with a focus on communicating meaning.

e)   The teacher teaches learners how to use language strategies to aid in their learning and communication.

**2-3-2-   Learners and Learning**

**A) Successful learning depends on supported and purposeful development**

Learners benefit and get more involved when each activity builds on previous material so that knowledge and skills build logically towards achieving and developing specific competencies.

- **Teacher Competencies**

a)   The teacher plans lessons that have communicative objectives and whose steps build toward meeting them.

b) The teacher breaks down functions, genres and skills into smaller competent/skills/parts in order to present realistic 'chunks' of language (or material) for learner to process.

c) The teacher stages the lessons so that what the learner learns/practices in each step prepares for the next ones.

d) The teacher plans lessons that are interconnected and work together as a series to build toward short term goals and long term competencies.

### B) Active learners are successful learners

Learners acquire and retain language best when the topics meet their interests, and when they are active participants in their learning finding personal meaning learning cooperatively with peers and making connections to life outside the class.

### - Teacher Competencies

a) The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.

b) The teacher sets tasks that allow the learner to discover how the language works in its form, meaning and use and ensures each is clear for students.

c) The teacher plans lessons so that learners have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.

d) The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others.

e) The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.

f) The teacher teaches learners how to use language strategies to aid in their learning and communication.

### C) Meaningful activities and tasks support and encourage learning

Classroom activities and tasks should draw on learners' lives and interests and help them to communicate ideas and meaning in and out of class.

**-Teacher Competencies**

a) The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience.

b) The teacher plans and uses activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.

c) The teacher contextualizes the activities and provides a communicative purpose for them.

### D) Learning is an active evolving process

Learning a language requires opportunities to use what one knows for communicative purposes, making mistakes and learning from them .The aim is to perform competently, while recognizing that errors may still occur.

**- Teacher Competencies**

a) The teacher provides a balance of activities that focus sometimes on accuracy, sometimes on fluency.

b) The teacher plans activities in each lesson in which learners use the language freely without worrying about errors, so that they can focus on fluency and communication.

c) The teacher plans activities in which learners use previously-studied language and skills and incorporate new language and skills.

d) The teacher gives learners opportunities to recognize errors and figure out for themselves how to correct them.

### E) Assessment is an ongoing part of learning

Ongoing or regular assessment should take various forms and address the competencies that have been learned in class, so that the assessment can provide useful information on individual progress and achievement which teachers and learners can review to aid learning.

- **Teacher Competencies**

a) The teacher plans lessons that are interconnected and work together as a series to build toward short term goals and long term competences.

b) The teacher regularly assesses learner learning using a variety of assessment activities including more informal (e.g. monitoring during activities and peer/self-assessment) and formal (e.g. tests, presentations and projects).

c) The teacher plans and uses assessment activities that assess not only what learners know about language, but also what learners are able to do as speakers, listeners, readers and writers.

d) The teacher teaches learners to assess themselves and their peers so that they are aware or their progress.

### 2-3-3- Teachers and Teaching

#### A) Teachers are facilitators of learning

Teachers support learners learning by taking a primarily facilitative role in the classroom, designing and structuring learning experiences with learners interests and needs in mind; guiding and monitoring learner learning ,assisting learners in contributing to their own learning in a learner-centered teaching environment.

- **Teacher Competencies**

a) The teacher finds out the needs, interests, and language difficulties of the learners.

b) The teacher selects and introduces activities and materials for language work that meet learner needs and interests.

c) The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.).

d) The teacher organizes learners so that interaction can be facilitated (using space, classroom furniture, time, etc.) so that the teacher is not the focus of the lesson.

e) The teacher varies patterns of interaction (e.g. teacher eliciting from class, pair work, learners presenting to class, learners mingling) within the lesson to support the objectives of the class and the feeling/energy of the group.

f) The teacher ensures that all the learners find their involvement sufficiently challenging.

g) The teacher teaches learners how to use language strategies to aid in their learning and communication.

## B) Teachers foster a supportive learning environment and effective classroom management

Teachers have a positive impact on learner learning by creating a supportive and relaxed learning environment and using appropriate classroom management, communicating warmth and respect for learners, encouraging them to participate and work cooperatively and to develop self-confidence.

### - Teacher Competencies

a) The teacher creates a friendly atmosphere (e.g. by using learners' names, encouraging them, using positive reinforcement like praise and rewards, employing games to practice and review material).

b) The teacher uses effective techniques to build learner self-confidence (e.g. scaffolding, so learners can succeed, using informal types of assessment that

produce less anxiety, giving feedback to learners on their work in an encouraging way, employing self assessment and goal setting).

c) The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.)

d) The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others.

e) The teacher manages the class so learners know what is expected of them (e.g. sharing the daily agenda and classroom rules, providing rubrics for learner performance, giving clear instructions appropriate to the level of the learners and checking that learners understand them).

In order to enact these principles in classroom practice, inspectors and teachers need to develop corresponding competencies. Each principle is followed by the teacher competencies needed in order to develop learning experiences that are consistent with the principle. According to the literature, like objectives which are specific, outcome-based and measurable, and regarded to be the foundation upon which learning sequences can be built, and the foundation for assessments that inform both the learner and the teacher of progress and attainment (Woollard, 2010), the actions taken in order to further develop teachers' competencies are supposed to be SMART. That is to say,

a) **Each action is Specific**

Actions give details of the circumstances the action will take place and about what will be done.

b) **Each action is Measurable**

There is something the teacher can observe to say if the action was fully completed.

c) **Each action is Achievable**

Actions have to be limited so that the teacher has time and resources to carry them out.

**d) Each action is Relevant**

The actions are directly related to the competency and not so general that they could apply to anything.

**e) Each action is Time-bound**

Each action says how long it will be done or by when it will be completed.

At the first sight the aforementioned reforms seem to foster teachers' development both professionally and emotionally, but in fact English teaching and learning in Algeria are found to be ineffective since they are still confronting pedagogical problems summarized by Iddou-Derraz (2009: 14) as follows:

1- Age at which English learning takes place, which is considered to be the inappropriate age by many scholars.

2- Overcrowded classes and the number of hours imposed to the teachers which make the latter tired and less attentive.

3- Small number of hours devoted to English learning.

4- The imposed concepts that teachers themselves do not master.

5- Absence of coordination among English teachers.

6- Absence of teacher training in universities.

7- Lack of audiovisual materials, book, computers, etc.

8- Objectives of programs that do not correspond to the learners' need.

9- Number of examinations that makes the learners learn for the exam.

**2-4- Professional Development for Algerian Middle School Teachers of English**

During the sixties and seventies of the last century, teacher development did not receive sufficient attention in the Algerian Basic Schools. The focus was on how to implement

rigidly the components of a method. The textbook was slavishly followed and teachers' extra sources to professionally develop were limited to:

1- Annual subscriptions to English *Forum* magazines.

2- Following some Algerian television broadcasts as *Walter and Connie* and *Follow me* a series of television programmes produced by the BBC in the 1970's to provide a crash course in the English language. The British actor Francis Mathews hosted and narrated the series.

The course consisted of sixty lessons. Each lesson lasted from 12 to 15 minutes and covered a specific lexis for learners. For teachers at that time, it was a land mark and a concise but meaningful source of inspiration in terms of procedure, language, pronunciation, intonation and cultural insights.

3- Organizing pedagogical meeting with inspectors once or twice a year to attend and criticize "a model lesson "performed by a teacher.

With the implementation of *Spring*, the need for a continuous professional development was mostly felt than ever. Ministry of National Education set a double process that would meet teacher's needs to develop and improve their performances through developing distance in-service training, self-teaching and self-assessing, and attending three in-situ week long meetings during the school holidays. For the former part, teachers received a resource and reference handout and one audio tape at the beginning of each academic term. The latter part took place within an institution of the teachers' area of residence.

Three dispatches which were put forward by Bereksi (2000) came as an answer to the request expressed by the Training Department of the Ministry of National Education within

its provisional framework aimed at improving and updating the linguistic skills and abilities of the middle school teachers of English in our country.

A brief description of the programme contents supposed to meet the teachers' individual demands included the following:

**2-4-1- Brush up Your English:** a reference section for teachers to go through quickly, look at when a problem arises, and check when in doubt. In addition to some welcome reminders regarding English usage, it contains the following parts.

a) English to English Dictionary: This dictionary gives the US equivalents of some British words or phrases

b) Phrasal verbs: A list of phrasal verbs given in alphabetical order.

c) Business letters: for teachers to learn how to be positive and sell themselves or their products.

d) Presentation of a paper: This included notes and advice on how to present a paper.

**2-4-2- Spoken English Practice:** a section that deals with some oral aspects of language such as tongue twisters, rhymes on pronunciation, stress and rhythm activities.

**2-4-3- Playlets:** A big number of playlets was suggested for pleasure and enjoyment to be spoken aloud and hopefully by/with students or /and colleagues.

**2-4-4- Tape scripts**: this section gave a three Forum playlets. The following procedure was suggested on how to learn:

a) First listen and try to understand the oral text without looking at the tape script.

b) Then listen and speak aloud with the help of the tape script.

c) Then listen and speak aloud without looking at the tape script.

d) Then listen, stop the tape or better still, ask another person to stop it at random and try to complete the utterance.

Teachers were urged to improvise and let their imagination fly.

**2-4-5- Readers**: This section contained a few texts that were meant to give teachers some insights and some cultural facts about the English Speaking world. Most of them were modern texts drawn from recent newspapers of that time. Some were serious, some were provocative, some were light…

**2-4-6- Civilizational Facts:** They included facts and figures about Britain and the United States. They dealt with different aspects of government as well as some historical documents, such as The Constitution, The Declaration of Independence, etc.

**2-4-7- Traditional Activities:** This section contained a series of activities for teachers to do on their free time. They dealt with:

a) "Can you explain why?" or "Explain the Difference", illustrate some of the ambiguities of the English Language.

b) Prepositions.

c) Spot and correct.

**2-4-8- The Light Side:** This section was meant to help teachers make their teaching lighter and the atmosphere of their class more relaxed and more conducive to learning. It contained riddles and brain twisters, jokes and humorous quotations, Graffiti, songs, and limericks.

This section contains the keys to more than 90% of the activities and 100% of the riddles and brainteasers. A suggestion states that teachers would look at the keys only as a last resort, when all their attempts have failed or when they wish to confirm their guesses

in order to:

a)   Help our society to live in harmony with modernity by providing the learner with Linguistic tools essential for efficient communication

b)  Promote  national and universal values

c)   Promote and develop cross-curricular competencies in learners.

d)   Develop critical thinking, tolerance and openness to the world.

e)  Give every learner the opportunity to have access to science, technology and world culture.

**Conclusion**

From what has been said so far, and theoretically speaking, one may say that professional development of middle school teachers of English cannot be of a good quality since teaching of English in Algeria encounters problems such as the limited number of hours devoted to teaching of English, the age at which English learning takes place,… etc. In addition, teachers' development should receive more attention and considerable reforms in terms of curriculum and syllabus design far from any ideological and political bias. The following chapter highlights the quality of professional development provided to middle school teachers of English and its impact on their classroom practices.

# CHAPTER 03:

# Research Design and Procedure

**CHAPTER 3: RESEARCH DESIGN AND PROCEDURE**

## Contents

## Chapter 3:

## Research Design and Procedure

**Introduction**

As mentioned in the introduction, through this study we attempt to discover 1) if middle school teachers of English are aware of their professional development as a way to improve their teaching, 2) if the professional development provided has an impact on their professional and personal classroom practices, and 3) whether or not their practices are influenced by their gender, age and experience. Thus, this chapter devoted to research methodology, describes the tools used in this research, participants and data collection procedures.

**3-1-    Research Instruments**

This study is descriptive and exploratory. It investigates the way Algerian middle school teachers of English proceed with their professional development, the strategies they use to develop their skills, and whether gender, age and experience affect their professional development. The instruments used are: 1) questionnaires addressed to teachers and inspectors of English; 2) inspectors' official pedagogical reports. Given the impossibility and impracticality of studying the whole population, our only recourse was the use of sampling. We used sampling because it is fundamental to all statistical methodology of behavioural and social research (Kumar Singh, 2006). Random sampling- which is free from subjective factor or personal error or bias and prejudices or imagination of the investigator, and where the individuals of a sample are independently drawn from the population (Kumar Singh, 2006) is used in this study because 1) It is an objective method of sampling ; 2) It is an economical method from money, energy point of view ; 3) It is a

convenient approach of sampling in the field of research ; 4) It permits the application of statistical devices and treatments of data. The error due sampling can be estimated; 5) It maintains the accuracy in the analysis of results; 6) It is a practical method of sampling; 7) A representative sampling may be selected by using randomization (Kumar Singh, 2006). For ethical considerations, we clarified the aims and nature of the research and kept all the participants in this study anonymous, because any kind of potential for abuse may render the respondents become uncooperative, which then threatens the reliability and validity of subsequent research (Gray, 2004).

### 3-1-1-   Questionnaires

In this research, the questionnaires, important and the most popular data gathering tools (Gray, 2004), are used because they are considered to be the most flexible and possess a unique advantage over others in collecting both qualitative and quantitative information (Singh, 2006).In addition, they allow researchers to gain a lot of information in a short space of time, on the one hand; and they fit the objectives of our research, on the other. The popularity of the questionnaires lies in their easy design (Gray, 2004) and their inherent advantages that are cited by Gillham ( 2000) as follows: 1) They are low cost in terms of both time and money. In contrast to, say, interviews, questionnaires can be sent to hundreds or even thousands of respondents at relatively little cost; 2) The inflow of data is quick and from many people; 3) Respondents can complete the questionnaire at a time and place that suits them. Contrast this with interviews, when it can be difficult to find convenient times to meet the respondent; 4) Data analysis of closed questions is relatively simple, and questions can be coded quickly; 5) Respondents' anonymity can be assured; 6) There is a lack of interviewer bias (Gray, 2004: 188).

### a)        Teachers' questionnaire

The questionnaire consisted of three sections: A, B and C. Section A contained six (6) items, the first four of which were designed to answer the third research question:

RQ3- Do gender, age and experience, influence English middle school teachers way of developing professionally and emotionally?

Considering that this research question is related to the factors that affect teachers' professional development or learning, teachers here were invited to give information about their age, gender, marital status, and teaching experience in number of years. Many investigations have been conducted on gender, age, and experience- related differences among teachers. A US study, for instance, found that teachers were engaged in formal learning opportunities across all age groups. Another research carried out in Germany by Richter in 2010 to examine patterns of formal and informal learning opportunities and relationship between teacher's age and participation in professional development found that formal learning opportunities (such as in-service training) were most frequently used by mid-career teachers (around age 42), whereas informal learning opportunities show distinct patterns across the teaching career. The number of years teaching, too, has a significant effect with those teaching between two and five years two and half times more likely to take part in CPD than new teachers. Take-up of CPD appears to increase throughout the teaching career with those working over 20 years or more having the highest take-up. As for gender differences, men were found to benefit more than women, and feel more satisfied when they achieve more on the job even at the cost of ignoring the family. On the other hand, women stress that work and family are both equally important and both are the sources of their satisfaction. When work does not permit women to take care of their family, they feel unhappy, disappointed and frustrated. They draw tight boundaries between work and family and they do not like one crossing the

other (cited in Doble and Supriya, 2010: 333-334). Keeping gender differences in view, initiation into parenthood, however, signals a radical change in the time distribution between men and women and a drastic rise in inequality (Anxo et al., 2011; Craig and Mullan, 2010; Baxter et al., 2008). The birth of a child entails an increase in the amount of time spent on unpaid work at home because of both the time needed to care for the newborn and the increase in the amount of housework given the larger family unit. This burden usually falls disproportionately on the woman and tends to affect men to a much lesser degree (Craig, 2007; Crompton et al., 2006). In contrast, regarding the job market, the usual pattern shows a rise in the amount of time men spend at work, while women tend to spend less time working and oftentimes leave the job market temporarily and sometimes permanently (Craig and Mullan, 2010; Blossfeld and Drobnic, 2001). According to Anxo et al. (2011), combining parenthood and paid work seems more complicated for women than for men, and the strategies they develop therefore differ (cited in Cosp, 2014: 3).

Females are found more likely to participate in a 'high' (between 6 and 10 days) amount of CPD days than males who were likely to participate in very little ('none or low') CPD (Banks and Smyth2011), in spite of this sandwich situation-domestic chores, child rearing and the job.

Item 5: As a middle school teacher of English, do you attend weekly seminars, conferences and workshops organised by your headmaster, inspector or teacher trainer? YES / NO, and item 6: Why do you think these meetings are organised? are meant to answer our first research question:

RQ1- To what extent are middle school teachers of English aware of professional development as a way to improve their teaching?

This research question is related to the extent to which middle school teachers of English are aware of the importance of their professional development. Item 6 was an

open-ended question, and the teachers here were given a considerable space to write full and rich responses. Patton (2012) claimed that while some individuals may choose to enroll in professional development programs to obtain a pay raise or position themselves for an upcoming promotion, others may choose to enroll in a program simply to learn new skills that will make them feel better prepared for their current role. In line with this claim, item 6 was designed to know the rationale behind the teachers' participation in the weekly seminars, conferences and workshops organised by their headmasters, inspectors and/or teacher trainers. In other words, we aimed at discovering whether the teachers are intrinsically motivated i.e., they attend these meetings to improve the quality of their teaching, or extrinsically motivated, i.e., they attend just in order to be rewarded through, for instance a good productivity bonus. For the sake of objectivity and reliability, in item 6 we tried not to influence teachers' answers by avoiding the least allusion to teachers' professional development.

Sections B and C are meant to answer the second research question:

RQ2- How does professional development impact middle school English teachers' professional and emotional classroom practices?

Section B is partly based on El- Fiki (2012), who in turn adapted Richards, Gallo, and Renandya's (2001) survey. This section is meant to examine teachers' progress in terms of classroom practices, and following Stronge (2007) it is divided into two sub-sections. The first sub-section called B1 contains 14 items all of which concern teachers' professional classroom practices; and the second sub-section B2 concerned teachers' personal/ emotional classroom practices. We used a four level scale- considerable progress, some Progress, little progress, no progress- through which the respondents give their answers on their progress. Unlike El- Fiki (2012) who used the word "change" for the level scale in her study, we preferred the word "progress" for the simple reason that the word "change"

may have connotations for regression; however the word "progress" has connotations only for development. Teachers directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them. One must understand what teachers should do to promote positive results in the lives of students with regard to school achievement, positive attitudes toward school, interest in learning, and other desirable outcomes. This understanding should be based both on what experts and stakeholders think teachers should do and on what education research has shown to be significant in the preparation and practice of effective teachers (Stronge 2007).Considering the powerful impact of the teachers on their learners intellectually and emotionally, and as was mentioned above, we divided classroom practices into two: 1) professional classroom practices including 14 items: a) Communication skills; b) Effective lesson plans; c) Positive reinforcements (praising the learners' efforts); d) Knowledge of the subject matter; e) Class discussions; f) Using pedagogical tools other than the textbook; g) Variability in assessment; h) Language skills; i) Discipline behavior; j) Time management; k) Class size management (large classes); l) Mixed ability management (classes with different levels); m) Raising learners' attention and motivation; n) Learner- centred lessons; and 2) personal (emotional) classroom practices that include 7 items: a) Listening to and understanding students' problems (caring); b) Treating students equally (fairness); c) Creating a pleasant, supportive and motivating learning atmosphere; d) Showing respect to students; e) Teaching enthusiastically; f) Building friendly relationship with the students; g) Acknowledging the learners through using their names, eye contact...etc.

Personal/emotional characteristics of the teachers are given a room in this study because

> the emotionally intelligent teacher seeks to have confidence not just in their
>
> content and materials but also in their flexibility and readiness to respond;
>
> they put energy into getting materials and methods planned but also into preparing
>
> to meet the learners; they see their self-development as emphasizing not just subject
>
> expertise but also the development of their self-knowledge" (Mortiboy, 2005: 09)

This tradition emerges from humanist philosophies of adult education grounded in humanist psychology which stress the importance of understanding emotions, feelings and personal responsibility rather than transmission of traditions and ideas (Boud, 1989). Rogers and Freiberg (1994) proposed the importance of the teacher-student relationship is a key to learning. Within this, the teacher must believe in the capacity of others to think and learn for themselves. The teacher's role is not to teach directly but to facilitate learning by providing an environment to enable learners to take responsibility for their learning and to value this for themselves. According to Rogers and Freiberg (1994), individuals learn in various ways according to personality and emotions. Therefore, the teacher's multi-faceted role includes creating a positive climate for learning; clarifying the purposes of learning; making learning resources available; balancing intellectual and emotional components of learning; and sharing feelings and thoughts with learners; and the role of reflection in learning is collaborative, helping learners to make sense of feelings, ideas and processes through dialogue with peers and teachers (cited in Ions, 2016: 28-29). If the teacher can achieve a relationship of trust, it can then affect all activities in the classroom. It will affect how his/her learners behave, how they view him/her and how they respond to the material. An incidental benefit is that it will allow the teacher to be more flexible in his/her approach. If the teacher wants to experiment with a new activity or method of teaching, his/her learners are more likely to go along with him/her when they know that their teacher has their best interests at heart and that they can trust him/her (Mortiboy, 2005).

Section C is meant to examine the tools that teachers use for their development in addition to the weekly seminars, workshops and conferences they attend. Again, section C is divided into two parts: the first part consists of seven items: 1) Reading English books and EFL journals; 2) Using the internet and new technology; 3) Learners feedback ; 4) Headmaster observations ; 5) Discussions with colleagues ; 6) Watching English channels ; 7) Self-observation: making reflective notes, before, during and after the class. In this part, called C1, we used a four level scale- always, often, sometimes, never- whereby the participants say how often they use these tools. The second part that consists of the same items, with a four level scale- considerable progress, some Progress, little progress, no progress-examines the extent to which the use of these tools contribute to teachers' development.

These items fit into the concept of 'informal learning' which has been used increasingly in adult education for several reasons. It provides a simple contrast to formal learning or training that suggests greater flexibility or freedom for learners. It recognizes the social significance of learning from other people, but implies greater scope for individual agency than socialization. It draws attention to the learning that takes place in the spaces surrounding activities and events with a more overt formal purpose, and takes place in a much wider variety of settings than formal education or training. It can also be considered as a complementary partner to learning from experience, which is usually construed more in terms of personal than interpersonal learning (Eraut, 2004). Le Clus (2011) argued that the informal learning model proposes that confronting a new problem prompts people to assess their situation afresh, explore solutions, then act to solve the problem and evaluate the consequences. The type(s) of knowledge gained through informal learning processes are tacit and personal, gained from experiences and job specific contexts. According to Marasini et al. (2008), in terms of value, informal learning is seen by employees as natural and efficient means of solving problems using accessible work-related resources.

Verespej (1998) and Le Clus (2011) found employees' job-related knowledge is learnt through informal workplace learning. Such learning is not limited to low-level, factual and procedural learning but also higher level learning involving analysis and problem solving (Ions, 2016: 32).Formal learning and informal workplace learning are distinguished by Tynjala (2008: 133) as follows:

| Learning in formal education | Learning in the workplace |
|---|---|
| Intentional (+unintentional) | Unintentional (+intentional) |
| Prescribed by formal curriculum, competency standards, etc. | Usually no formal curriculum or prescribed outcomes |
| Uncontextualised—characterised by symbol manipulation | Contextual—characterised by contextual reasoning |
| Focused on mental activities | Focused on tool use + mental activities |
| Produces explicit knowledge and generalised | skills Produces implicit and tacit knowledge and situation-specific competences |
| Learning outcomes predictable | Learning outcomes less predictable |
| Emphasis on teaching and content of teaching | Emphasis on work and experiences based on learner as a worker |
| Individual | Collaborative |
| Theory and practice traditionally separated | Seamless know-how, practical wisdom |
| Separation of knowledge and skills | Competences treated holistically, no distinction between knowledge and skills |

**Table 1: Learning in formal education vs Learning in the workplace**

Researchers went far to distinguish between 'intentional informal learning' activities which are easier to observe, describe, and research and 'unintentional informal learning' activities which are more integrated into other tasks. Some of the intentional informal learning activities in the workplace include self-directed learning, mentoring networking, asking questions and receiving feedback (Berg and Chyung, 2008).

The degree of engagement in informal learning is found to depend heavily on personal factors such as age and educational background because the way people behave, make decisions, and communicate is largely influenced by their personal characteristics. For example, in Tikkanen's (2002) and Kremer's (2005) studies, less experienced, younger workers reported engaging in more informal learning, while more experienced, older workers were less likely to engage in informal learning activities and tended to view their informal learning as being less embedded in the work. However, the findings reported in Livingstone's (2000) study of informal learning in Canada contradict these suggestions – older participants in his study reported engaging in as much informal learning as did younger participants. Livingstone (2001) also discovered that younger participants tended to look to others as sources of information in informal learning, whereas older learners tended to engage in more individualistic activities. In terms of the impact of educational background on informal learning, Livingstone (2001) found that the amount of time respondents reported engaging in informal learning activities was about the same for all levels of education, from "no high school diploma" to "university degree." (Berg and Chyung, 2008).

While informal learning from individual experience has been found to be highly effective and intrinsically motivating for the individual, it does not scale very well beyond the immediate context, and remains costly, too often fragmented and unsystematic. Our initial explorations into two workplace learning domains have revealed several critical

challenges that professionals face in informal learning, such as applying norms in work context to make them part of practices, cascading new knowledge and experiences about good work practices or problems among professionals and across organizations, capturing learning needs as they emerge in practice, and documenting and reflecting about learning experiences, and many more. Despite the recognized importance of informal learning at the workplace, however, most technological solutions support the learning model of formal instruction organised along curricula (Ley et al. 2014).

At the end of our questionnaire we invited our participants to comment about their professional development. This part is meant to see the extent to which their professional development is affected by their beliefs. Teachers' beliefs are given a room in this research because an individual's beliefs and attitudes about what constitutes effective teaching and the role of technology within that practice may have a strong influence upon that teacher's educational decisions and classroom practices (Arnell, 2014). They are important considerations in conducting teacher education designed to help pre-service and in-service teachers develop their thinking and practices (Zheng, 2009), and they closely guide language teachers to adopt their teaching strategies for coping with their daily language teaching challenges, influence their general well-being, and in turn, shape language learners' learning environment, their motivation and their language achievement and ability (Xu, 2012). Keeping teachers' beliefs in view, Prawat (1992) went far to claim that teachers are expected to play a crucial role in changing schools and classrooms; and paradoxically viewed as major obstacles to change due to their traditional beliefs (Savasci-Acikalin, 2012).

**b) Inspectors' questionnaire**

**A)** The questionnaire contained two open-ended and one closed- ended questions:

- What do you think of the professional development (weekly seminars and conferences …) provided to the middle school English teachers?

- If given the choice, what changes would you bring to the professional development?

- Do you think it is important to include the personal (emotional) aspect of the teacher in the professional development?

All of the above questions were designed to answer the second research question related to the quality of the professional development provided to the middle school teachers of English and its impact on teachers' professional and personal classroom practices. Inspectors' questionnaire was used as a supplementary source to support the interpretation, comparison and triangulation of data.

The issue of professional development has always been a matter of concern to the researchers in the field. Therefore, an avalanche of works conducted on teachers' education and the way they develop professionally, all of which came to the evidence that teacher effectiveness heavily depends on the quality of their professional development and education. Professional development of a high quality is that which forms skillful teachers capable of creating a positive and gratifying environment that boosts their learners and makes them feel confident. According to Smith & O'Day (1991), Professional development is considered an essential mechanism for deepening teachers' content knowledge and developing their teaching practices. As a result, professional development could be a cornerstone of systemic reform efforts designed to increase teachers' capacity to teach to high standard (cited in Desimone et al., 2002: 81). After having carried out an investigation on teachers of science and mathematics to identify key features of an effective professional

development, Desimone et al (2002) came to the conclusion that there are six key features of professional development deemed effective in improving teaching practice; three of which are "structural features" referring to characteristics of the structure of a professional development activity. These structural features include: 1) the form of the activity that is, whether the activity is organized as a study group, teacher network, mentoring relationship, committee or task force, internship, individual research project, or teacher research center, in contrast to a traditional work-shop, course, or conference; 2) the duration of the activity, including the total number of contact hours that participants spend in the activity, as well as the span of time over which the activity takes place; 3) the degree to which the activity emphasizes the collective participation of groups of teachers from the same school, department, or grade level, as opposed to the participation of individual teachers from many schools. The remaining three features are core features, or characteristics of the substance of the activity: 1) the extent to which the activity offers opportunities for active learning-that is, opportunities for teachers to become actively engaged in the meaningful analysis of teaching and learning, for example, by reviewing student work or obtaining feedback on their teaching; 2) the degree to which the activity promotes coherence in teachers' professional development, by incorporating experiences that are consistent with teachers' goals, aligned with state standards and assessments, and encourage continuing professional communication among teachers; 3) the degree to which the activity has a content focus-that is, the degree to which the activity is focused on improving and deepening teachers' content knowledge in mathematics and science.

An ineffective professional development makes teachers engage solely in individual learning experiences isolated from their colleagues and lacking follow-up and feedback. Structures and opportunities for effective professional learning are inadequate without teacher motivation to engage in those experiences (Archibald et al., 2011: 7). Hill et al.

(2010: 10) summarize this collaboration well: "Teachers develop expertise not as isolated individuals but through job-embedded professional development, and as members of collaborative, interdisciplinary teams with common goals for student learning" (quoted in Archibald, 2011: 5). To put it in a nut shell, effective professional development, expected to guarantee students' achievement, forms a quality teacher who, according to the Center for High Impact Philanthropy (2010: 7), "has a positive effect on combination of content mastery, command

of a broad set of pedagogic skills, and communications/interpersonal skills" (quoted in Hightower et al., 2011: 4).

### 3-2-1- Inspectors' Reports

Though questionnaires enable researchers to obtain a considerable amount of information in a short time, they are not without weaknesses. As our questionnaires are mainly based on teachers' opinions about their professional development/learning, because of the respondents' natural inclination to convey positive response and their desire to affirm positive presented items (El-Fiki, 2012), and because sometimes the respondents fill in their responses very indifferently, without bothering about their correctness and sometimes they deliberately give wrong information (Singh, 2006), inspectors reports (see Appendix D) analysis was used to avoid biases and give more credibility and reliability to our research. It was selected among other instruments because according to Bogdan and Biklen (2007): "significant documents stand as considerable source of data on their own" (Cited in El-Fiki, 2012: 108). On the same wavelength, Hakim (1993) pointed out that running records such as health service records, school records, membership records of trade unions and voluntary associations, records of births, deaths and marriages, police, court and prison records tend to be updated overtime. He suggested that these types of records are expanding with the spread of computerized management information systems; and one of the distinct advantages of using them is their non-reactivity. While the information may

sometimes be inaccurate or incomplete, at least it is not usually manipulated by the producer of the data in the knowledge that the material is going to be studied. He also suggested that administrative records can provide the basis for longitudinal studies, quasi-experimental designs, international comparisons and studies of organizations and their development of policy (Gray, 2004: 267).

Considering authenticity, accuracy and the relevance of material, we used official reports on teachers' evaluation written by middle school inspectors of English obtained from the academy of Chlef. These reports were used to answer the second and third research questions:

RQ2- How does professional development impact middle school English teachers' professional and emotional classroom practices?

RQ3- Do gender, age and experience, influence English middle school teachers way of developing professionally and emotionally?

As nowadays the stakes are higher, and the educators are being held accountable for the achievement of every single child (Marshall, 2009), and as the inspectors who wrote these reports have exactly twenty three years of experience only in inspection, the forms of the teachers' evaluation- set by these inspectors-are minutely detailed. These forms have been adopted from Marshall (2009) teacher evaluation rubrics that entailed six domains:

1) Planning and Preparation for Learning, 2) Classroom Management, 3) Delivery of Instruction, 4) Monitoring, Assessment, and Follow-Up, 5) Family and Community Outreach, and 6) Professional Responsibilitiesare (see Appendix F). They are divided into five parts as follows:

- **Part one**

This part carried information related to the teachers such as name, date of birth, marital status, nationality, rank, experience, and qualifications.

- **Part two**

It includes a sort of evaluation of the context and environment in which teaching takes place. Information in this part concerns mainly: 1) duration of the session, number of enrolled pupils and number of attenders, classroom condition, nature of the activity, daily book, lesson plan, progression (syllabus, file and lesson progression), teaching materials, log book (keeping and control), students' copybook (keeping and control), and school work evaluation (written tests, continuous assessment, frequency, exam papers keeping, pupils marks).

- **Part three**

This part is called 'film of the lesson'. It describes the way the lessons and activities are planned and presented by the teacher, including: 1) the receptive skills, reading (with its three phases: pre-reading, while reading and post reading) and listening; 2) productive skills, speaking and writing.

- **Part four**

This part stands for comment and advice. It is devoted to the evaluation of the teacher practices such as the mastery of the language and content, commend of pedagogical skills, and the relationship with the pupils.

- **Part five**

This part is devoted to the conclusion that inspectors draw on the teachers' classroom practices.

Being addressed to the stakeholders- schools and academy principals- parts one, two and five of the reports are written either in Arabic or French; the remaining parts are written in English, for they concern only the inspectors.

Considering that quantification provides a greater refinement and possesses definite advantages by virtue of its statistical treatment, and for the sake of precision and the easy manipulation of data (Singh, 2006), the inspectors' reports are analysed quantitavely.

## 3-2- Participants

The population targeted in our investigation is middle school teachers of English and two middle school inspectors of English in Chlef. In this area two inspectors and 470 teachers of English are spread all over 152 middle schools. 48 teachers from 10 middle schools have been invited to answer the questionnaire on teachers' development; an average of 4 teachers from each middle school. They were split according to their age, gender and teaching experience to see whether or not gender, age and teaching experience are factors that affect teachers' professional development and learning. They were 38 females and 10 males, their age ranged between 22 and 53 years old, and their experience ranged between zero (0) and 31 years. In terms of age, the teachers were split into two subgroups: the first subgroup consisted of teachers aged between 22 and 37 years old, and their total number was 29 teachers. The second subgroup, whose total number was 19, contained teachers aged between 38 and 53 years old. They were divided into two age groups to find out the teachers who are more enthusiastic and respond more to the professional development- younger or older teachers. Considering teaching experience, again, teachers were divided into two: a group of teachers whose teaching experience ranged between 00 and 09 years, and their number was 26; and another group of teachers whose teaching experience ranged between 10 and 31 years. Their total number was 22. They were divided as such because, according to Dinham (2008: 7), teacher expertise is said to be attained around eight to ten years of experience; and teaching experience in turn is believed to shape teachers characteristics and behaviours. In this respect, Dinham (2008: 08) stated:

…the behaviour of novices tends to be rule governed, while the behaviour of experts/masters tends to be governed mainly by personal and professional knowledge... Novices need structure, while experts or masters need autonomy, and find rules and structure inhibiting...it is a mistake to treat a novice like an expert or master, and vice versa (Dinham,2008: 08).

## 3-3-    Data collection Procedure

### 3-3-1-    Teachers' questionnaire

The questionnaire was handed to 48 teachers by their inspector at the end of their weekly pedagogical meeting that took place in one of the middle schools in Chlef. Teachers responded to the questionnaire in presence of their inspector, and were given forty minutes. As it has been mentioned above, for the sake of reliability, credibility and confidentiality, and as far as the questionnaires were anonymous, the latter were split into two: section A and sections B and C. At the very beginning the inspector handed only section A with a small number on the corner (from 1 to 48) to 48 teachers. Then he asked them to answer the questions, keeping that number in mind. Ten minutes later, and after having collected section A, he gave the teachers sections B and C all together with the same number (from 1 to 48) as in section A. That is to say, each teacher was given sections B and C with a number that corresponded to that mentioned on section A. Thirty minutes later, the time given to the teachers to answer both sections B and C, the inspector matched section A of each questionnaire with sections B and C. We considered this way to be the best to get more credible and reliable results.

### 3-3-2-    Inspectors' questionnaire

Given the considerable and reliable contribution of technology, the questionnaires were sent to the inspectors via electronic mails. The data were collected ten days later. E mails were found to be quick compared to some other modes of research. Schaefer and Dillman

(1998), for instance, documented faster response rates with e-mail: From the day they sent out survey questionnaires, it took on average of 9.16 days to receive the questionnaires by e-mail versus an average of 14.39 days by post mail (Schonlau et al., 2002: 28).

### 3-3-3- Inspectors' Reports

Following Marshall (2009) who set teacher evaluation rubrics that entailed six domains: Planning and Preparation for Learning, Classroom Management, Delivery of Instruction, Monitoring, Assessment, and Follow-Up, Family and Community Outreach, and Professional Responsibilities, teachers' evaluation in this research was analyzed in terms of only five domains that had been tackled in inspectors reports, covering 16 aspects of a teacher's job performance. The domains are: 1) Planning and Preparation for Learning, 2) Classroom Management, 3) Delivery of Instruction, 4) Assessment and Follow-Up, and 5) Professional Responsibilities. A four-level rating scale was used in teachers' evaluation rubrics: Highly Effective, Effective, Improvement Necessary, Does Not Meet Standards. We used in our analysis a four-level rating scale for the simple reason that recently four-point scales have emerged as the favorite because four is a simple, manageable number of levels for teachers and administrators—and four is an even number, clearly differentiating between proficient and less-than-proficient performance (Marshall, 2009: 144). The total number of the reports was 60. Here again, the reports were split according to teachers' gender, age and experience: 40 reports on female teachers, 20 on male teachers; 38 reports concerned teachers whose age ranged between 22- 37, and other 22 concerned those whose age ranged between 38-53. Finally, 32 reports concerned teachers whose experience ranged between 0-9 years, and other 28 concerned those whose experience ranged between 10-31 years. The teachers here were classified according to their performances. In other words, teachers who were judged by their inspectors to be excellent or very good teachers are placed in the category of "Highly effective" teachers; those whose practices were found to

be good enough, and "should be able to hold their heads high" (Marshall, 2009: 146), are placed in the category of "Effective" teachers; teachers who were found just below the expected level are classified as teachers who "need improvement". Finally, the teachers deemed unsatisfactory and found far below the norms are put into the category of the teachers who "do not meet standards". It is worth noting here that a teacher can be found highly effective in some classroom practices but still needs improvement in others.

For a better data analysis, we divided the inspectors' conclusions into two: 1) conclusions that conveyed satisfactory teachers' practices; 2) conclusions that conveyed teachers who need improvement. Samples are taken from both. Again, for ethical considerations, and for the sake of confidentiality, the names of the teachers mentioned in conclusions of the reports are omitted in our analysis, and replaced by teacher1, teacher 2, teacher 3, and so forth. For more consistency and economy, we analysed only eleven conclusions, because there were those (conclusions) which had the same content.

**Conclusion**

The procedure of the data collection that we described in this chapter entailed 48 questionnaires addressed to middle school teachers of English, and another questionnaire addressed to two inspectors, and official inspectors' reports that we obtained from academy. In the following chapter, we report and explain the findings in detail making use of statistical tools like tabulation with simple graphical tools such as pie and bar charts.

# CHAPTER 04:

# Presentation and Analysis of the Results

**CHAPTER 4: PRESENTATION AND ANALYSIS OF THE RESULTS**

# Contents

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**Chapter 4:**

**Presentation and Analysis of the Results**

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**Introduction**

As this study does not intend to test any hypothesis but to answer the three research questions, this analysis is fundamentally exploratory in nature. For the sake of a clear and data analysis, different procedures are used in this research; and to convey basic statistical information, we will use statistical tools like tabulation with simple graphical tools such as pie and bar charts. This is meant to be set for a quantitative data analysis. As for the qualitative data analysis, comments included in the teachers' and inspectors' questionnaires and inspectors' pedagogical reports will be analysed.

**4-1-  Analysis of Teachers' Questionnaire Responses**

**4-1-1- Section A**

As mentioned in chapter three, this section was meant to answer the third research question:

RQ3- Do gender, age and experience, influence English middle school teachers way of developing professionally and emotionally?

**a) Biographic Background of the teachers**

The table below summarizes the biographic information of the participants. Our corpus includes 48 respondents: 79.16% females and 20.83% males. Those aged between 22 and 37 years old represent 60.41%, and 39.58% for those between 38-53. From the results obtained, the number of married teachers is higher than that of the single ones: married males and females represented 90.00% and 52.63% respectively, while single males and females represented 10.00% and 47.36% respectively.
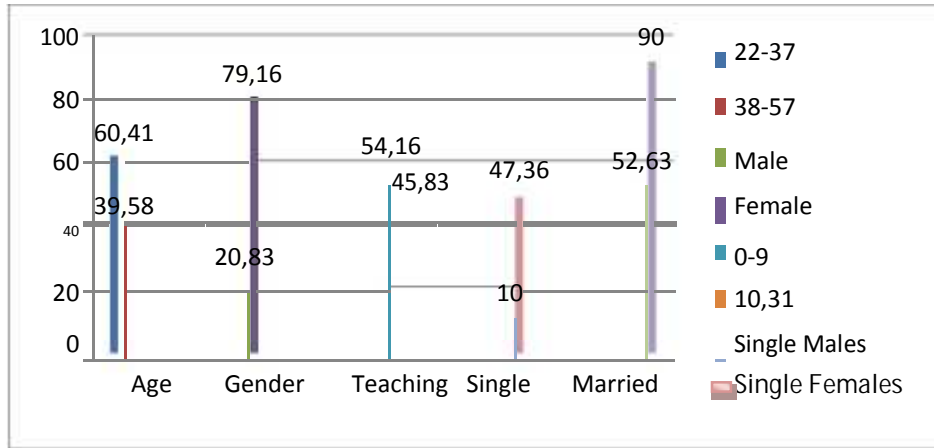
**Figure 1: Participants Biographic Background**

### b) Teachers Experience

The following figure shows the distribution of the informants in terms of their teaching experience.
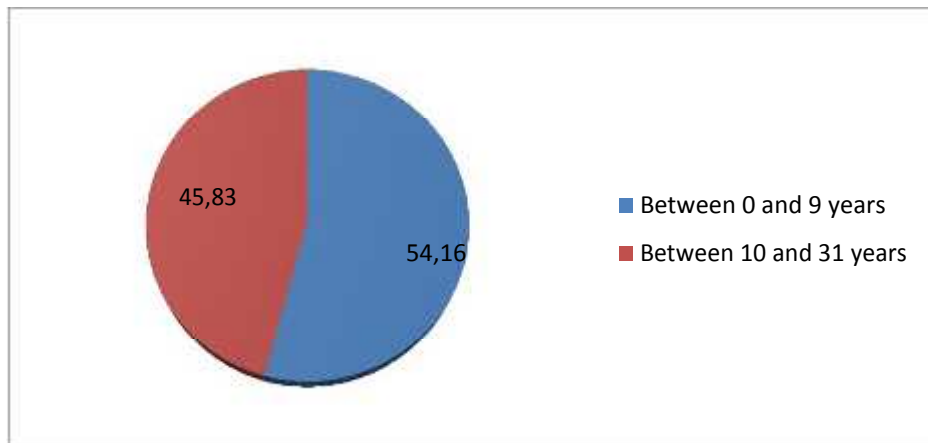


**Figure 2: Teachers Experience**

We notice through the results obtained that more than half of the respondents 54.16% belong to the category of the inexperienced or less experienced teachers However, those who belong to the experienced teachers category represent only 45.83%.

### c) Attendance of Teachers to Conferences and Workshops

In the last part of this section, we report the findings of the first research question:

RQ1- To what extent are middle school teachers of English aware of professional

development as a way to improve their teaching?

we tackled the issue through the following two interconnected questions:

Item 5- As a middle school teacher of English, do you attend weekly seminars, conferences and workshops organized by your headmaster, inspector or teacher trainer? Yes/No

Item 6- Why do you think these meetings are organized?

The quantitative results, summarized in the following figure, show that all the teachers attend weekly seminars, conferences and workshops organized by their stakeholders. This score invites us to draw two interpretations; (1) the importance and good quality of the education provided to the middle school teachers of English or (2) the obligation of the teachers' attendance
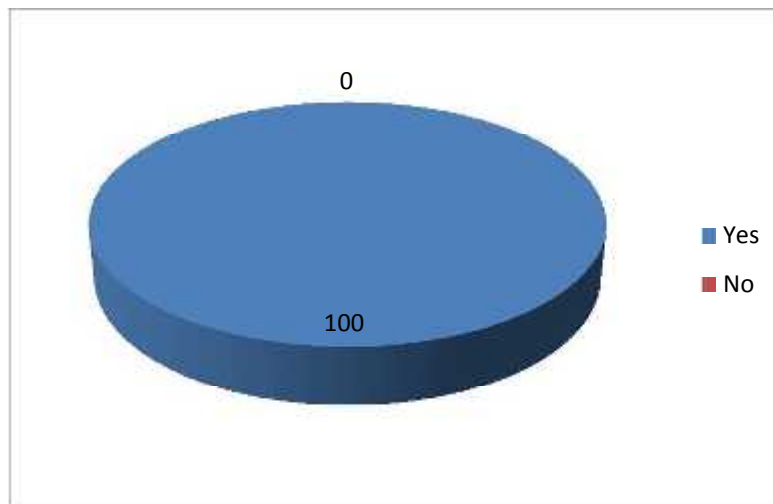


**Figure 3: Conferences and Workshops Teachers' Attendance**

### d)    Teachers' Opinions about the Meetings Objectives

The analysis of this qualitative question showed the difference in respondents' opinions which still fall in the same framework. In other words, the teachers are aware of the fact that the meetings are organized to enhance their practices and improve their teaching, but they see the meetings differently. Novice and less experienced teachers believe that the weekly meetings are organized mainly to meet experienced teachers and learn much from them. On the other hand, two types of responses emerged among the experienced teachers. While the first type focused on the collaborative learning, claiming that these meetings are organized in order for the teachers to meet each other to exchange ideas and experiences, and help other teachers, the second type focused rather on the individual learning, stating that the meetings are organized to inform the teachers about the new methods and strategies to improve the English teaching process. The participants' responses varied in length, from one and a half to eight lines. Samples from the responses of novice teachers and those of experienced teachers (type1 and type 2)- in the teachers own words- are illustrated in the following table.

| Teachers | Teachers' Opinions |
|---|---|
| **Novice Teachers** | " I personally benefit a lot since I meet experienced colleagues. It is an opportunity to take more experience and advice from them". "I think that these meetings are organized for many reasons such as because I am beginner so I should meet the experienced teachers to share ideas with them about programme, syllabus and levels and discuss about the new approach which is CBA, i.e. Competency Based Approach". "- Because the experienced teachers feed us with their new methods.  -   They guide us to the successful work. |

| | |
|---|---|
| **ExperiencedTeachers (type 1)** | "- To refresh knowledge in English language teaching methods.<br>- To facilitate our jobs as teachers (using our inspector's instructions).<br>- To help other teachers.<br>- To show others what we have."<br><br>"- To improve our way of teaching.<br>  To know and practice the new methods.<br>- To meet our colleagues and discuss about problems we tackle and meet.<br>- To exchange ideas and performances with colleagues and inspector."<br><br>''These meetings are organized to keep us in touch with new methods applied in the field of teaching, exchange ideas, ways of teaching with colleagues from different areas and different generations'' |
| **Experienced Teachers (type 2)** | ''These meetings are organized to provide us with the English language teaching techniques and strategies to improve the learners language acquisition process''<br><br>''These meetings are organized to instruct the new teachers and supply them with the essential methods of learning.<br>To encourage the old teachers to be more active and more creative in learning matters.''<br><br>''I think these meetings are organized to train teachers to teach English through the right methods and techniques, and how to master the pupils at class, the ways to make pupils understand quickly and in the best way''. |

**Table 2: Teachers' Opinions about the Meetings Objectives**

### 4-1-2- Sections B and C

These two sections report the findings of the second and third research questions that are as follows:

RQ2- How does professional development impact middle school English teachers' professional and emotional classroom practices?

RQ3- Do gender, age and experience, influence English middle school teachers way of developing professionally?

The above research questions are believed to be interconnected. Therefore, professional and personal classroom practices, and the tools that teachers use for their development are examined according to age, gender and teacher experience. From analysis of the teachers' responses related to their professional and personal/emotional practices, teachers were found to leave a fairly important number of items without answers. For this reason we added the fifth level 'No Answer' in our analysis, though a four level scale was used in the questionnaire addressed to the teachers.

- **Section B**

**1- Professional Classroom Practices**

As mentioned above, professional classroom practices are investigated in terms of age, gender and teaching experience of our informants.

**a) Gender**
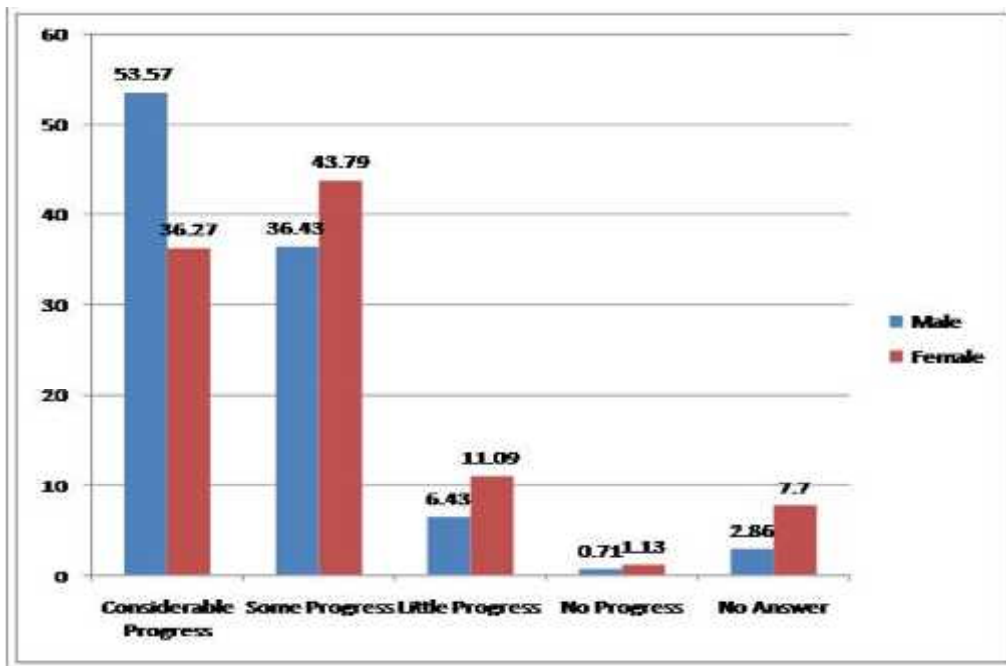


**Figure 4: Professional Classroom Practices According to Gender**

As shown in the above figure, the calculated mean shows that Professional development influences considerably teachers' professional practices. The majority of males' responses fall under the category of 'considerable progress' while females' professional practices seem to be less influenced by the professional development, therefore most of their responses fall under the category of 'some progress'. The great majority of teachers, 70% of male teachers and 63.15% of female teachers reported a considerable progress in items 1 (communication skills) and 6 (using pedagogical tools other than textbooks). Considerable differences between male and female teachers are found in most classroom practices; male teachers reported considerable progress mainly in discipline behaviour (60.00%), time management (50.00%), positive reinforcement (70.00%), and class size management (80.00%) where more than half of females reported answers that ranged between some and little progress. On the other hand, females overtook males in items 5 (class discussions), 13 (raising learners' attention and motivation) and 7 (variability in assessment) with 34.21%, 47.36% and 34.21% against 30.00%, 30.00% and 20.00% respectively. Again, one can notice that a considerable number of female teachers left most of the items without answer; this may be due to the nature or non applicability of the items. Some others reported not having made progress in five items.

b) **Age**
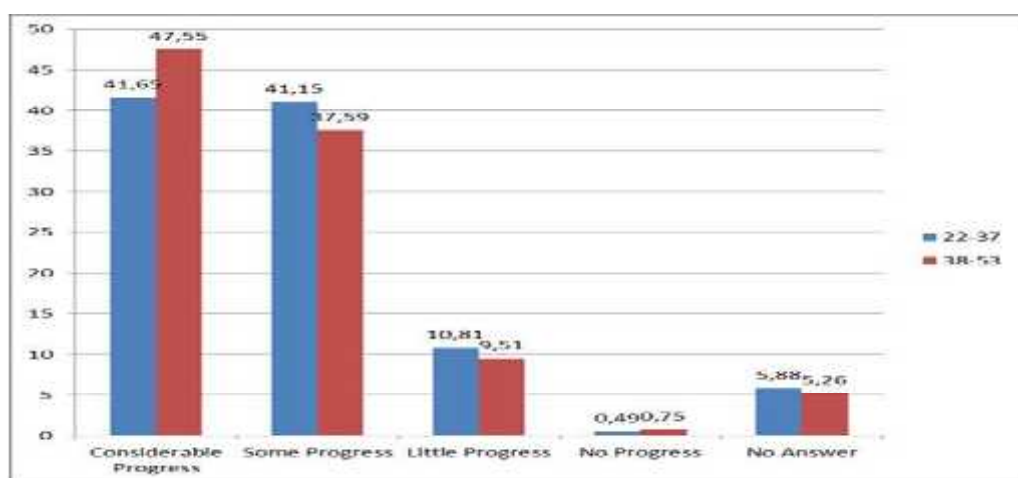


**Figure 5: Professional Classroom Practices According to Age**

The findings suggest an obvious progress in items 1 (communication skill) and 6 (using pedagogical tools other than textbooks) for both categories (young and old teachers). However, items 11 (class size management), 14 (learners' centred lessons) and 7 (variability in assessment) receive low scores, in that only 26.31% of old teachers, and 17.24% of young teachers reported considerable progress in item (11), 31.57% and 20.68% of old and young teachers, respectively, reported considerable progress in item (14), and finally, only 42.10% of old teachers and 24.13% reported considerable progress in item (7). It is to be mentioned that a considerable number of teachers, 15.78% of old teachers in items 9 (discipline behaviour) and 10 (time management), and 10.52% in item (11), and 17.24% of young teachers in item (11), provided no answer.

In spite of the similarities found between old and young teachers at some levels, at others there seems to be clear differences among them. Most of old teachers' responses fall under the category of considerable progress, mainly in items 4 (knowledge of the subject matter), 12 (mixed ability management), 9 (discipline behaviour) and 10 (time management). On the other hand, 51.72%, 48.27% and 37.93% of young teachers reported a considerable progress respectively in items 8 (language skills) 13 (raising learners' attention and motivation) and 5 (class discussions) where only 47.36%, 36.84% and 31.57% of their counterparts reported a considerable progress.

c) **Teachers Experience**

Results reported below show that items 1 (communication skill) and 6 (using pedagogical tools other than textbooks) receive high scores in both categories of teachers (novice and experienced). As for items 14 (learners' centred lessons), 5 (class discussions), 10 (time management) and 11 (class size management), regardless of the teachers' experience, most responses fall under the category of 'some progress'. There appears to be an important gap between experienced teachers who scored respectively 68.18 %, 63.63%,

59.09% and 50.00% in items 4 (knowledge of the subject matter), 2 (effective lesson plan), 3 (positive reinforcement) and 12 (mixed ability management), while their counterparts scored only 26.92%, 19.23%, 30.76% and 23.07%. On the other hand, inexperienced and less experienced teachers overtake experienced ones in items 13 (raising learners' attention and motivation) and 5 with 53.84% and 38.46% against 36.36% and 27.27% respectively. It is worth mentioning here that a quite important number of teachers, mainly inexperienced and less experienced, perceive no progress in nearly half of the items. A considerable number of experienced teachers left a great majority of items (11 out of 14) without response.
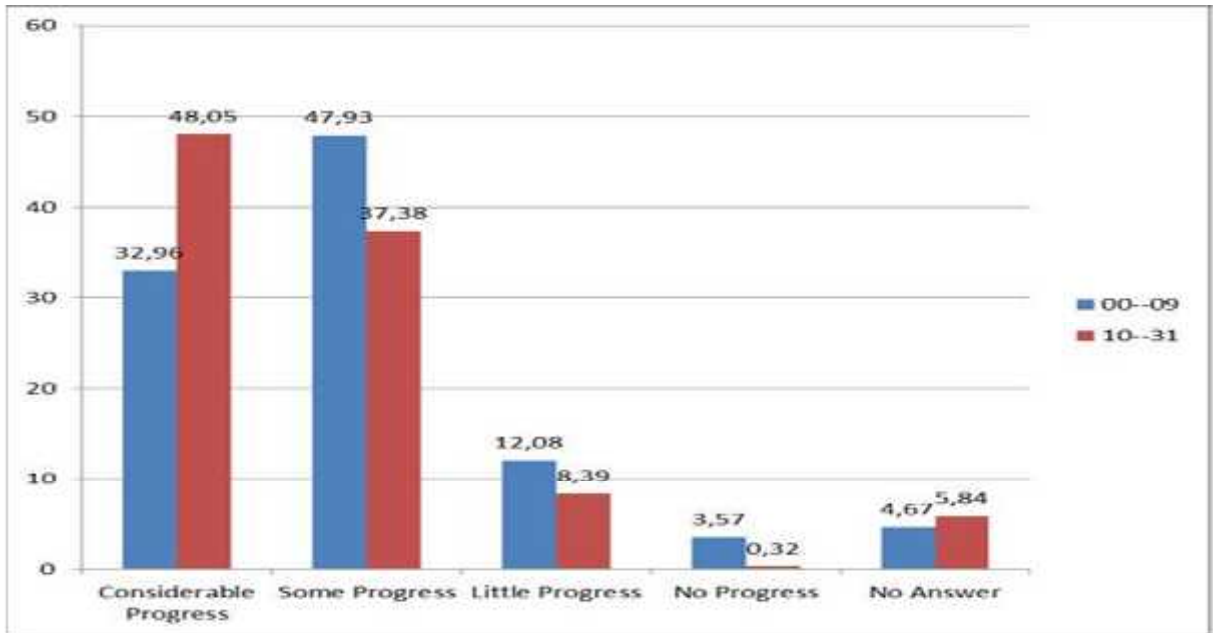


**Figure 6: Professional Classroom Practices According to Teachers Experience**

**2- Personal Classroom Practices According to**

**a) Gender**
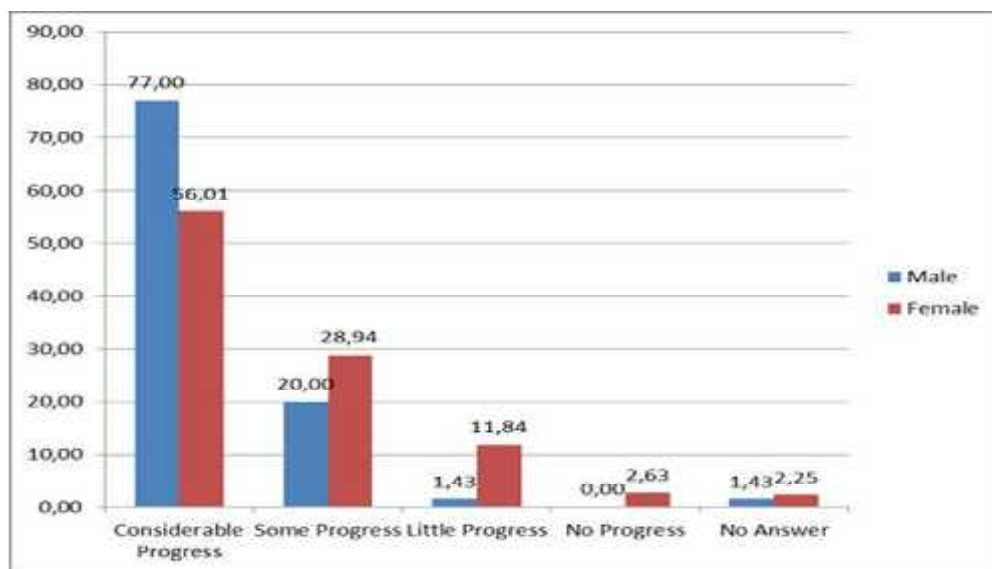


Figure 7: Personal Classroom Practices According to Gender

The findings above show that the professional development provided has a significant impact on the personal classroom practices of the middle school teachers of English. In item 4 (showing respect to students), both male and female teachers scored high with 80.00% and 78.94% respectively. On the other hand, there seems to be a big interval between male and female teachers. In that, in most of the personal practices male teachers scored much higher than females, mainly in items 1 (listening to and understanding students' problems), 2 (treating students equally), 5 (teaching enthusiastically), 6 (building friendly relationships with the students). However, female teachers scored a bit higher than male teachers in item 7 (acknowledging the learners through using their names, eye contact...). Finally, one can also notice that a quite important number of females make little progress in almost all practices, notably in items 2 and 6 with 18.42%. And the responses of the rest ranged between 'no progress' and 'no answer' levels.

**b) Age**

The results obtained illustrate older teachers' high scores in all items except 4 (Showing respect to students) and 7 (Acknowledging the learners through using their names, eye contact...) where younger teachers scored 79.31% and 86.20% respectively. It is worth mentioning that a quite important number of our informants' responses fall under the category of some progress and little progress.
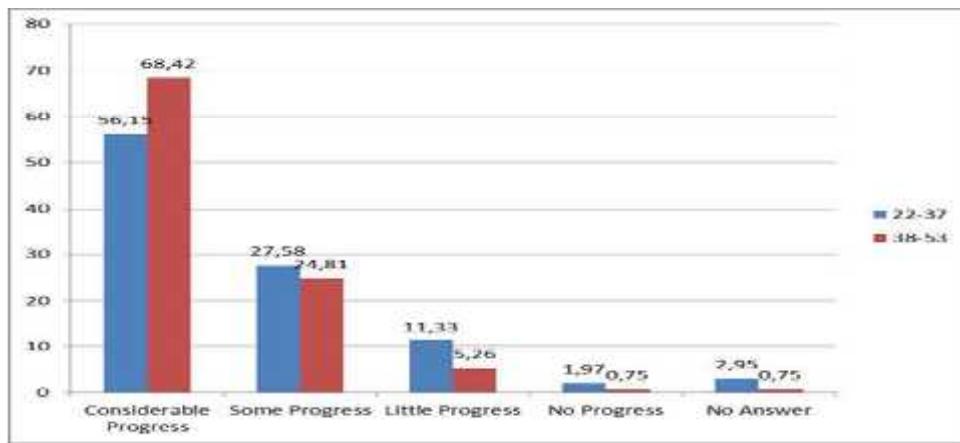


**Figure 8: Personal Classroom Practices According to Age**

**c- Teachers Experience**
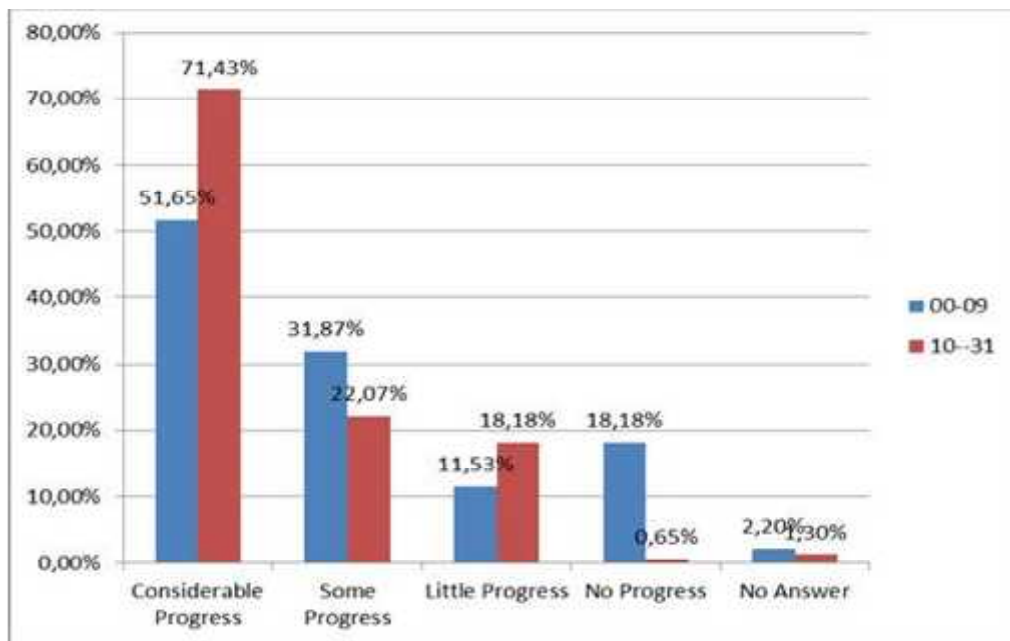


**Figure 9: Personal Classroom Practices According to Teachers Experience**

The above findings reflect experienced teachers' considerable progress occurring in all items apart from item 7 (Acknowledging the learners through using their names, eye contact...) where inexperienced and less experienced teachers received a high score with 84.69%. Again, it is to be pointed out that many of our informants' responses fall under the categories of some progress and little progress.

- **Section C**

Here again, frequency of the use of tools for development and their impact are investigated in terms of age, gender and teaching experience of our respondents. We tackled the issue through the following question:

- In addition to the weekly seminars, workshops and conferences you attend, say how often you make use of the following tools for development and to what degree they make you progress in your profession.

1- **Frequency of the Use of Tools for Development According to**
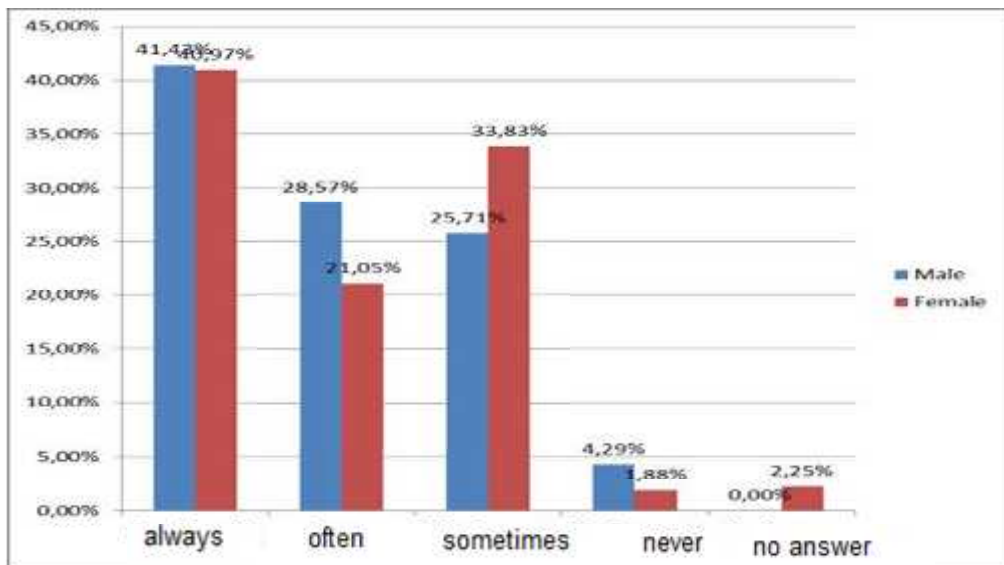
    a) **Gender**



**Table10: Frequency of the Use of Tools for Development According to Gender**

The above figure shows that there is one tool that is most used by all the participants. The highest rate that item 5 (Discussions with colleagues) receives in both male and female

teachers' responses confirms the utility of the collaborative teacher education and the great impact it has on teachers professional development. Responses related to item 1 (Reading English books and EFL journals) indicate that reading is the tool that the teachers use least to improve their teaching; only 10% of male teachers always read books and journals. Responses of the rest varied between often (50%) and sometimes (40%). Similarly, the great majority of females (89.47%) contend that they sometimes read books and journals. The findings also indicate that headmaster observation is more used as a tool for development by male than female teachers. On the other hand, females are found to use learners' feedback and the internet and new technology more than males do with 55.26% and 50.00% respectively.

**b) Age**
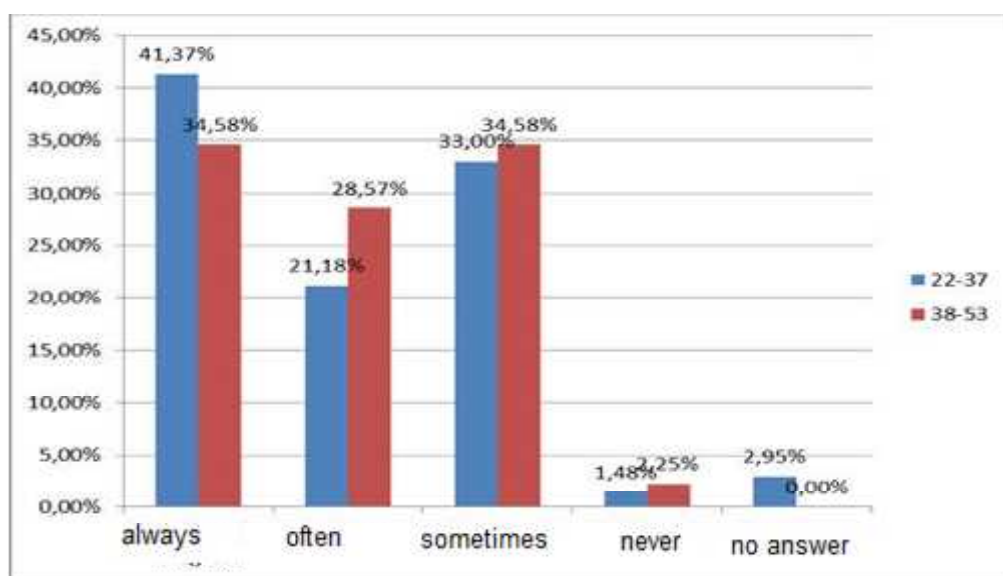


**Figure 11: Frequency of the Use of Tools for Development According to Age**

The results for item 5 (discussion with colleagues) represent the highest rate where 86.20% of the young teachers and 73.68% of the old ones claim that it is the tool they always use for their development. Though they receive low rates, internet and new technology, headmaster observations and watching English channels seem to be the tools that are more used by young teachers than by the old ones. As for self observation (Making reflective notes- before, during

and after the class), both old and young teachers use this tool for development, but with a slight difference between them. Once again, item 1 (reading English books and EFL journals) receives the lowest score in both categories.

### c) Teachers' Experience

Once again, the results on figure 12 for item 5 (discussion with colleagues) represent the highest score where 84.61% of inexperienced and less experienced teachers and 77.27% of experienced ones use it as a tool for development. While learners' feedback, internet and new technology, and self observation are always used by experienced teachers as tools for development, headmaster observation is sometimes used by more than half of them with a rate of 54.54%. Finally, as in the previous findings, reading English books and EFL journals is reported to be the tool that the great majority of our informants use least.
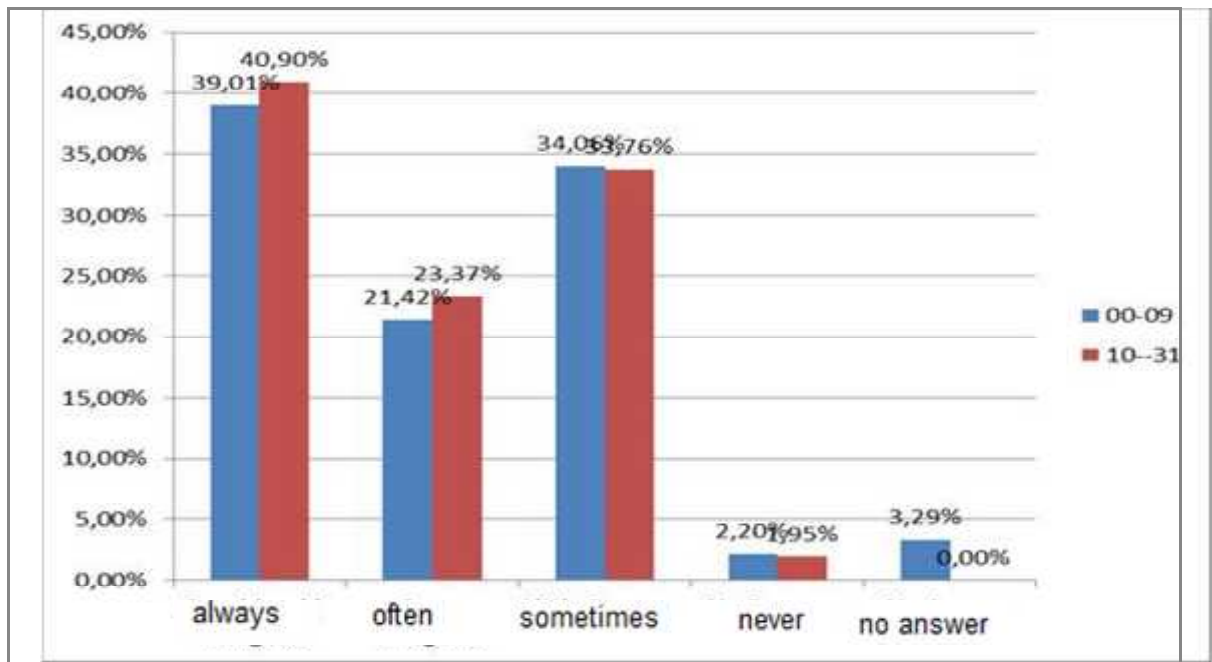


**Figure 12: Frequency of the Use of Tools for Development According to Teachers' Experience**

**2- The Impact of the Use of Tools for Development According to**

**a) Gender**

Results for items 5 (Discussions with colleagues), 2 (Using the internet and new technology) and 7 (Self-observation: making reflective notes- before, during and after the class) represent the highest rates, whereas items 1 (Reading English books and EFL journals) and 4 (headmaster observation) fall under the levels of some progress and little progress. Therefore, the results reflect the influence that these tools have on teachers' practices. It seems that the degree of the impact of the tools differ with the difference of gender, in that most of them are found to have more impact on male teachers practices than females'. The difference is more obvious in items 1 (Reading English books and EFL journals), 2 (Using the internet and new technology) and 6 (Watching English channels) where males scored 40%, 70% and 40% respectively. On the other hand, Females practices appear to be more influenced by the tools 5 (discussion with colleagues), 3 (Learners feedback) and 4 (headmaster observation) where they scored 89.47%, 44.73% and 18.42% against their counterparts who scored 80.00%, 30.00% and 00.00% respectively.
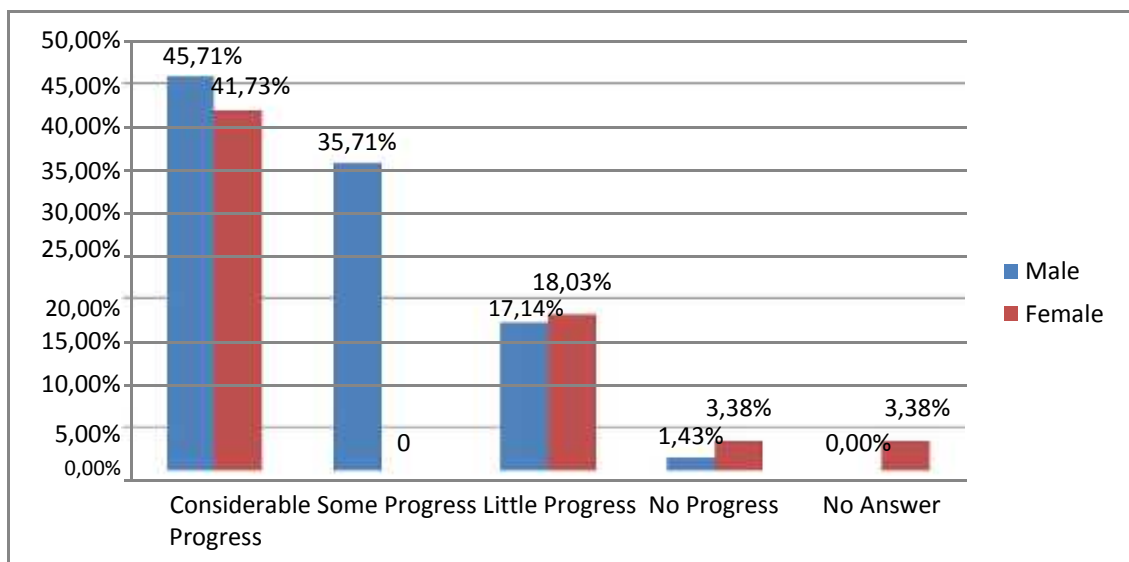


**Figure 13: The Impact of the Use of Tools for Development According to Gender**

**b) Age**
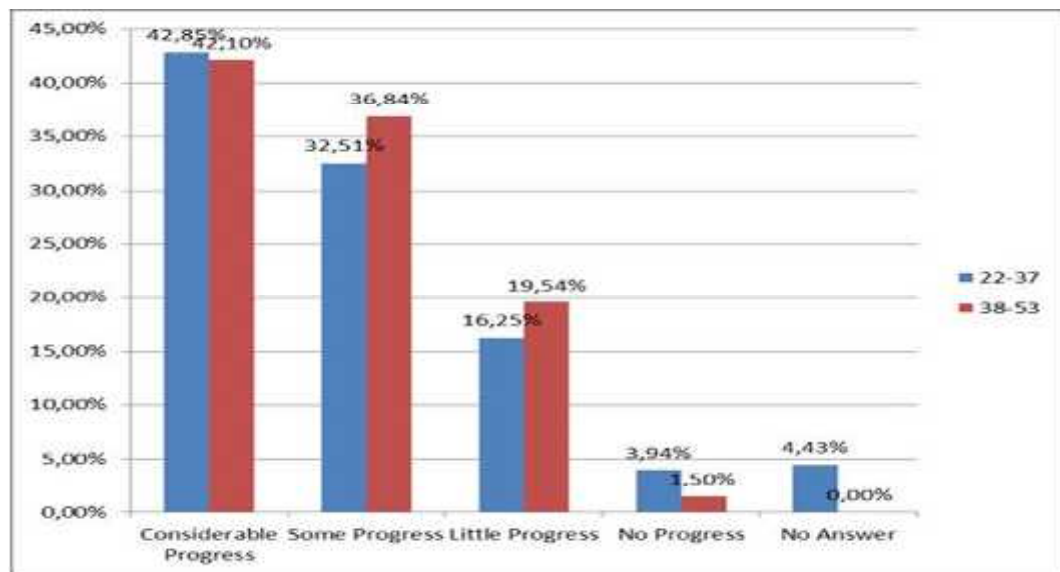


**Figure 14: The Impact of the Use of Tools for Development According to Age**

As seen in the above figure, the results for item 5 (discussion with colleagues) represent the highest score in both categories (younger and older teachers). The results also show that both older teachers (52.63%) and younger teachers (58.62%) are found to considerably progress by means of the use of internet and new technology. Thus, once again, one can safely claim a considerable positive impact of these tools on the teachers' classroom practices. On the other hand, items 1 (Reading English books), 4 (headmaster observation) and 6 (Watching English channels) are found to have a poor impact on our informants; most of the latter's responses fall under the levels of some progress and little progress. Finally, item 7 (Self observation) seems to have more influence on older than younger teachers with 63.15% and 48.27% respectively.

**c) Teachers Experience**
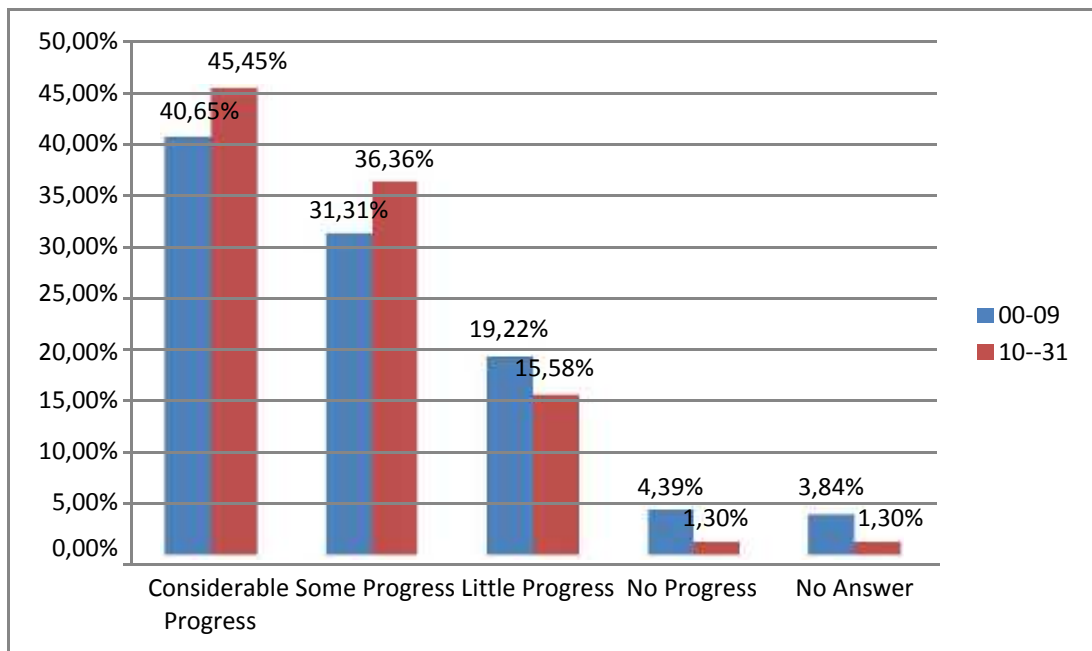


**Figure 15: The Impact of the Use of Tools for Development According to Teachers Experience**

The results above reveal that the great majority of teachers, whatever their experience, make a considerable progress in their classroom practices by means of the discussions with their colleagues and use of the internet and new technology. However, items 1 (Reading English books and EFL journals), 4 (Headmaster observations) and 6 (Watching English Channels) still seem to have a little impact on both inexperienced and experienced teachers. Again, the results reflect a more or less considerable impact of learners' feedback on both categories of teachers. Finally, item 7 (Self observation: Making reflective notes- before, during and after the Class) is found to have more influence on experienced teachers than inexperienced ones, with 63.63% and 46.15% respectively.

**4-1-3-Analysis of Teachers Comments**

The wide range of positive and negative comments was collected reflecting teachers' attitudes towards the seminars they attend, and the way they develop professionally. Most

teachers agree on the importance of the seminars, being a booster and enhancer without which their development would stagnate. On the other hand, they believe that their output, productivity and effectiveness would be greater and higher if these seminars were intensive, responded to all the effective teaching requirements, and organised nationally and internationally where British and American teachers take part. According to some teachers, besides the teaching of approaches and methods, seminars should stress the technological side of the issue. In other words, teachers' education should go further to include sessions on the way to use technology in the classroom.

It is worth mentioning that certain comments contained criticism related to (1) absence of psychologist in schools, who would certainly help the learners to express their problems and focus on their studies, (2) the insufficient number of hours devoted to English language learning, and (3) the books which, according to the informants, do not satisfy their learners' needs. Excerpts of the comments- in teachers' own words- are cited below.

1- "Frankly speaking, after attending these meetings, I feel my English has improved even my teaching which is becoming more modern and more effective. I feel that my teaching has changed to a positive way. I am giving nicer lessons."

2- "Considering the seminars and workshops we used to attend, we made considerable progress in improving our level of teaching (what to teach? How and why?) of course. We are getting better and things are getting clear with the new lessons added in the 3rd level programs. Our pupils are getting more motivated too."

3- "...In general, there's no other better means of improving the teaching process than reinforcing and intensifying the training sessions.

4- "Discussing with native speakers, like inviting English or American teachers. Organizing seminars but not local, national or taking part in international seminars with foreigners."

5- ''Our seminars lack some new technological methods and I personally noticed that teachers themselves don't handle these tools that are vital in our teaching. These seminars have to stress on the use of technology.''

6- ''I hope that some work is being done to see new books in the nearest future so that the teachers will have them as tools to improve their teaching to meet the students' needs."

7- **"**We need some psychological help in the school for our learners to make them exteriorize their problems and help them focus on their studies.**"**

8- **"**The weekly seminars and the tools for development are very useful for me as teacher of English language but the only problem and the essential one is the English book, which is very important for learners, is not suitable...**"**

9- **"**During all these seminars and workshops that I attend, personally, I have learnt so many good things concerning strategies, phases and the different methods. Otherwise, I think the textbook is not perfect enough for so many reasons, especially 4AM and 2AM. In addition, to the timing concerning 1AM and 2AM.**"**

### 4-1- Analysis of Inspectors' Questionnaire Responses

The inspectors' questionnaire is meant to report findings related to the second research question that is cited below:

RQ2- How does professional development impact middle school English teachers' professional and personal classroom practices?

The three questions included in the questionnaire were answered by the inspectors as follows:

1) What do you think of the professional development (weekly seminars and conferences …) provided to the middle school teachers of English?

Inspector (A)

"Teachers do not have the support they deserve. Yet, the professional development available to teachers is poor. I think whatever we do, our teachers remain macro-managed because they rely on a single source - their inspector. Most of the pedagogical actions consist of training rather than development. Teachers are still "method hunters" and
enjoy being spoon fed which, in my opinion, may not be of a significant impact. Neither on their career, nor on learners in every classroom across the district I am in charge of."

Inspector (B)

"...To deal with this deficiency, the educational authority has put forward a professional development programme of 196 hours per year intended to novice teachers delivered by inspectors and teachers trainers in " in situ service".

The other category that is confirmed teachers receives regularly special field training units worked out by their inspectors. The choice of the

themes and topics are determined by the needs diagnosed by the inspectors throughout the various classroom visits and supervisions. The content of these training sessions seems to be more adopted in so far as it relates to the reality and the teachers' needs.

However, the 196 hours programmes settled by the Ministry of National Education quite hastily for new teachers is not as appropriate as it should be as a great part of the subjects are in Arabic and concern matters of legislation... etc, and arouse frustration. It may be necessary to rethink the content so as to meet the real expectations of the English trainee teachers."

The inspectors' answers reflect their dissatisfaction with the professional development provided to their teachers, in that the actions taken are more likely to be those of pedagogical training. Its content is judged to be frustrating and of a quality that does not respond both to teachers and learners needs, with the result that teachers rely heavily on a sole and major source which is their inspectors.

2) If given the choice, what changes would you bring to the professional development?

Inspector (A) "

1- We suggest that National Teaching Institutes are established to provide consistency and aspiration for all classroom practitioners.

2- Recommending a curriculum for in-service teacher education that would provide a foundation and route for career-long teacher development programmes.

3- Creating an evaluation model which provides teachers and schools with appropriate information upon which professional development can be planned.

4- Developing a national teacher development portfolio owned by teachers."

Inspector (B)

> "I think that any teacher before launching on a teaching career should be submitted to one year professional training course accompanied with a periodic practical session.
> Once he starts teaching he starts a new type of training with the inspector of the district (in situ training). The trainee teacher receives a more adapted training in regard with the control and the monitoring of the inspector. However, the half day meeting that takes place necessarily on Monday is not enough. Seminars system (2 or 3 day meetings) which has been stopped should be restored because I think that is the best means for the inspector to treat integrated themes and topics in ideal conditions. Nevertheless, seminars are allowed when the Ministry of Education wants some specific issues to be treated such as novelty in the syllabus or other important things."

As professional development provided to the middle school teachers of English is believed to be of poor quality, inspectors suggest a multi dimensional restoration to take place and that lies for example in the diversity of the contents that inspire the teachers and satisfy their long-term needs, the time devoted to the seminars that should be spread over two or three days instead of half a day, and the evaluation model on which professional development can be grounded.

3) Do you think it is important to include the personal (emotional) aspect of the teacher in the professional development?

Inspector (A)

> "Certainly, it might be of a great importance because it develops self-esteem, which to my mind, is the fuel that energizes their whole career time."

Inspector (B)

> "More often and in everyday practice, the emotional aspect is of the learners only. This side is of the least importance for teachers and tends to be relatively neglected. I think it's time to pay more attention to the emotional aspect of the teacher as teachers react differently to particular classroom situations as per their temper.

I think it's high time to explore this aspect and include it in the different professional development programme as our ultimate goal is to enhance the quality of teaching/ learning process."

Though the emotional aspect of the teachers is counted among important and potential factors that decide the success or failure of the teaching/learning process, inspectors' responses show that it is still not given importance. As a matter of fact, the lack of teacher formation in the emotional dimension makes the teachers react to the students' behaviour according to their moods.

**4-2-    Analysis of Inspectors' Reports**

As mentioned in chapter three (p 64), 60 academic reports written by middle school inspectors of English are analysed according to the teachers' gender (40 females and 20 males), age (38 reports on teachers aged 22- 37, 22 those aged), and experience (32 reports on teachers whose experience ranged between 0-9 years, and 28 on those whose experience ranged between 10-31 years). These reports were analysed in terms of: 1) teachers' evaluation rubrics set by Marshall (2009) (see chapter 3); and 2) inspectors' conclusions at the end of the reports. All were used to answer the second and third research questions cited below:

RQ2-How does professional development impact middle school English teachers' professional and personal classroom practices?

RQ3- Do gender, age and experience influence English middle school teachers way of developing professionally and emotionally?

**4-3-1- Teachers' evaluation rubrics**

Teachers' evaluation rubrics entailed the following domains:

## A) Planning and Preparation for Learning

### i) Gender
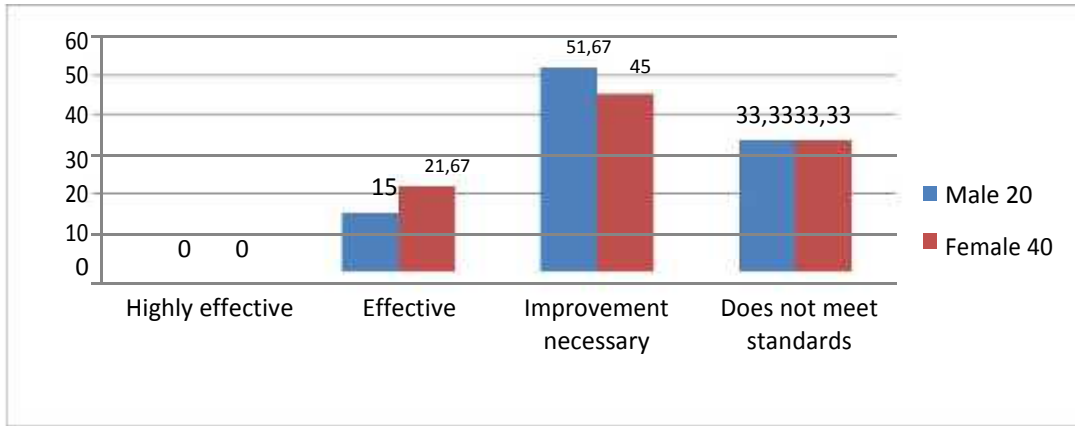


**Figure 16: Planning and Preparation for Learning according to Gender**

The above figure illustrates the female teachers' effectiveness in planning and preparation for learning with 21.67% than their counterparts who scored only 15.00%. Female teachers' outperform male teachers mainly in items 4 (Supports), 3 (Building Appropriate Communicative Tasks) and 2 (Building Effective Learning Objectives). The results also show that all the teachers (100%) be they males or females need improvement in item 1 (Competency Focus Planning), and do not meet standards in item 5 (Planning for integration).

### ii) Age
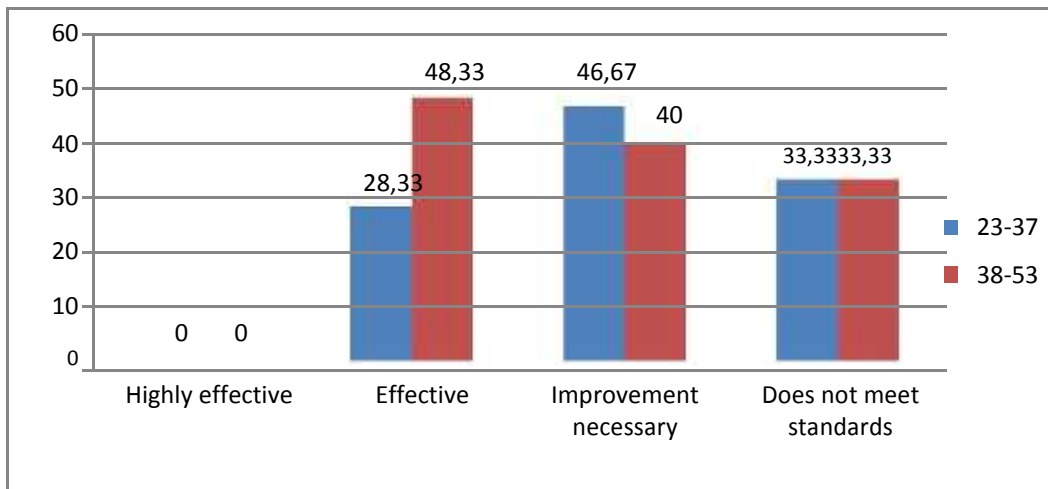


**Figure 17: Planning and Preparation for Learning according to Age**

The chart above illustrates the need of the great majority of the teachers to improve in almost all items. Additionally, items 1 (Competency Focus Planning) and 5 (Planning for integration) seem not to be affected by the age of the teachers, in that 100% of the teachers in both categories (younger and older) need improvement in item 1, and do not meet standards in item 5. The results also show that older teachers are noticeably more effective, and scored 30% in items 2 (Building Effective Learning Objectives) and 3 (Building Appropriate Communicative Tasks), than younger teachers who scored only 10% and 05% respectively. On the other hand, the latter are found to score slightly higher (55%) in item 4 (Supports) than their counterparts who scored 50%.

### iii)     Teachers Experience
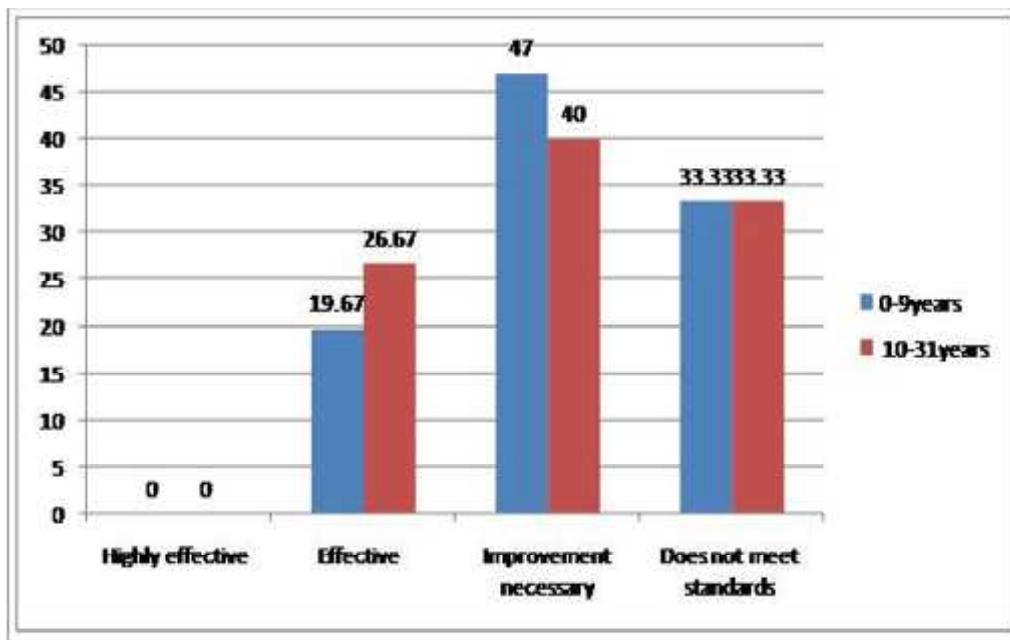


**Figure 18: Planning and Preparation for Learning according to Teachers Experience**

Again, the above results show that regardless of teachers' experience, all (100%) the teachers need improvement in item 1 (Competency focus planning), and do not meet standards in item 5 (Planning for integration). However, almost half of them are reported to be effective in item 4 (Supports). Unlike items 2 (Building Effective Learning Objectives) and 3

(Building Appropriate Communicative Tasks) where more experienced teachers are found to be more effective, less experienced ones scored higher (55%) in item 4.

**B) Classroom Management**

**i) Gender**
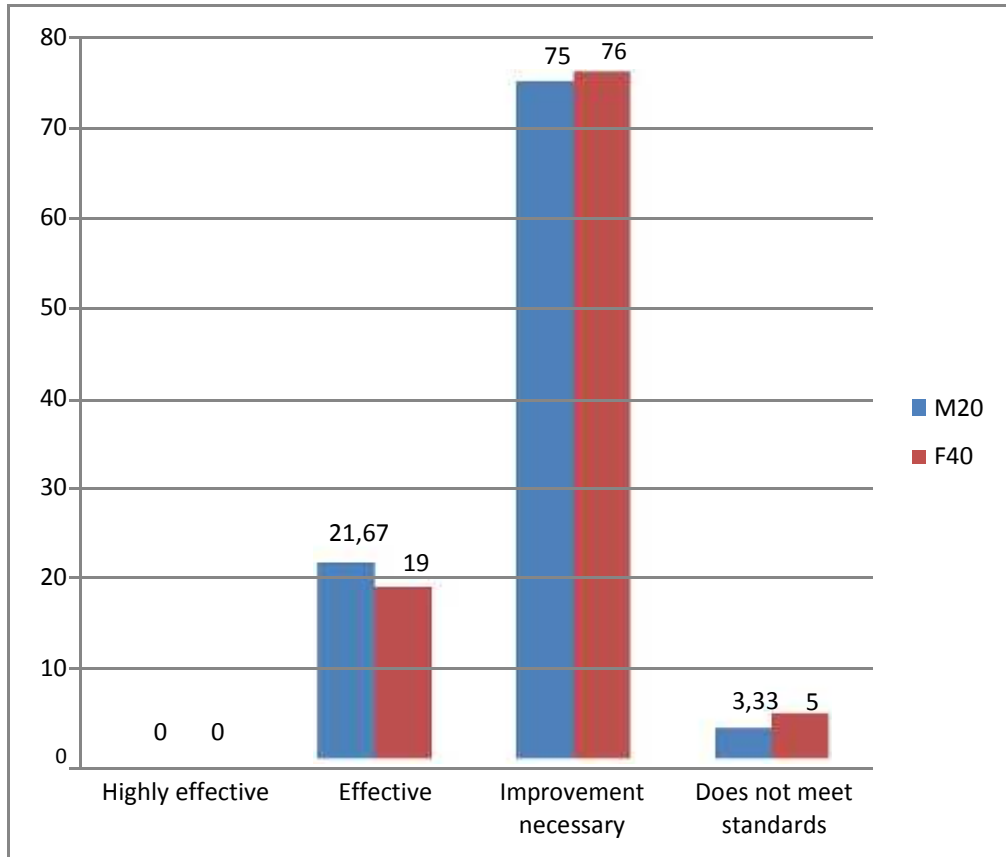


Figure 19: Classroom Management according to Gender

Here, most of the teachers seem to need improvement in terms of classroom management. Nevertheless, male teachers scored importantly higher (40%) than females who scored only (25%) in item 2 (Managing Off-task Learners and Inappropriate Behaviour). Contrary to their counterparts, female teachers are reported to be scarcely more effective in items 1(Teachers' Selection of Learners and Group Members Seating to Minimize Distraction and Enhance Collaborative Work) and 3 (Teachers' Fairness and Respect toward Learners and Positive Relationships Building).

**ii)    Age**
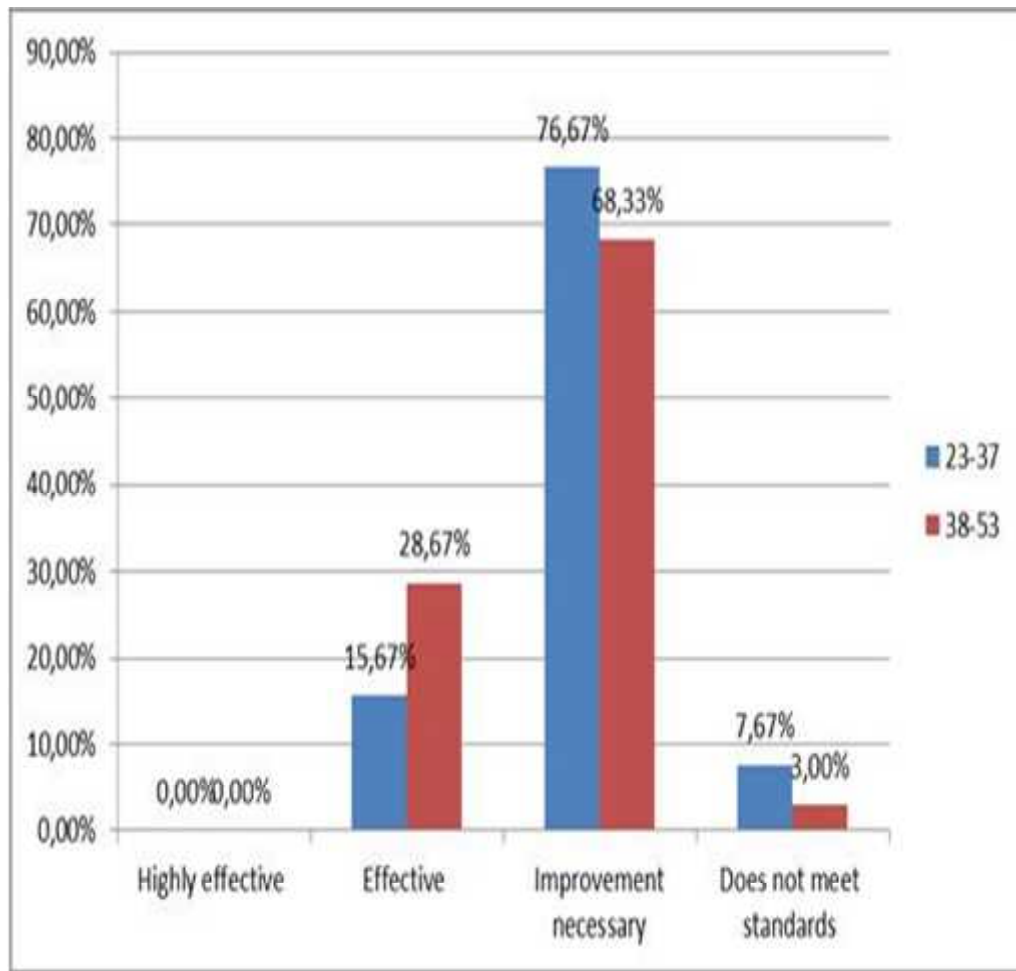


**Figure 20: Classroom Management according to Age**

Again, the means above illustrate the necessity for most of the teachers to improve their practices as regards classroom management. But the difference between older teachers and younger ones is worth to be mentioned: the former considerably outperform in items 2 (Managing Off-task Learners and Inappropriate Behaviour) and 3 (Teachers' Fairness and Respect toward Learners and Positive Relationships Building). On the other hand, younger teachers are found to be more effective in item 1 (Teachers' Selection of Learners and Group Members Seating to Minimize Distraction and Enhance Collaborative Work), but still a quite important percentage (23%) of this category does not meet standards in item 3.

### iii) Teachers Experience
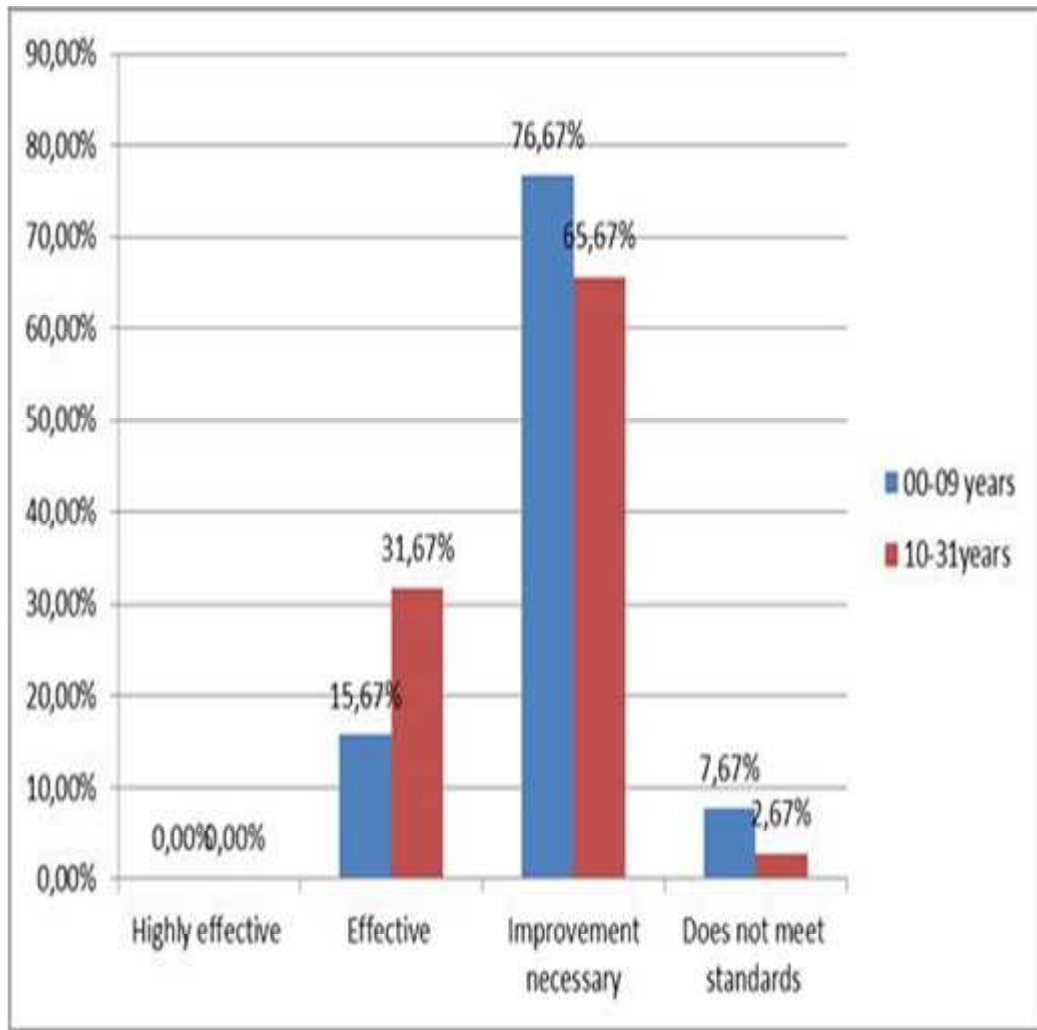


**Figure 21: Classroom Management according to Teachers' Experience**

The results show that more experienced teachers are more effective in classroom management mainly in items 2 (Managing Off-task Learners and Inappropriate Behaviour) and 3 (Teachers' Fairness and Respect toward Learners and Positive Relationships Building), while less experienced ones outperform their counterparts in item 1 (Teachers' Selection of Learners and Group Members Seating to Minimize Distraction and Enhance Collaborative Work). It is also important to mention that younger teachers who do not meet standards in item 3 represent a quite important percentage (23%).

### C) Delivery of Instruction

#### i) Gender
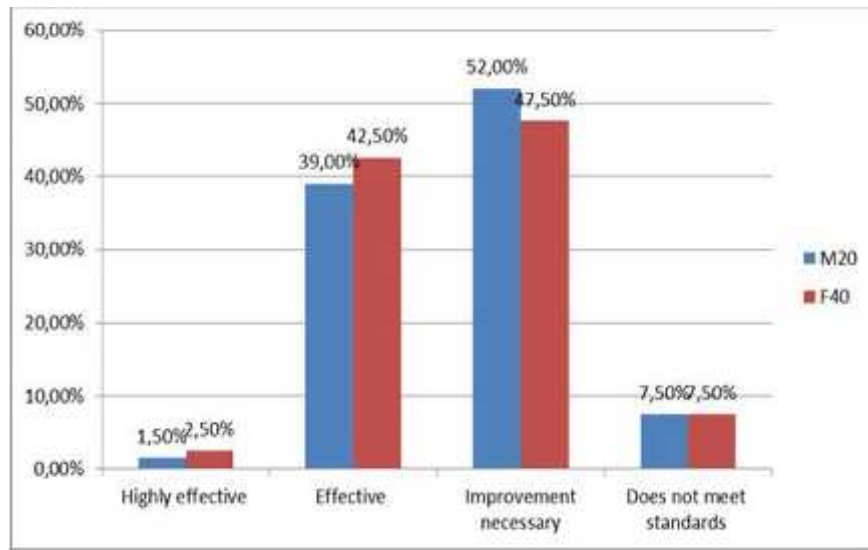


**Figure 22: Delivery of Instruction according to Gender**

The above table and chart illustrate the outperformance of female teachers in delivery of instruction. They are obviously effective in item 1 (Time management), in that 05% of them fall under the level of 'highly affective' and 50% under the category of 'effective'. As for item 2 (installation process), it is found to be a practice where most of the teachers require improvement, and a quite important number do not meet standards.

#### ii) Age
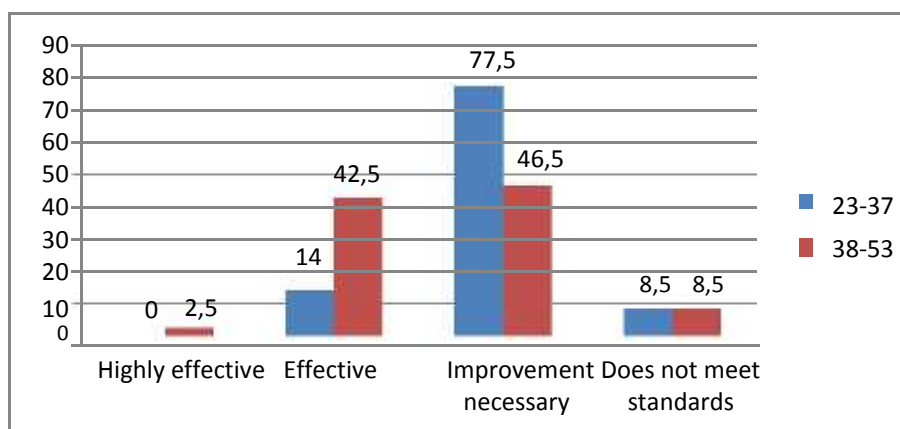


**Figure 23: Delivery of Instruction according to Age**

In delivery of instruction, younger teachers are reported to require more improvement than older teachers. 05% of older teachers fall under the category of 'highly effective' and 80% under the category of 'effective' in item 1(Time management), while only 03% of their counterparts fall under the category of effective. As for item 2 (Installation process), both categories are found to need improvement. Additionally, an important percentage (17%) of older and younger teachers does not meet standards in the same item.

**iii)  Teachers Experience**
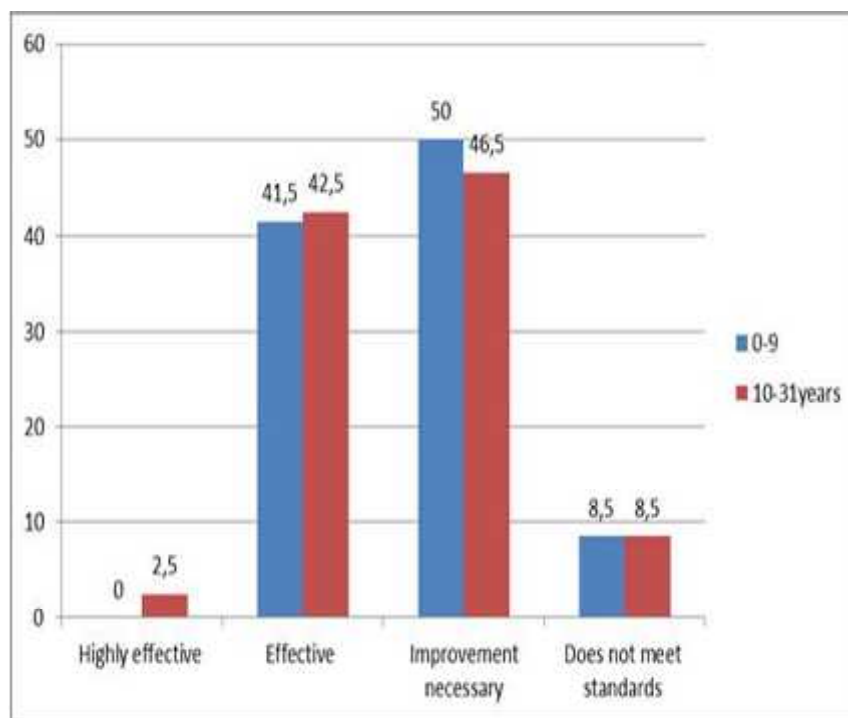


**Figure 24: Delivery of Instruction according to Teachers' Experience**

The results above indicate a slight outperformance of experienced teachers in item 1 (Time management). However, the high scores 80% and 78% show the necessity for experienced and less experienced teachers to improve in item 2 (Installation process). Similarly, a quite important percentage (17%) reveals that teachers, be they experienced or not, do not meet standards in item 2.

**D) Assessment and Follow-Up**

**i) Gender**
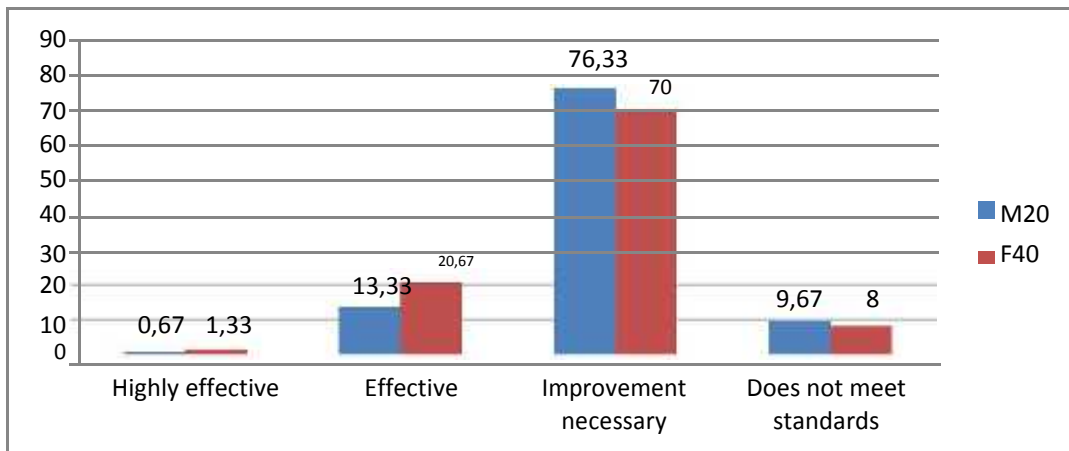


**Figure25: Assessment and Follow-Up according to Gender**

The above table and figure show that, though most of the teachers whatever their gender need improvement in items 2 (Formative assessment: Concept Checking and Reflection in action) and 3 (Regulation and Remedial Work), females are reported to be more effective than male teachers in item 1 (Assessing by activating the learners 'prior knowledge'): 04% fall under the category of 'highly effective', and 42% under the category of 'effective'.

**ii) Age**
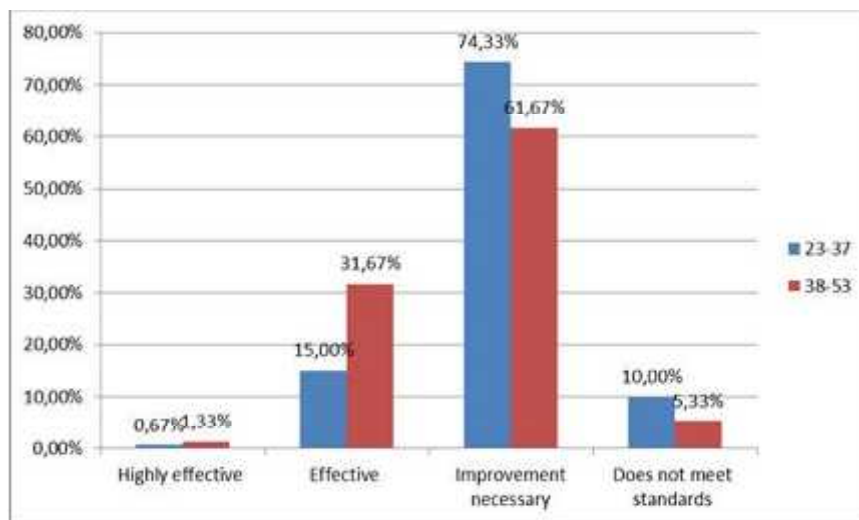


**Figure 26: Assessment and Follow-Up according to Age**

The results show the need of most of the teachers for improvement especially in items 2 (Formative assessment: Concept Checking and Reflection in action) and 3 (Regulation and Remedial Work). As to item 1 (Assessing by activating the learners 'prior knowledge'), older teachers are found to be more effective than their counterparts, in that 04% fall under the category of ' highly effective', and 75% under the category of 'effective'. Again, one can notice a considerable number of the teachers who do not meet the standards.

### iii) Teachers Experience
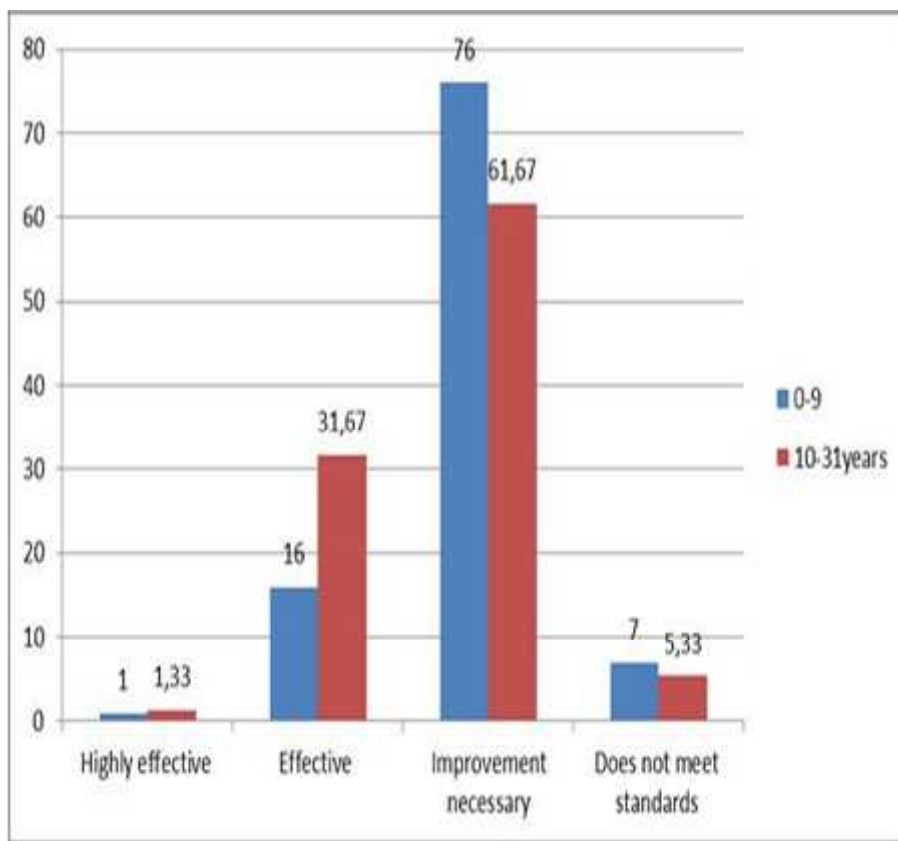


**Figure 27: Assessment and Follow-Up according to Teachers' Experience**

Though the above table and figure, we can see that experienced teachers outperform younger ones in all items. On the other hand, a large number of the teachers- experienced and les experienced- are reported to need improvement particularly in items 2 (Assessing

by activating the learners' prior knowledge) and 3(Regulation and Remedial Work). We can also notice that there are more teachers who do not meet standards than effective ones.

## E) Professional Responsibilities

### i) Gender
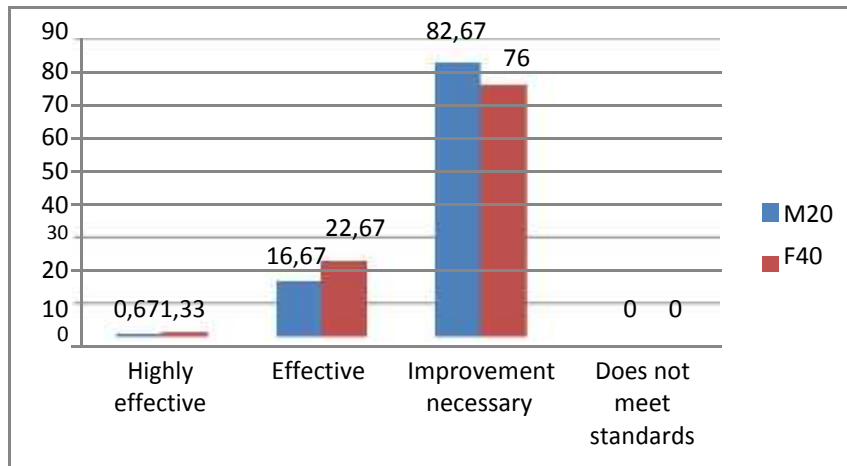


**Figure 28: Professional Responsibilities according to Gender**

The above results show that though almost of the teachers need improvement particularly in items 1 (Knowledge) and 3 (Language mastery), female teachers are found to be slightly more effective than their counterparts in all items.

### ii) Age
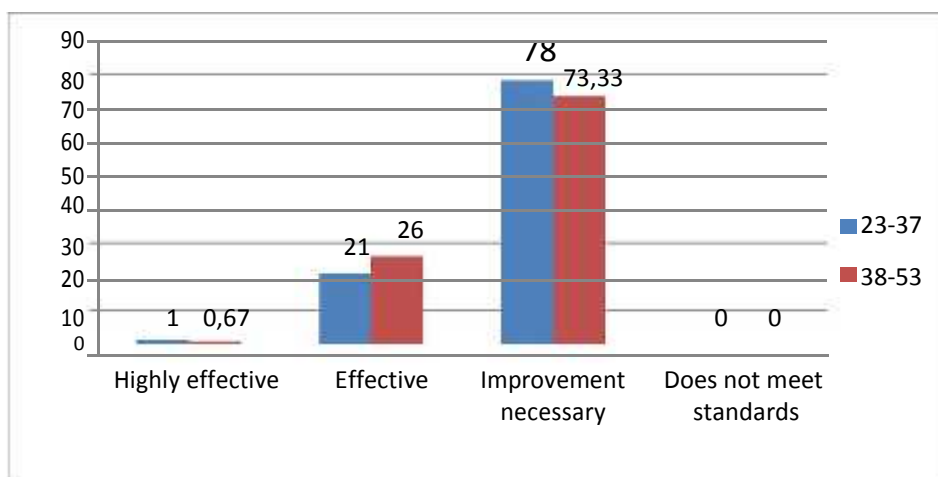


**Figure 29: Professional Responsibilities according to Age**

The results indicate the outperformance of older teachers in items 1 (knowledge) and 3 (collaboration); and younger teachers are reported to be scarcely more effective in item 2 (language mastery). Nevertheless, regardless of the teachers' age, the high scores mainly in items 1 (95%- 80%) and 3 (92%- 90%) reveal their necessity to improve.

### iii) Teachers Experience
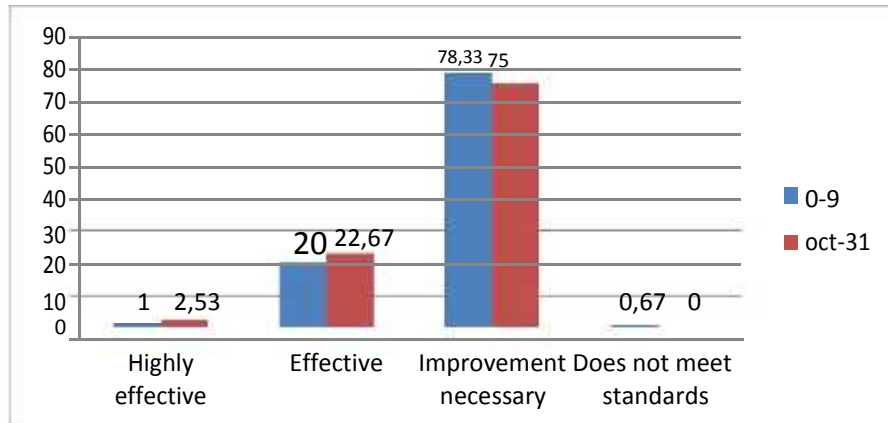


**Figure 30: Professional Responsibilities according to Teachers' Experience**

Again, the above means show that most of the teachers, experienced and less experienced, require improvement in professional responsibilities especially in items 1 (knowledge) and 3 (collaboration). But still there seems to be a difference between experienced and inexperienced teachers: the former are found to be slightly more effective in all items than their counterparts.

### 4-3-2- Inspectors' Conclusions

From analysis of conclusions of 11 reports, inspectors seem to be consensual as to the teachers' development. Their conclusions disclosed a fairly good impact of the professional development on most of the teachers regardless of their age, gender and experience. It is worth mentioning that improvement is much more recorded in professional classroom practices than emotional ones. Conclusions revealing inspectors'

negative feedback focus mainly on the preparation of the lessons and recordkeeping. Inspectors' conclusions, translated by the author of this research into English, are as follows:

- Teacher (1) is a trainee teacher, at the beginning of her career. She seems to take her work to heart. I hope all goes well for her.

- Teacher (2) is a teacher that fulfils her task seriously. She is devoted; and better results are expected.

- Teacher (3) is doing his best. However, it would be better for him to follow the pieces of advice that have been given to him.

- Teacher (4) has good pedagogical qualities, but he has to show a good willingness for a better fruitfulness.

- Teacher (5) is a calm teacher and earns the trust of her students. She will do better if she follows the pieces of advice lavished on her.

- Teacher (6) is a teacher who seems to be well organized. His lessons are well structured. He also seems to be close to his pupils. He has to carry on.

- Teacher (7) is a teacher who fulfils her task very seriously and with confidence. She maintains good relationships with her pupils. This gives hope of better results.

- Teacher (8) is a teacher who takes his work seriously. He has an active method and maintains excellent relationships with his pupils.

- Teacher (9) is a serious teacher and honest in his work. He is patient with his pupils. Better results are expected.

- Teacher (10) has significant linguistic skills that he does not exploit in his teaching. Faced with an inadequate preparation, these skills become insufficient.

- Teacher (11) must pay more attention to his preparation in order to avoid any possible improvisation, and to his pedagogical recordkeeping of which he is neglectful. As for his skills, he can do better.

**Conclusion**

This chapter has reported the research findings in this study which included questionnaires and document analysis. The analysis of both the quantitative and qualitative data reflected aspects that are important to understand the features and process of professional development provided to middle school teachers of English. The findings indicated teachers' progress  in certain professional practices only to the detriment of other practices, and the impact of gender, age and experience on their classroom practices. The following chapter discusses in detail the findings of the teachers' practices and the way they develop taking into consideration their gender, age and experience.

# CHAPTER 05:

# Discussion of the Research Findings

**CHAPTER 5: DISCUSSION OF THE RESEARCH FINDINGS**

**Contents**

## Chapter 5:

## Discussion of the Research Findings

**Introduction**

The present chapter attempts to answer the three research questions in relation to the findings and the literature on professional development which was described in the first two chapters. The three research questions are:

RQ1- To what extent are middle school teachers of English aware of professional development as a way to improve their teaching?

RQ2- How does professional development impact middle school English teachers' professional and emotional classroom practices?

RQ3- Do gender, age and experience influence English middle school teachers way of developing professionally and emotionally?

**5-1- Discussion of the Findings**

**5-1-1- Teachers' Awareness of the PD Provided**

Contrary to what has been expected, all the teachers seem to be interested in the weekly meetings and conferences organized by their stakeholders, and are aware of the fact that they foster their teaching practices. The response of most of the teachers that the meetings and conferences are organized to meet and help each other reinforced the importance of the insertion of the social formation in teacher education. The power of society in the view of Vygotsky shapes and generates consciousness, a mental function that even the mentalistic tradition failed to explain. For him, individual consciousness is built from outside through relations with others:

The mechanism of social behaviour and the mechanism of consciousness are the same... We are aware of ourselves, for we are aware of others, and in the same way

as we know others; and this is as it is because in relation to ourselves we are in the same [position] as others are to us. (Vygotsky, 1986: xxiv).

**5-1-2- PD's Impact on Teachers' Professional Practices**

Collaboration or interaction among teachers is viewed as a way to get maximum intellectual benefits. It gives them the opportunity to broaden their knowledge and improve their teaching skills, and more importantly, it helps them to develop their understanding and awareness of the teaching principles.

The results also revealed novice teachers' dependence upon their experienced counterparts and desire to learn from them. This supports Fuller and Brown's (1975) claim that novice teachers, as they move through their experiences, require teaching skill and emotional assistance from school authorities and their colleagues inside or outside the school, formally or informally. Novice teachers' needs do not come out of the blue; according to Varah, Theune and Parker (1986), they are a consequence of a 'sink-or-swim' situation where novice teachers face challenges particularly the difficulty to handle the change from education programme to first year(s) of teaching (Farrell, 2009). As regards experienced teachers who focused on individual learning, their answers may be the evidence that they come from 'stuck' school, which greatly affect their professional development (see chapter 01, p: 09).

As the last two research questions are interrelated, professional and personal classroom practices and the tools that teachers use for their development are discussed according to the teachers' gender, age and experience.

In this investigation, teachers are found to be considerably influenced by the professional development provided to them, as demonstrated by their responses to the questionnaires. Regardless of the teachers' gender, age and experience, considerable progress is reported in items 1 (communication skill) and 6 (using pedagogical tools other than books). The use of pedagogical tools other than textbooks may reflect middle school

teachers' creativity, autonomy and their awareness and ability to diagnose the vast array of their learners' needs that go far beyond the syllabuses reflected in the textbooks. Teachers seem to make progress to a lesser extent mainly in 'variability in assessment' and 'learners' centered lessons'. Teachers' slow progress in the latter item (learner- centered lessons), for instance, may be interpreted in two different ways. On the one hand, professional development provided disregards the role of teachers, as facilitators of the communicative process between all participants in the classroom, and between those participants and the various activities and texts; and as *interdependent* participants within the learning-teaching group, or as a responsible that helps learners to a) develop the knowledge/ability necessary to manipulate the linguistic system and use it spontaneously and flexibly in order to express their intended message; b) understand the distinction and the connection between the linguistic forms they have mastered and the communicative functions they need to perform; c) develop styles and strategies required to communicate meanings as effectively as possible in concrete situations; d) and become aware of the socio-cultural norms governing the use of language appropriate to different social circumstances (Littlewood, 1981, citedin Kumaravadivelu, 2006). On the other hand, curriculum and textbook design do not seem to fit Algerian Middle English learners' needs. According to Kumaravadivelu (ibid), given the importance of the communicative approach to language teaching, curriculum should provide a framework for identifying, classifying, and organizing language features that are needed by the learners for their specific communicative purposes. Likewise, textbooks should embrace grammatical as well as notional/functional categories of language.

In spite of the aforementioned similarities, differences among the teachers can be reported. It is not surprising to find male teachers to have more power over their classes. 60% of male teachers are reported to progress considerably in discipline behaviour, 50% in

time management, 70% in positive reinforcement, and finally 80% in class size management. Contrary to male teachers, females seem to outperform in 'variability in assessment', 'raising learners' attention and motivation' and 'class discussion'. Female teachers' outperformance mainly in the latter two practices may be due to the fact that women are more cooperative by agreeing, supporting and making suggestions, as opposed to their counterparts who are found to use silence and engage in conflict by arguing, issuing commands and taking opposing stands to exercise their power (Tannen, 1996).

The data also revealed the outperformance of old and experienced teachers mainly in knowledge of the subject matter, time management and class management including mixed ability, and discipline behaviour. It seems that age and experience of the teachers have much to do with discipline behaviour of the learners. The outperformance of older teachers may also be interpreted by the fact that Algerian learners are more docile, disciplined and therefore show more respect to their older teachers. One may safely say that the socio-cultural factor is among those which determine classroom management. The struggle and ineffectiveness of young and inexperienced teachers in classroom management may be due to the fact that classroom management is among the practices that require much time and experience. To reduce disruptive, aggressive, and inappropriate behaviours (Oliver, Wehby and Reschly, 2011), Mc Leod, Fisher and Hoover (2003) believe that classroom management should consist in implementing strategies that influence students to make good choices, rather than ones that attempt to control student behaviour. According to the literature, learners' behaviour depends heavily on the relationship between the learners and their teachers. In this respect, Weinstein (1996: 76) explains, "…teachers are good when they take the time to learn who their students are and what they are like,...when they laugh with their students,...and when they are both a friend and a responsible adult" (quoted in Martin et al., 1998: 5).This implies that good teachers set strategies to prevent disrupt behaviours from

happening rather than reacting to them. According to the literature, new teachers are reported to find difficulty in handling disruptive behaviour of their students; in response to inadequate behaviour, most of the teachers, particularly new, react negatively by dismissing their students from classes, which for sure influences badly their learners' outcomes. In this regard, Oliver and Reschly (2007: 03) contended:

> Effectively managing the classroom is much more difficult for new teachers who may not have received sufficient training and who may be assigned to classes with a large percentage of at-risk students. Overwhelmed by the needs and often unexpectedly disruptive behaviors of their students, these new teachers often are more reactive and more likely to respond to a student's inappropriate behavior by removing the student from instruction. Thus, students who already are at risk for poor academic and behavioral outcomes receive less instruction, and they fall further behind (Oliver and Reschly, 2007).

The quality of instruction is believed to be among the factors that determine students' behaviour. When the instruction entails input and materials that are beyond the learners' skill level, the latter get frustrated, flee the tasks, and therefore may react and behave badly. Similarly, a low instruction (below the students' faculty) gives a sense of boredom and makes the students engage in disruptive behaviour.

Large class size, on the other hand, the 'bête noire' of most teachers, seems to be less managed by the teachers whatever their age and experience. Large class size is a potential handicap that inhibits and prevents teachers from addressing all the students, and getting them involved in all classroom activities. A great deal of literature indicates that small classes are advantageous and beneficial in that they are friendlier and more intimate. Additionally, higher achievement is recorded in these classes because students receive

more attention and participate in all activities, fewer discipline problems are recorded, and fewer students are held back a grade (Martin et al., 1998).

Despite their inability to manage classroom, younger and inexperienced teachers appear to outperform experienced ones in language skills, raising learners' attention and motivation, and class discussions. This outperformance indicates that, contrary to old and experienced teachers who rely more on their experience, younger and inexperienced teachers seek strategies and different sources and tools of information to hone and enhance their teaching practices. They construct and deepen their knowledge, and more importantly raise their students' attention and motivation mainly by means of Information and Communication Technology (ICT) that is believed to improve the quality of teaching and students' learning, and guarantee interactive communication between teachers and their learners, and students' involvement with the subject content.

The need of all teachers to improve in 'Competency Focus Planning' and their inability to meet standards in 'Planning for Integration' leads to the exclusion of the least impact of teachers' gender, age and experience on these two classroom practices.

The findings reflect female teachers' outperformance mainly in 'Building Appropriate Communicative Tasks'. The possible explanation for this outperformance is the communicative female nature. Parker and Mc Evoy (1993) and Westwood and Leung (1994), when conducting research on affiliating personality characteristics, found that women tend to be more relationship-centered and the affiliating personality characteristics tend to be somewhat higher in women than in men. In the same vein Jelinek and Adler (1988) claimed the tendency of women to have good interpersonal skills and an ability to discuss a large range of topics with business partners, enhancing professional conversation. That is, many women put people at ease socially which, in turn, can help in developing relationships in certain cultures (Caligiuri and Lazarova, 2002).

Item 4 'Support' where younger and less experienced teachers scored slightly higher may be explained by the fact that these teachers use more ICTs in their teaching than their counterparts who rely more on traditional supports mainly the book and the board.

The results at hand also reflect the power of male teachers and older and more experienced teachers over their students' disruptive and inappropriate behaviour. The possible explanation of this finding is that males in all age groups, according to Zuckerman (2007) tend to engage in most types of risky behaviour more frequently than females (Rudasill, 2010): the behaviour that may be more effectively controlled and managed by male teachers on the one hand, and by more experienced teachers, who undoubtedly ponder about and are more aware of the factors (biological, socioeconomic, emotional, etc.) that may engender it, on the other.

The findings reflect that all the teachers, whatever their gender, age and experience, need improvement in 'Installation Process'. Contrary to the teachers' questionnaire where male teachers were found to make noticeably considerable progress in 'time management', female teachers in the reports seem to be slightly more effective in the same item. This contradiction may arise either from the male teachers' tendency of giving positive answers in this research, or unequal number of male and female teachers which is one of this research limitations.

Older and more experienced teachers' outperformance in 'Time Management' shows that the skill to avoid time-consuming teaching techniques, and manage one's time, mainly in planning and organization, is acquired and improved through experience. More importantly, an improvement in one's ability to manage time might lead to a decrease in the amount of stress and anxiety one feels (Burrus et al., 2013) and make a good climate and effective managing instructions.

Low scores are recorded in assessment and fellow-up, particularly in 'Regulation and Remedial Work' and 'Formative Assessment'. Although Formative assessment (FA) has

been claimed to help students learn more about the goals for a given lesson, unit, or course, and evaluate their own learning more effectively (National Council of Teachers of English, 2010), the results in this research indicate inability of the teachers- regardless of their gender, age and experience- to select and build activities and tasks that elicit student understanding, and implement strategies to engage all students in rich activities, tasks, and discussions. According to Arias and Maturana (2005), this is due to confusions in teachers' understandings and practices on language assessment in the classroom, and the kind of formative assessment they provide and which lacks systematicity, rigor, and continuity (Areiza Restrepo, 2013). Similarly, Black and William (2009: 3) found formative assessment "weak in practice and that its implementation calls for rather deep changes both in teachers' perceptions of their own role in relation to their students and in their classroom practice". Reasons why formative assessment is under threat are numerous: (1) the Government concern with standards of attainment and accountability favours summative over formative assessment; (2) research too often draws attention away from teaching; (3) curriculum unitisation increases attention on summative assessment at the expense formative assessment; and (4) the legacy of the 'scientific measurement' paradigm that was dominant in the twentieth century (Shepard 2000), and still casts a shadow over the contemporary constructivist approaches to pedagogy (Yorke, 2005).

The need of most teachers to improve in 'knowledge', for instance, may be explained by the complexity of teachers' knowledge and the PD provided that does not cover all its components. Moreover, many teachers are not given the opportunity to develop their knowledge before starting their carrier as teachers. Teacher knowledge is not restricted and goes far beyond the knowledge of the pure subject matter. Ball et al. (2008) identify three types of pedagogical subject knowledge: Knowledge of Content and Teaching; Knowledge of Content and Students; and Knowledge of Content and Curriculum. Shulman (1987) goes

further to distinguish different categories of Teacher Knowledge: (1) General pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter (2) Knowledge of learners and their characteristics (3) Knowledge of educational contexts, ranging from workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures (4) Knowledge of educational ends, purposes, and values, and their philosophical and historical grounds (5) Content knowledge (6) Curriculum knowledge, with particular grasp of the materials and programs that serve as "tools of the trade " for teachers (7) Pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding (Ball et al, 2008).

The possible explanation of the female teachers' outperformance in 'Language mastery' may be due to the fact that men and women are innately programmed for different cognitive abilities and interests. Men are found to be the leaders, thus more successful and suitable in technical and scientific fields such as mathematics, computing, engineering and science, while women are considered to be better in teaching, nursing and baby care; they have tremendous unique aptitudes—outstanding verbal agility, the ability to connect deeply in friendship, a nearly psychic capacity to read faces and tone of voice for emotions and states of mind, and the ability to avoid conflict. The difference in capacity between males and females take place after the emergence of estrogen, which makes females focus more on their emotions and communications, while testosterone makes males less communicative and become obsessed about scoring in games, and in the backseat of the car (Brizendine, 2006).

**5-1-3- PD's Impact on Teachers' Emotional Practices**

The shift from focus on teaching to focus on learning made teachers accountable not only for the cognitive literacy, i.e., knowledge they convey, and the way they convey it to their

learners, but also for the environment in which learning takes place. Recently, findings of a higher rate confirmed the role of emotions in the learning process. Claxton (1999) stated that learning is "an intrinsically emotional business" (Mortiboys, 2005: 1). Emotion is believed to be of a paramount importance and one of the most crucial components of good teaching and the major role to be performed by the teachers, the sole actors that can render the teaching scene enjoyable and learning environment comforting. Teachers, however, have frequently been seen to be very competent in their teaching skills but unaware of the emotional dimension of the learning-teaching exchange. Hargreaves et al (2001: 559) claimed:

> Good teaching is charged with positive emotion. It isn't just a matter of knowing your subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers aren't just well-oiled machines. Computers can never replace them. They are emotional, passionate beings who fill their work and their classes with pleasure, creativity, challenge and joy.

The results of this study showed that professional development has a considerable impact on the personal classroom practices of the 48 middle school teachers of English. All the teachers regardless of their gender, age and experience seem to do well in showing respect to students. The most surprising findings indicate that male teachers are more skillful than their counterparts in most personal classroom practices especially in listening to and understanding students' problems, treating students equally, teaching enthusiastically and building friendly relationships with the students.

The unexpected failure of female teachers to effectively handle their personal classroom practices may be due to women's brain states, and the hormones that, according to Brizendine (2006), affect their moods through shaping their values and desires and acting

as fertilizer for different neurological connections that are responsible for new thoughts, emotions, and interests:

> In all menstruating women, the female brain changes a little every day. Some parts of the brain change up to25 percent every month. Things get rocky at times, but for most women, the changes are manageable. Some of my patients, though, came to me feeling so jerked around by their hormones on some days that they couldn't work or speak to anyone because they'd either burst into tears or bite someone's head off. Most weeks of the month they were engaged, intelligent, productive, and optimistic, but a mere shift in the hormonal flood to their brains on certain days left them feeling that the future looked bleak, and that they hated themselves and their lives. These thoughts felt real and solid, and these women acted on them as though they were reality and would last forever—even though they arose solely from hormonal shifts in their brains. As soon as the tides changed, they were back to their best selves (Brizendine, 2006: 03).

The findings also disclosed the outperformance of old and experimented teachers over their young and novice counterparts in almost all personal classroom practices. One of the major causes of the discrepancy in the results may lie in the disparity of the teachers' (experienced and novice) characteristics. Generally speaking, experienced teachers have more developed self awareness and adequate conceptions of language teaching, which inevitably influences learners' conceptions of language learning. As Vicente Mellado (1997: 333), who investigated science teachers' practices, points out "the teachers' conceptions affect in turn students' conceptions of the nature of science, and influence the teachers' behaviour and the classroom climate". Brickhouse (1990), on the same wavelength, contended that while experienced teachers tend to reinforce their belief system, the novice teacher is unpredictable (Vicente

Mellado, 1997). According to the literature, experienced teachers are significantly more intrinsically motivated (motivated by the emotional rewards of working with children) than novice teacher trainees who are extrinsically motivated (motivated by salary). Experienced teachers are claimed to have desire to investigate and solve a wide range of teaching problems, deeper understanding of students' needs and student learning, better understanding and use of language learning strategies and greater awareness of the learning context. Additionally, teachers with more than 10 years of experience are reported to have more positive attitudes toward teaching than did less experienced teachers (Rodríguez and McKay, 2010). Hargreaves (2005), in the same vein, found that early-career teachers seemed to experience their work with emotional directness and intensity but that this quickly changed as they learnt to moderate their emotions in line with the demands of the job (Mayer 2011: 138-139).

The outperformance of older and experienced teachers in 'Teachers' Fairness and Respect toward Learners and Positive Relationships' reveals these teachers' awareness of the fact that negative student-teacher relationships may increase the risk that certain adolescents will engage in risky behaviour (Rudasill, et al.2010), and that the skills of positive management lies in establishing one's authority in a relaxed, but confidently assertive way (Rogers, 2003). Richards and Pennington (1998), on the other hand, noticed that novice teachers completely abandon or ignore many of the principles from their teacher-education program that were considered as "central to second language teaching", and concluded that they prefer "familiar routines and practices" rather than trying new approaches they had learned in the teacher education program (Farrell, 2009).

As for the items that the teachers left with 'No Answer' may be interpreted by the fact that these teachers were skeptical about the value of research, required more time, or because they did not feel interested in the problem in hand or because they were not sufficiently motivated by the introductory letter (Kumar Singh, 2006).

The quite satisfactory inspectors' conclusions reveal significant teachers' development in professional classroom practices. In spite of the importance of the affective and emotional dimension of the teaching reported in the literature, intellectual skills such as knowledge and understanding of the subject content still seem to be developing to the detriment of the understanding and knowledge of the students as individuals. These results may be evidence that middle school teachers of English are not taught how to create a positive environment that reduces the pedagogical difficult-to-surmount obstacles including threat, anxiety stress and low self-esteem. Similarly, Mortiboys (2005) claimed that he had frequently seen teachers who had been very competent in their teaching skills but who simply had not paid attention to the emotional dimension of the learning- teaching exchange; they might not address any student by name, even though the group was small enough for them to know the name of each learner. Or they had never explicitly acknowledged the look of boredom or confusion on the faces of their learners. He believes that a teacher brings two valuable things to the classroom: one is expertise in the subject, for instance basic mathematics, leadership in business or the novels of Thomas Hardy; the other is knowledge of learning and teaching methods, such as how to structure the content being presented, how to encourage participation by learners, use of materials and so on. The "dominance of technical and cognitive science-driven conceptions of teaching over the language of educational policy and administration" (Hargreaves, 2001: 1057) that engendered the neglect of the emotional aspect of teaching and learning may be due to Descartes' "soul versus body dualism" that dominated education up to the eighteenth century and is still influential today (Brockbank and McGill, 2007).

**5-1-4- Teachers' Tools for Development**

The results seem to indicate that discussion with colleagues is the tool the most frequently used, while reading English books and EFL journals are the tools the teachers

use least to improve their teaching. The results at hand confirm the power of the socio-cultural theory (SCT) that considers teacher learning as a social cognitive process, and the utility of the collaborative teacher education and the great impact it has on teachers' professional development. The findings also show that most of the teachers shift from reading books and journals to the use of internet and new technology. This may be explained by the fact that reading is energy and time consuming compared to the new technology that affords 'readymade' information.

As it has been expected, teachers do not seem to have the same way to develop professionally. Considering the fact that the great majority of headmasters are males, and most of the respondents are females, the obtained findings where female teachers are reported not to rely heavily on headmaster observation may be the sign of the socio-cultural side of the issue that imposes distance between men and women. In other words, social norms and gender-role expectations restrict females' interaction with their male headmasters. The results may also reflect the submissive female nature that makes the female teachers avoid their headmasters' observation, therefore provocation, as much as they can.

The unexpected discrepancy recorded between female and male teachers as regards item 2 (using the internet and new technology) makes the author of this research believe that female teachers have less responsibility, therefore much more time, and are more motivated by the new technology than their male counterparts. Given the corpus that consisted of 79.16% of the female teachers most of whom were aged between 23 and 37, the author of this research considers this flagrant difference as a result of the limitations of this research.

The results also show the dependency of young and inexperienced teachers compared to their counterparts who are found to be autonomous in their development. It can safely be claimed that while old and experienced teachers develop independently through reflection,

self observation, reading English books and EFL journals, and using the internet and new technology, young and inexperienced teachers' development consist in relying on other people particularly their colleagues and headmasters. Reflection, in this research, is found to be more used by experienced teachers because 'it is difficult to learn. It requires critical thinking skills, the ability to analyse a situation, to synthesize different views from peers, mentors and from research, and then to develop ideas to help improve classroom practices' (Simmons and Hawkins, 2009). In addition, learners' feedback seems to be given more importance by experienced teachers because according to Akyel's (1997) experienced teachers consider a wider and more varied range of instructional options in response to student cues. They welcome student initiations (i.e., student questions or comments that prompt a change in the direction or topic of a lesson) because they believe this would lead to meaningful communication in the class (Rodríguez and McKay, 2010).

Keeping the impact of the tools for development, results in this research paper demonstrated the profound impact of the collaborative learning on all categories of the teachers. The use of internet and new technology too is likely to have a great influence on teachers' development. It is worth mentioning that collaborative learning is taking a new form particularly among young teachers; face-to-face interactions and discussions with colleagues, for instance, are complemented and/or being replaced by the social media, mainly facebook that is used by the teachers as a platform for their educational aims. Emergence of the Open Social Learning (OSL) engendered a hot controversy among scholars. While Siemens (2009) deems OSL beneficial as it focuses more on assisting learners in creating personal learning or knowledge networks, Jon Dron (2007) believes that the structure generated by social tools may not be educationally appropriate, as could occur in the case of gigantic networks that complicate the emergence of smaller spaces where knowledge could create difference of opinion (Fernàndez and Gil-Rodríguez, 2011).

Contrary to collaborative learning in its two forms, reading English books and EFL journals, the tool the least used by the teachers, seems to have a poor effect on teachers' progress.

The findings also disclosed the point to which the impact of the tools for development depended on teachers' gender, age and experience. Male teachers are found to be more influenced by the 'outside' tools (those that can be used outside the school or classroom) such as reading English books and journals, using internet and new technology, and watching English channels. However, female teachers appear to be more influenced by the 'on-the-spot' tools including learners' feedback, headmasters' observation and discussion with colleagues. This discrepancy may be interpreted by the feminine condition in our society that obliges mainly married women to be totally devoted to husband's conditions and needs, doing chores, child-bearing and child-rearing. Consequently, they fail in doing their daily preparations properly. Let alone the desire and willingness to develop. Some of them are psychologically handicapped by the repercussions of conjugal or family relationship problems, which greatly affect their performances in class. Professional development may seem "a heavy burden" to their eyes.

Self observation and reading English books and EFL journals seem to have more impact on older and experienced teachers than on their counterparts, younger and inexperienced ones. These results lead the author of this research to the conclusion that: 1) self observation is a tool that requires a developed critical thinking, therefore a more professional maturity, 2) as it has been hypothesized earlier, younger and inexperienced teachers hinge on teachers' textbooks, clinging to the contents and rules set by the decision makers and syllabus designers.

**5-1-5- Teachers' and Inspectors' Attitudes towards Professional Development**

The findings at hand also showed that in spite of the teachers' positive attitudes towards their professional development particularly conferences, courses, and workshops, they still find it unable to respond to all the effective teaching requirements. The missing link, according to the participants, lies mainly in the absence of courses on how to use technology in the classroom, a factor that may decrease teachers' motivation and willingness to engage in professional development activities, and weaken and slow the process of teachers' and students' learning alike. According to Luke, Luke, &Mayer (2000), "the current and future needs and young people are changing rapidly in light of new communications technologies, changing patterns of work and family, 'knowledge-based' economies, and global movements of people". Similarly, Green, Reid, & Bigum, (1998) and Hagood, Stevens, &Reinking (2002), claimed that

> a criticism levelled at schools is that current, and what may be termed traditional approaches to school curricula, are unresponsive to the ways in which many young people are negotiating new forms of popular culture, communicating using digital technologies, and creating their identity in a context of rapidly shifting social, cultural and economic relations both within families and the wider community (quoted in Mitchell et al., 2005: 97).

The failure of the professional development to satisfy all the teachers' needs has already been affirmed by Borg (2003), (2006) and Freeman & Johnson (1998). They contended that the expert knowledge of e*xternal sources* provided through the one-size-fits-all training events (e.g., conferences and workshops), away from school and without follow-up procedures seems to fail in providing teachers with carefully selected scientific concepts, relevant mediational means and activities that assist them in appropriating new concepts. It

focuses on transmitting a body of decontextualized, packaged knowledge and skills while ignoring the situated, interactive, interpretive, and dynamic nature of teacher knowledge and pedagogical reasoning (El-Fiki, 2012).

The results also convey teachers' discontent over the textbooks, syllabuses and the number of hours devoted to teaching English as a foreign language that do not meet their learners' needs. The idea of textbooks and syllabuses being disengaging and unable to shape independent and autonomous learners makes "some teachers have a relatively free hand in designing the syllabuses" (Nunan, 1988: 7) and act in accordance with the learners' demands and curiosity. The inadequacy of the curriculum and syllabus design is a matter of concern to the educational community all over the globe, considering the post method era along with the disruptive world that is rapidly changing socially, economically and technologically. This inadequacy results from the centralized educational system that usually believes that teachers, the sole knowledgeable about the learners' needs, cannot have their say in the curriculum and syllabus design, and their involvement in the matter should be limited only to their classroom practices. Fatimah Al-Kathiri (2016: 91) in her work on syllabus design in Saudi Arabia argued:

> …the regulations and procedures of the Saudi educational system rarely refer to teachers as curriculum designers. The only spheres of freedom are within their classroom practices, where they can often create their own lesson plans, activities and teaching aids. To go even further beyond, the system works as 'a killer of teacher's creativity' regarding assessment, focusing mainly on one objective: how many pupils will pass? (Fatimah Al-Kathiri, 2016: 91)

In discussing an English curriculum project in the Chinese tertiary context, Wang and Cheng (2005) found that teachers' exclusion from full involvement in the decision-making

process and consequently their failure to buy into the innovation were part of the reasons accounting for the discontinuation of the project. They said that the significant role that teachers play in curriculum reform must not be overlooked if successful implementation and sustainability are to be achieved (Wang, 2006). This marginalization makes the teachers unable to put the curriculum into practice and, according to Gross et al., (1971) and Spillane et al., (2002), implementation fails in actual practice because of a wide range of impediments such as teachers' lack of clear understanding of the innovation; lack of knowledge, skills, and resources needed to conform to the innovative initiative; incompatibility of organizational arrangements with the innovation; lack of staff motivation; teachers' prior knowledge, beliefs, and experiences; different interpretations of the policies; and teachers' social, organizational, and historical contexts (Wang, 2006).

Inspectors' negative attitudes towards the professional development, or rather an in-service-training, provided to the middle school teachers of English may be due to the divergence of the content of the seminars and conferences from the teachers' and learners' needs, and its failure in motivating the teachers to engage actively in "change initiatives and employing new teaching approaches" (El-Feki, 2012). This type of development consists mainly of workshops or short-term courses that offer teachers new information on a particular aspect of their work; and it is not necessarily related to practical issues (Villegas- Reimers, 2003).

Given the everyday challenges that the teachers face and the expected high standards of teaching and learning, the multi-facet restoration suggested by the inspectors to improve the quality of professional development provided to the middle school teachers of English seems to be significant. Villegas-Reimers (2003) stated that the new conception of professional development has a wide range of characteristics: 1) It is based on constructivism rather than on a 'transmission-oriented model': teachers are treated as active

learners who are engaged in the concrete tasks of teaching, assessment, observation and reflection. 2) It is perceived as a long-term process as it acknowledges the fact that teachers learn over time. As a result, a series of related experiences is seen to be the most effective as it allows teachers to relate prior knowledge to new experiences. Regular follow-up support is regarded as an "indispensable catalyst of the change process". 3) It is perceived as a process that takes place within a particular context. Contrary to the traditional staff development opportunities that did not relate 'training' to actual classroom experiences, the most effective form of professional development is that which is based in schools related to the daily activities of teachers and learners. The most successful professional development opportunities are 'on-the-job learning' activities such as study groups, action research and portfolio. 4) As professional development is a process of culture building and not of mere skill training which is affected by the coherence of school programme, many identify this process as that is intimately linked to school reform. In this case, teachers are empowered as professionals, and therefore should receive the same treatment that they themselves are expected to give to their students. A teacher professional development that is not supported by the school or curricular reform is not affective. 5) A teacher is conceived of as reflective practitioner, someone who enters the profession with a certain knowledge base, and who will acquire new knowledge and experiences based on that prior knowledge. In so doing, the role of professional development is to aid teachers in building new pedagogical theories and practices and to help them develop their expertise in the field. 6) Professional development is conceived of as a collaborative process. Even though there may be some opportunities for isolated work and reflection, most effective professional development occurs when there are meaningful interactions, not only among teachers themselves, but also among teachers, administrators, parents and other community members. 7) Professional development may look and be very different in diverse settings, and even

within a single setting, it can have a variety of dimensions. There is not one form or model of professional development better than all others and which can be implemented in any institution, area or context. Schools and educators must evaluate their needs, cultural beliefs and practices in order to decide which professional development would be beneficial to their particular situation. Characteristics of professional development are put in a nutshell by Ganser (2000) who affirmed that effective professional development activities also are sustained over a long period of time and carefully planned to provide teachers with early and ongoing feedback about the direct impact of what they have learned and applied on their work and especially on the children they teach.

Although the new perspective of teaching and learning meaningfully stresses the importance of emotions, inspectors still find that this dimension is almost absent both from the education and conception of middle school teachers of English. Lack of teachers' emotional education makes the latter undoubtedly behave wrongly in their classrooms. In this regard, Corcoran (1995) claimed that the most effective professional development efforts "are intense and designed to engage teachers intellectually, socially, and emotionally" (quoted in Ganser, 2000: 08). On the same wavelength, Hargreaves (2001: 1057) contended: "As an emotional practice, teaching activates, colors, expresses the feelings and actions of teachers and those they influence. Teachers can enthuse their students or bore them, be approachable to or stand- offish with parents, trust their colleagues or be suspicious of them. All teaching is therefore inextricably emotional- by design or default". According to the same author, recent years have seen efforts to remedy the neglect of emotion in the field of teaching and teacher development. This work highlights caring, passionate, thoughtful and tactful teaching. It also points to the importance of cultivating greater hope, attentiveness and emotional intelligence among teachers and to the significance of emotionality in particular areas of the curriculum such as arts education (Hargreaves, 2001: 1057).

**5-2-**          **Conclusion and Recommendations**

From the above discussion it can safely be concluded that in spite of the impact that PD has on teachers' professional and personal/emotional classroom practices, it (PD) is still not found as satisfying as it is supposed to be. Therefore, several recommendations to be considered by the teachers, stakeholders and policymakers are given as follows:

1- As PD is referred to as a long-term process, teachers must be supported in building and developing their professional competences from the beginning to the end of their

2- Teachers should be involved in the design of their development programmes.

3- Given that experienced teachers differ from novice teachers in their knowledge, skills, and beliefs (Rodríguez and McKay, 2010), teachers education programmes should be designed according to the teachers' needs.

4- In addition to the knowledge of the subject matters and the way to convey it to the learners, it is imperative that teacher education entails other highly relevant classroom practices such as assessment and classroom management.

5- It is important to recognize that not all aspects of teacher professional development can be (or should be) addressed in courses (Villegas- Reimers, 2003), therefore there must be a wide range of approaches and tools provided to the teachers.

6- Being one of the momentous factors that determine students' success or failure, professional development must take teachers' behaviour into account, and teachers must be educated how to be emotionally intelligent. Teachers' emotional intelligence "fosters students' personal development of the self-beliefs and self-regulatory capabilities to educate themselves throughout a lifetime" (Zimmerman, 1999).

7- Instead of extending the duration of a currently ineffective programme (Villegas-Reimers, 2003), decision makers and professional development designers must reform, therefore improve teachers' education programmes.

8- Teachers- the sole knowledgeable of the learners' needs- must be given the opportunity to take part in the curriculum and syllabus design.

9- Class size must be reduced because "small classes have been found to have positive impacts not only on test scores during the duration of the class-size reduction experiment, but also on life outcomes in the years after the experiment ended" (Whitmore Schanzenbach, 2014).

10- Professional Development programmes must include courses on how teachers use technology in the classroom.

11- Given that collaboration facilitates teacher development, serves to generate knowledge and understanding, and helps to develop collegiality (Johnston, 2009), schools should adopt a whole-school approach to behaviour management in which the school takes the initiative to build up an organizational structure where colleagues are encouraged to collaborate with others (Ming-tak, 2008) and have reflective discussions with each other and with administrators both formally and informally.

12- Teachers should accept change and have the willingness to develop.

13- Teachers must be creative with their knowledge and practice when working with multilingual and multicultural learners, and students with diverse learning needs and socioeconomic histories (Reilly et al., 2010).

14- Teachers should focus on the student as a developing person, and exhibit a strong emotional investment in teaching (Reilly et al., 2010).

# General Conclusion

**General Conclusion**

The current study explored professional development of middle school teachers of English in the Chlef area through a questionnaire survey with teachers and inspectors as well as through analysis of inspectors' pedagogical reports. The questionnaire handed to 38 female teachers and 10 male teachers was analysed according to their gender, age and teaching experience and divided into three sections. The first section was designed to get information about teachers' gender, age and experience, and whether or not the teachers are aware of their professional development. The second and third sections were meant to examine teachers' progress in terms of professional and personal classroom practices, the tools they use for their development, and finally to know the extent to which these teachers are satisfied with their professional development. Like the questionnaire, the sixty (20 reports on male teachers and 40 reports on female teachers) inspectors' pedagogical reports were analysed according to the teachers' gender, age and experience; and they covered 16 aspects of a teacher's job performance. The author of this research used a four-level rating scale in teachers' evaluation rubric: Highly effective, effective, improvement necessary, does not meet standards. The major findings are as follows. Middle school teachers of English are all aware of the weekly meetings and conferences being a way to enhance their classroom practices principally through collaboration and discussions with their colleagues. This implies that professional development provided has an impact on teachers' practices. Nevertheless, these conferences and workshops still fail to provide teachers with the support necessary for them to develop their skills in terms of assessment, learner-centered lessons, and management of the large classes and the use of technology which stimulates the learning process. The findings also indicated that 'collaboration with colleagues' constituted an influential source of change for teachers (El-Feki, 2012).

Middle school teachers of English, mainly old and experienced ones, are found to be autonomous and aware of their learners' needs that go beyond those entailed in the textbooks. The factors of age and experience have an influence on teachers' progress. Experienced and older teachers are found to have more developed self awareness and adequate conceptions of language teaching. Contrary to young and inexperienced teachers who rely heavily on their experienced colleagues, old and experienced teachers develop independently through reflection, self observation, reading English books and EFL journals and use of new technology. Contrary to Rodríguez and McKay (2010) who claimed that some experienced teachers are not as receptive to professional development as are new teachers, the obtained results make the author of this research safely say that the older and more experienced the teachers, the more their professional and personal characteristics develop. The factor of gender too has a noticeable influence on teachers' practices and the way teachers develop. The discrepancies between male and female teachers may be due to social and neurobiological reasons. Female teachers were expected to outperform male teachers in personal practices. However, the findings surprisingly indicated that the latter were not skillful in dealing with most personal teachers' practices.

The marginalization and exclusion of the teachers from curriculum and syllabus design engendered teachers' negative attitudes towards the imposed textbooks. The incompatibility of the latter with the teachers' beliefs and learners' needs makes teachers plan their own lessons and activities. Considering these results, and for the sake of sustainable successful teaching that responds to the disruptive and rapidly changing world, curriculum and syllabuses should be designed according to the learners' needs with the help of the teachers being the implementers, the principle actors and the sole knowledgeable of the learners' needs. On the other hand, policymakers and professional

development providers should strive by every means to design teachers' education programmes according to their needs and the contexts in which their teaching takes place. Decision makers, professional development providers and teachers seem to give little importance to the emotional dimension, though it is believed to be one of the major factors that promote or inhibit both teaching and learning processes. Its absence from teachers' education lowers teachers' effectiveness, the fact that certainly affects badly students' outcomes. Therefore, its implementation in teacher education curriculum is more than a must. Researchers claimed that when students believe schools are unfair places, their loss of trust can lead to a lack of engagement that affects them for years. Students who perceive a lack of justice or disparate treatment... may respond with defiant behaviour; and discipline for that behaviour may cause them to become further disengaged from school, fostering a spiral of defiance that may lead to poor outcomes, such as less likelihood of college enrollment (Blad,2017).

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# GLOSSARY

**Glossary**

### 1- Collaborative Learning

A general term for an approach to teaching and learning which makes use of learners working together in small groups (Richards and Schmidt, 2010).

### 2- Education

Formal schooling of the young in preparation for life, usually as a passage through various institutions set up for that purpose and arranged in the levels primary (around the ages 5-7 to around 11), secondary (from around 12 to 15-18), and tertiary (from 16-18 onward) (Mc Arthur, 1996).

### 3- Emotional Intelligence

Emotional intelligence is the ability to identify, understand, and manage moods and feelings-in both ourselves and other people. It embraces self- awareness, self-direction and interpersonal savvy (Yeung, 2009)

### 4- Learning

Learning is defined as an instructional process which takes place in a teaching context, guiding the performance of the speaker. (Crystal, 2008)

### 5- Professional development

 Professional development recognised as a complicated, prolonged, highly situated and deeply personal process that has no start or end point (Johnson and Glombek, 2011)

### 6- Skill

An acquired ability to perform an activity well; usually one that is made up of a number of co-ordinated processes and actions. Many aspects of language learning are traditionally regarded as the learning of skills, such as learning to speak, or read fluently (Richards and Schmidt, 2010

### 7- Sociocultural Theory

A learning theory derived from the work of the Russian psychologistVygotsky which deals with the role of social context in learning…. Insecond language learning research sociocultural

theory emphasizes therole that social interaction plays in learning and the nature of language as acommunicative activity rather than as a formal linguistic system (Richards and Schmidt, 2010).

### 8- Teacher education/ Teacher training

The field of study which deals with the preparation and professional development of teachers. Within the field of teacher education, a distinction is sometimes made between *teacher training* and *teacher development.* Teacher training deals with basic teaching skills and techniques, typically for novice teachers in a PRESERVICE EDUCATION programme. These skills include such dimensions of teaching as preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), techniques for presenting and practicing new teaching items, correcting errors, etc (ibid)

### 9- Teaching practice

Also practicum, practice teaching (in teacher education) opportunities provided for a student teacher to gain teaching experience, usually through working with an experienced teacher – the co-operating teacher – for a period of time by teaching that teacher's class. Practice teaching experiences may include microteaching, teaching an individual lesson from time to time, or regular teaching over a whole term or longer, during which the student teacher has direct and individual control over a class. Practice teaching is intended to give student teachers experience of classroom teaching, an opportunity to apply the information

and skills they have studied in their teacher education programme, and a chance to acquire

basic teaching skills (ibid).

# APPENDICES

# Appendix A : Teachers' Practices

## 1- Professional Classroom Practices According to

### 1-1-    Gender

| Professional Classroom Practice / Progress | Considerable Progress | | Some Progress | | Little Progress | | No Progress | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) |
| Communication Skill | 70% | 63.15% | 20% | 34.21% | | 02.63% | | | 10% | |
| Effective Lesson Plans | 50% | 36.84% | 50% | 39.47% | | 13.15% | | 02.63% | | 07.89% |
| Positive Reinforcement | 70% | 34.21% | 20% | 52.63% | 10% | 07.89% | | 02.63% | | 02.63% |
| Knowledge of the Subject Matter | 60% | 39.47% | 40% | 39.47% | | 07.89% | | | | 13.15% |
| Class Discussions | 30% | 34.21% | 60% | 55.26% | 10% | 07.89% | | 02.63% | | |
| Using Pedagogical Tools other than Textbooks | 70% | 60.52% | 20% | 26.31% | 10% | 13.15% | | | | |
| Variability in Assessment | 20% | 34.21% | 60% | 50.00% | 10% | 10.52% | | | 10% | 05.26% |
| Language Skills | 60% | 47.36% | 40% | 34.21% | | 05.26% | | | | 13.15% |
| Discipline Behaviour | 60% | 26.31% | 30% | 47.36% | 10% | 07.89% | | | | 18.42% |
| Time Management | 50% | 13.15% | 20% | 57.89% | 10% | 18.42% | 10% | | 10% | 10.52% |
| Class Size Management | 80% | 21.05% | 20% | 28.94% | | 31.57% | | | | 18.42% |
| Mixed Ability Management | 60% | 28.94% | 20% | 47.36% | 20% | 13.15% | | 02.63% | | 07.89% |
| Raising Learners' Attention and Motivation | 30% | 47.36% | 70% | 44.73% | | 02.63% | | | | 05.26% |
| Learners' Centered Lessons | 40% | 21.05% | 40% | 55.26% | 10% | 13.15% | | 5.26% | 10% | 05.26% |
| Mean | 53,57% | 36,27% | 36,43% | 43,79% | 6,43% | 11,09% | 0,71% | 1,13% | 2,86% | 07,70% |

**Table 1: Professional Classroom Practices According to Gender (see figure 4, p: 80)**

1-2- Age

| Professional Classroom Practices / Progress | Considerable Progress | | Some Progress | | Little Progress | | No Progress | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) |
| Communication Skill | 62.06% | 68.42% | 34.48% | 26.31% | 03.44% | | | | | 05.26% |
| Effective Lesson Plans | 27.58% | 57.89% | 44.82% | 36.84% | 17.24% | 05.26% | 03.44% | | 06.89% | |
| Positive Reinforcement | 41.37% | 47.36% | 48.27% | 36.84% | 10.34% | 05.26% | | | | 10.52% |
| Knowledge of the Subject Matter | 34.48% | 57.89% | 44.82% | 21.05% | 06.89% | 21.05% | | | 13.79% | |
| Class Discussions | 37.93% | 31.57% | 55.17% | 47.36% | 03.44% | 21.05% | 03.44% | | | |
| Using Pedagogical Tools other than Textbooks | 58.62% | 73.68% | 24.13% | 21.05% | 17.24% | 05.26% | | | | |
| Variability in Assessment | 24.13% | 42.10% | 55.17% | 47.36% | 13.79% | 05.26% | | | 06.89% | 05.26% |
| Language Skills | 51.72% | 47.36% | 27.58% | 52.63% | 06.89% | | | | 13.79% | |
| Discipline Behaviour | 27.58% | 42.10% | 58.62% | 21.05% | 03.44% | 21.05% | | | 10.34% | 15.78% |
| Time Management | 10.34% | 36.84% | 62.06% | 31.57% | 24.13% | 10.52% | | 05.26% | 03.44% | 15.78% |
| Class Size Management | 17.24% | 26.31% | 31.03% | 57.89% | 34.48% | 05.26% | | | 17.24% | 10.52% |
| Mixed Ability Management | 24.13% | 52.63% | 51.72% | 31.57% | 13.79% | 10.52% | 03.44% | | 06.89% | 05.26% |
| Raising Learners' Attention and Motivation | 48.27% | 36.84% | 44.82% | 57.89% | | 05.26% | | | 06.89% | |
| Learners' Centered Lessons | 20.68% | 31.57% | 55.17% | 47.36% | 13.79% | 10.52% | 06.89% | | 03.44% | 10.52% |
| Mean | 41,65% | 47,55% | 41,15% | 37,59% | 10,81% | 9,51% | 0,49% | 0,75% | 5,88% | 5,26% |

Table 2: Professional Classroom Practices According to Age (see figure 5, p: 81)

## 1-3-    Teachers Experience

| Professional Classroom Practices / Progress | Considerable Progress | | Some Progress | | Little Progress | | No Progress | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 00-09 (26) | 10-31 (22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) |
| Communication Skill | 57.69% | 68.16% | 38.46% | 27.27% | 03.84% | | | | | 04.54% |
| Effective Lesson Plans | 19.23% | 63.63% | 50.00% | 31.81% | 15.38% | 04.54% | 03.84% | | 11.53% | |
| Positive Reinforcement | 30.76% | 59.09% | 57.69% | 27.27% | 11.53% | 04.54% | | | | 09.09% |
| Knowledge of the Subject Matter | 26.92% | 68.18% | 50.00% | 22.72% | 07.69% | 04.54% | | | 15.38% | 04.54% |
| Class Discussions | 38.46% | 27.27% | 50.00% | 59.09% | 07.69% | 13.63% | 03.84% | | | |
| Using Pedagogical Tools other than Textbooks | 53.84% | 77.27% | 26.92% | 18.18% | 19.23% | 04.54% | | | | |
| Variability in Assessment | 26.92% | 40.90% | 57.69% | 45.45% | 15.38% | 04.54% | | | | 09.09% |
| Language Skills | 46.15% | 50.00% | 30/76% | 45.45% | 07.69% | | 15.38% | | | 04.54% |
| Discipline Behaviour | 34.61% | 45.45% | 46.15% | 31.81% | 03.84% | 13.63% | 15.38% | | | 09.09% |
| Time Management | 11.53% | 31.81% | 57.69% | 45.45% | 23.07% | 09.09% | | 04.54% | 07.69% | 09.09% |
| Class Size Management | 19.23% | 22.72% | 34.61% | 45.45% | 30.76% | 18.18% | | | 15.38% | 13.63% |
| Mixed Ability Management | 23.07% | 50.00% | 57.69% | 27.27% | 07.69% | 18.18% | 03.84% | | 07.69% | 04.54% |
| Raising Learners' Attention and Motivation | 53.84% | 36.36% | 42.30% | 54.54% | | 04.54% | | | 03.84% | 04.54% |
| Learners' Centered Lessons | 19.23% | 31.81% | 53.84% | 50.00% | 15.38% | 09.09% | 07.69% | | 03.84% | 09.09% |
| Mean | 32,96% | 48,05% | 47,93% | 37,98% | 12,08% | 8,39% | 3,57% | 0,32% | 4,67% | 5,84% |

Table 3: Professional Classroom Practices According to Teachers Experience (see figure 6, p: 83)

2- **Personal Classroom Practices According to**

2-1- **Gender**

| Personal Classroom Practices / Progress | Considerable Progress | | Some Progress | | Little Progress | | No Progress | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) |
| Listening to and Understanding Students Problems | 80.00% | 47.36% | 20.00% | 36.84% | | 13.15% | | 02.63% | | |
| Treating Students Equally | 80.00% | 52.63% | 20.00% | 28.94% | | 18.42% | | | | |
| Creating a Pleasant, Supportive and Motivating Learning Environment | 60.00% | 52.63% | 30.00% | 36.84% | 10.00% | 07.89% | | | | 02.63% |
| Showing Respect to Students | 80.00% | 78.94% | 20.00% | 15.78% | | | | | | 05.26% |
| Teaching Enthusiastically | 90.00% | 42.10% | 10.00% | 39.47% | | 10.52% | | | | 07.89% |
| Building Friendly Relationships with the Students | 80.00% | 39.47% | 10.00% | 28.94% | | 18.42% | | 13.15% | 10.00% | |
| Acknowledging the Learners through Using their Names, Eye Contact... | 70.00% | 78.94% | 30.00% | 15.78% | | 02.63% | | 02.63% | | |
| Mean | 77,14% | 56,01% | 20,00% | 28,94% | 1,43% | 11,84% | 0,00% | 2,63% | 1,43% | 2,25% |

**Table 4: Personal Classroom Practices According to Gender (see figure 7, p: 84)**

**2-2-    Age**

| Personal Classroom Practices / Progress | Considerable Progress | | Some Progress | | Little Progress | | No Progress | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) |
| Listening to and Understanding Students Problems | 37.93% | 78.94% | 41.37% | 21.05% | 17.24% | | 03.44% | | | |
| Treating Students Equally | 55.17% | 68.42% | 24.13% | 26.31% | 20.68% | 05.26% | | | | |
| Creating a Pleasant, Supportive and Motivating Learning Environment | 48.27% | 57.89% | 37.93% | 36.84% | 10.34% | 05.26% | | | 03.44% | |
| Showing Respect to Students | 79.31% | 78.94% | 13.79% | 21.05% | | | | | 06.89% | |
| Teaching Enthusiastically | 44.82% | 68.42% | 34.48% | 26.31% | 10.34% | 05.26% | | | 10.34% | |
| Building Friendly Relationships with the Students | 41.37% | 63.15% | 31.03% | 10.52% | 20.68% | 15.78% | 06.89% | 05.26% | | 05.26% |
| Acknowledging the Learners through Using their Names, Eye Contact... | 86.20% | 63.15% | 10.34% | 31.57% | | 05.26% | 03.44% | | | |
| Mean | 56,15% | 68,42% | 27,58% | 24,81% | 11,33% | 5,26% | 1,97% | 0,75% | 2,95% | 0,75% |

**Table 5: Personal Classroom Practices According to Age (see figure 8, p: 85)**

**2-3- Teachers Experience**

| Personal Classroom Practices / Progress | Considerable Progress | | Some Progress | | Little Progress | | No Progress | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 00-09 (26) | 10-31 (22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) |
| Listening to and Understanding Students Problems | 42.30% | 68.18% | 34.61% | 31.81% | 19.23% | | 03.84% | | | |
| Treating Students Equally | 46.15% | 72.72% | 30.76% | 22.72% | 23.07% | 31.81% | | | | |
| Creating a Pleasant, Supportive and Motivating Learning Environment | 42.30% | 68.18% | 50.00% | 27.27% | 03.84% | 22.72% | 03.84% | | | |
| Showing Respect to Students | 73.07% | 86.36% | 19.23% | 13.63% | | 27.27% | | | 07.69% | |
| Teaching Enthusiastically | 38.46% | 68.18% | 42.30% | 22.72% | 11.53% | 13.63% | | | 07.69% | 04.54% |
| Building Friendly Relationships with the Students | 34.61% | 68.18% | 34.61% | 09.09% | 23.07% | 22.72% | 07.69% | 04.54% | | 04.54% |
| Acknowledging the Learners through Using their Names, Eye Contact... | 84.69% | 68.18% | 11.56% | 27.27% | | 09.09% | 03.84% | | | |
| Mean | 51,65% | 71,43% | 31,87% | 22,07% | 11,53% | 18,18% | 2,74% | 0,65% | 2,20% | 1,30% |

**Table 6: Personal Classroom Practices According to Teachers Experience (see figure 9, p: 85)**

**3- Frequency of the Use of Tools for Development According to**

**3-1- Gender**

| Tools for Development<br>Frequency | Always | | Often | | Sometimes | | Never | | No answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) |
| Reading English Books and EFL Journals | 10.00% | 02.63% | 50.00% | 05.26% | 40.00% | 89.47% | | 02.63% | | |
| Using the Internet and New Technology | 10.00% | 50.00% | 50.00% | 18.42% | 40.00% | 26.31% | | | | 05.26% |
| Learners Feedback | 40.00% | 55.26% | 10.00% | 26.31% | 40.00% | 10.52% | 10.00% | | | 07.89% |
| Headmaster Observation | 80.00% | 31.57% | | 23.68% | | 39.47% | 20.00% | 05.26% | | |
| Discussions with Colleagues | 80.00% | 81.57% | 20.00% | 07.89% | | 07.89% | | | | 02.63% |
| Watching English Channels | 30.00% | 21.05% | 30.00% | 31.57% | 40.00% | 44.73% | | 02.63% | | |
| Self Observation: Making reflective Notes-Before, During and After the Class. | 40.00% | 44.73% | 40.00% | 34.21% | 20.00% | 18.42% | | 02.63% | | |
| Mean | 41,43% | 40,97% | 28,57% | 21,05% | 25,71% | 33,83% | 4,29% | 1,88% | 0,00% | 2,25% |

**Table7: Frequency of the Use of Tools for Development According to Gender (see figure 10, p: 86)**

**Appendix A : Teachers' Practices**

### 3-2-   Age

| Tools for Development / Frequency | Always | | Often | | Sometimes | | Never | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53 (19) |
| Reading English Books and EFL Journals | 03.44% | 05.26% | 06.89% | 26.31% | 86.20% | 68.42% | 03.44% | | | |
| Using the Internet and New Technology | 44.82% | 42.10% | 27.58% | 36.84% | 20.68% | 21.05% | | | 06.89% | |
| Learners Feedback | 51.72% | 52.63% | 24.13% | 21.05% | 17.24% | 26.31% | | | 06.89% | |
| Headmaster Observations | 34.48% | 10.52% | 20.68% | 21.05% | 37.93% | 57.89% | 06.89% | 10.52% | | |
| Discussions with Colleagues | 86.20% | 73.68% | 03.44% | 21.05% | 06.89% | 05.26% | | | 03.44% | |
| Watching English Channels | 27.58% | 10.52% | 34.48% | 31.57% | 37.93% | 52.63% | | 05.26% | | |
| Self Observation: Making reflective Notes- Before, During and After the Class. | 41.37% | 47.36% | 31.03% | 42.10% | 24.13% | 10.52% | | | 03.44% | |
| Mean | 41,37% | 34,58% | 21,18% | 28,57% | 33,00% | 34,58% | 1,48% | 2,25% | 2,95% | 0,00% |

**Table 8: Frequency of the Use of Tools for Development According to Age (see figure 11, p: 87)**

### 3-3- Teachers Experience

| Tools for Development / Frequency | Always | | Often | | Sometimes | | Never | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 00-09 (26) | 10-31 (22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) |
| Reading English Books and EFL Journals | 03.84% | 04.54% | 07.69% | 22.72% | 84.61% | 72.72% | 03.84% | | | |
| Using the Internet and New Technology | 46.15% | 54.54% | 15.38% | 27.27% | 30.76% | 18.18% | | | 07.69% | |
| Learners Feedback | 42.30% | 63.63% | 30.76% | 13.63% | 15.38% | 22.72% | | | 11.53% | |
| Headmasters Observation | 34.61% | 13.63% | 19.23% | 22.72% | 38.46% | 54.54% | 07.69% | 09.09% | | |
| Discussions with Colleagues | 84.61% | 77.27% | 03.84% | 18.18% | 07.69% | 04.54% | | | 03.84% | |
| Watching English Channels | 26.92% | 18.18% | 38.46% | 22.72% | 34.61% | 54.54% | | 04.54% | | |
| Self Observation: Making reflective Notes- Before, During and After the Class. | 34.61% | 54.54% | 34.61% | 36.36% | 26.92% | 09.09% | 03.84% | | | |
| Mean | 39,01% | 40,90% | 21,42% | 23,37% | 34,06% | 33,76% | 2,20% | 1,95% | 3,29% | 0,00% |

**Table 9: Frequency of the Use of Tools for Development According to Teachers Experience (see figure 12, p: 88)**

**Appendix A : Teachers' Practices**

**4- The Impact of the Use of Tools for Development According to**

    **4-1- Gender**

| Tools for Development        Progress | Considerable Progress | | Some Progress | | Little Progress | | No Progress | | No answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) | M(10) | F(38) |
| Reading English Books and EFL Journals | 40.00% | 13.15% | 60.00% | 36.84% | | 39.47% | | 05.26% | | 05.26% |
| Using the Internet and New Technology | 70.00% | 50.00% | 30.00% | 39.47 | | 07.79% | | 02.63% | | |
| Learners Feedback | 30.00% | 44.73% | 30.00% | 39.47% | 40.00% | 13.15% | | | | 02.63% |
| Headmaster Observation | 00.00% | 18.42% | 20.00% | 47.36% | 70.00% | 21.05% | 10.00% | 07.89% | | 05.26% |
| Discussions with Colleagues | 80.00% | 89.47% | 20.00% | 05.26% | | 02.63% | | | | 02.63% |
| Watching English Channels | 40.00% | 23.68% | 50.00% | 34.21% | 10.00% | 31.57% | | 05.26% | | 05.26% |
| Self Observation: Making reflective Notes- Before, During and After the Class. | 60.00% | 52.63% | 40.00% | 31.57% | | 10.52% | | 02.63% | | 02.63% |
| Mean | 45,71% | 41,73% | 35,71% | 33.45% | 17,14% | 18,03% | 1,43% | 3,38% | 0,00% | 3,38% |

Table 10:The Impact of the Use of Tools for Development According to Gender (see figure 13, p: 89)

**4-2-    Age**

| Tools for Development | Considerable Progress | | Some Progress | | Little Progress | | No Progress | | No answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| Progress | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) | 22-37(29) | 38-53(19) |
| Reading English Books and EFL Journals | 13.79% | 26.31% | 37.93% | 47.36% | 34.48% | 26.31% | 06.89% | | 06.89% | |
| Using the Internet and New Technology | 58.62% | 52.63% | 27.58% | 47.36% | 10.34% | 00.00% | 03.44% | | | |
| Learners Feedback | 41.37% | 36.84% | 48.27% | 31.57% | 06.89% | 31.57% | | | 03.44% | |
| Headmaster Observations | 20.68% | 05.26% | 41.37% | 42.10% | 20.68% | 47.36% | 10.34% | 05.26% | 06.89% | |
| Discussions with Colleagues | 89.65% | 84.21% | 03.44% | 15.78% | 03.44% | | | | 03.44% | |
| Watching English Channels | 27.58% | 26.31% | 37.93% | 36.84% | 24.13% | 31.57% | 03.44% | 05.26% | 06.89% | |
| Self Observation: Making reflective Notes- Before, During and After the Class. | 48.27% | 63.15% | 31.03% | 36.84% | 13.79% | | 03.44% | | 03.44% | |
| Mean | 42,85% | 42,10% | 32,51% | 36,84% | 16,25% | 19,54% | 3,94% | 1,50% | 4,43% | 0,00% |

Table11: The Impact of the Use of Tools for Development According to Age (see figure 14, p: 90)

## 4-3-    Teachers Experience

| Tools for Development / Progress | Considerable Progress | | Some Progress | | Little Progress | | No Progress | | No Answer | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 00-09 (26) | 10-31 (22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) | 00-09(26) | 10-31(22) |
| Reading English Books and EFL Journals | 11.53% | 27.27% | 38.46% | 45.45% | 38.46% | 22.72% | 07.69% | | 03.84% | 04.54% |
| Using the Internet and New Technology | 57.69% | 50.00% | 23.07% | 50.00% | 11.53% | | 03.84% | | | |
| Learners Feedback | 42.30% | 45.45% | 42.30% | 31.81% | 11.53% | 22.72% | | | 03.84% | |
| Headmasters Observation | 15.38% | 13.63% | 46.15% | 36.36% | 23.07% | 40.90% | 11.53% | 04.54% | 03.84% | 04.54% |
| Discussions with Colleagues | 88.46% | 86.36% | 03.84% | 13.63% | 03.84% | | | | 03.84% | |
| Watching English Channels | 23.07% | 31.81% | 34.61% | 40.90% | 30.76% | 22.72% | 03.84% | 04.54% | 07.69% | |
| Self Observation: Making reflective Notes- Before, During and After the Class. | 46.15% | 63.63% | 30.76% | 36.36% | 15.38% | | 03.84% | | 03.84% | |
| Mean | 40,65% | 45,45% | 31,31% | 36,36% | 19,22% | 15,58% | 4,39% | 1,30% | 3,84% | 1,30% |

**Table12: The Impact of the Use of Tools for Development According to Teachers Experience (see figure 15, p: 91)**

**Appendix A: Teachers' Practices**

**Planning and Preparation for Learning**

**3-1-    Gender**

| Teachers' practices / Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) |
| Competency Focus Planning | 00% | 00% | 00% | 00% | 100% | 100% | 00% | 00% |
| Building Effective Learning Objectives | 00% | 00% | 10% | 13% | 90% | 87% | 00% | 00% |
| Building Appropriate Communicative Tasks | 00% | 00% | 10% | 15% | 90% | 85% | 00% | 00% |
| Supports | 00% | 00% | 35% | 50% | 65% | 50% | 00% | 00% |
| Planning for integration | 00% | 00% | 00% | 00% | 00% | 00% | 100% | 100% |
| Mean | 0,00% | 0,00% | 15,00% | 21,67% | 51,67% | 45,00% | 33,33% | 33,33% |

**Table 13: Planning and Preparation for Learning according to Gender (see figure 16, p: 97)**

**3-2- Age**

| Teachers' practices / Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 |
| Competency Focus Planning | 00% | 00% | 00% | 00% | 100% | 100% | 00% | 00% |
| Building Effective Learning Objectives | 00% | 00% | 10% | 30% | 90% | 70% | 00% | 00% |
| Building Appropriate Communicative Tasks | 00% | 00% | 30% | 95% | 95% | 70% | 00% | 00% |
| Supports | 00% | 00% | 55% | 50% | 45% | 50% | 00% | 00% |
| Planning for integration | 00% | 00% | 00% | 00% | 00% | 00% | 100% | 100% |
| Mean | 0,00% | 0,00% | 28,33% | 48,33% | 46,67% | 40,00% | 33,33% | 33,33% |

**Table 14: Planning and Preparation for Learning according to Age (see figure 17, p: 97)**

# Appendix A: Teachers' Practices

## 3-3-    Teachers Experience

| Teachers' practices \ Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 |
| Competency Focus Planning | 00% | 00% | 00% | 00% | 100% | 100% | 00% | 00% |
| Building Effective Learning Objectives | 00% | 00% | 05% | 30% | 95% | 70% | 00% | 00% |
| Building Appropriate Communicative Tasks | 00% | 00% | 04% | 30% | 96% | 70% | 00% | 00% |
| Supports | 00% | 00% | 55% | 50% | 45% | 50% | 00% | 00% |
| Planning for integration | 00% | 00% | 00% | 00% | 00% | 00% | 100% | 100% |
| Mean | 0,00% | 0,00% | 19,67% | 26,67% | 47,00% | 40,00% | 33,33% | 33,33% |

**Table 15: Planning and Preparation for Learning according to Teachers Experience (see figure 18, p: 98)**

**Appendix A : Teachers' Practices**

**4- Classroom Management**

    **4-1- Gender**

| Teachers' practices     Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) |
| Teachers' Selection of Learners and Group Members Seating to Minimize Distraction and Enhance Collaborative Work | 00% | 00% | 10% | 15% | 90% | 85% | 00% | 00% |
| Managing Off-task Learners and Inappropriate Behaviour | 00% | 00% | 40% | 25% | 60% | 75% | 00% | 00% |
| Teachers' Fairness and Respect Toward Learners and Positive Relationships Building | 00% | 00% | 15% | 17% | 75% | 68% | 10% | 15% |
| Mean | 0,00% | 0,00% | 21,67% | 19,00% | 75,00% | 76,00% | 3,33% | 5,00% |

**Table 16: Classroom Management according to Gender (see figure 19, p: 99)**

**Appendix A: Teachers' Practices**

**4-2- Age**

| Teachers' practices / Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 |
| **Teachers' Selection of Learners and Group Members Seating to Minimize Distraction and Enhance Collaborative Work** | 00% | 00% | 25% | 10% | 75% | 90% | 00% | 00% |
| **Managing Off-task Learners and Inappropriate Behaviour** | 00% | 00% | 15% | 55% | 85% | 45% | 00% | 00% |
| **Teachers' Fairness and Respect Toward Learners and Positive Relationships Building** | 00% | 00% | 07% | 21% | 70% | 70% | 23% | 09% |
| **Mean** | 0,00% | 0,00% | 15,67% | 28,67% | 76,67% | 68,33% | 7,67% | 3,00% |

**Table 17: Classroom Management according to Age (see figure 20, p: 100)**

**4-3- Teachers Experience**

| Teachers' practices ⟍ Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 |
| **Teachers' Selection of Learners and Group Members Seating to Minimize Distraction and Enhance Collaborative Work** | 00% | 00% | 25% | 20% | 75% | 80% | 00% | 00% |
| **Managing Off-task Learners and Inappropriate Behaviour** | 00% | 00% | 15% | 55% | 85% | 45% | 00% | 00% |
| **Teachers' Fairness and Respect Toward Learners and Positive Relationships Building** | 00% | 00% | 07% | 20% | 70% | 72% | 23% | 08% |
| **Mean** | 0,00% | 0,00% | 15,67% | 31,67% | 76,67% | 65,67% | 7,67% | 2,67% |

**Table 18: Classroom Management according to Teachers' Experience (see figure 21, p: 101)**

**Appendix A: Teachers' Practices**

**5- Delivery of Instruction**

**5-1- Gender**

| Teachers' practices ⟍ Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) |
| Time Management | 03% | 05% | 75% | 80% | 22% | 15% | 00% | 00% |
| Installation Process | 00% | 00% | 03% | 05% | 82% | 80% | 15% | 15% |
| Mean | 1,50% | 2,50% | 39,00% | 42,50% | 52,00% | 47,50% | 7,50% | 7,50% |

**Table 19: Delivery of Instruction according to Gender (see figure 22, p: 102)**

**Appendix A : Teachers' Practices**

**5-2- Age**

| Teachers' practices<br>Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 |
| Time Management | 00% | 05% | 25% | 80% | 75% | 15% | 00% | 00% |
| Installation Process | 00% | 00% | 03% | 05% | 80% | 78% | 17% | 17% |
| Mean | 0,00% | 2,50% | 14,00% | 42,50% | 77,50% | 46,50% | 8,50% | 8,50% |

**Table 20: Delivery of Instruction according to Age (see figure 23, p: 102)**

**Appendix A: Teachers' Practices**

**5-3-    Teachers Experience**

| Teachers' practices          Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 |
| Time Management | 00% | 05% | 80% | 80% | 20% | 15% | 00% | 00% |
| Installation Process | 00% | 00% | 03% | 05% | 80% | 78% | 17% | 17% |
| Mean | 0,00% | 2,50% | 41,50% | 42,50% | 50,00% | 46,50% | 8,50% | 8,50% |

**Table 21: Delivery of Instruction according to Teachers' Experience (see figure 24, p: 103)**

**Appendix A : Teachers' Practices**

**6- Assessment and Follow-Up**

**6-1- Gender**

| Teachers' practices / Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) |
| **Assessing by activating the learners 'prior knowledge** | 02% | 04% | 29% | 42% | 53% | 45% | 16% | 09% |
| **Formative assessment : Concept Checking and Reflection in action** | 00% | 00% | 06% | 10% | 81% | 75% | 13% | 15% |
| **Regulation and Remedial Work** | 00% | 00% | 05% | 10% | 95% | 90% | 00% | 00% |
| **Mean** | 0,67% | 1,33% | 13,33% | 20,67% | 76,33% | 70,00% | 9,67% | 8,00% |

**Table 22: Assessment and Follow-Up according to Gender (see figure 25, p: 104)**

**Appendix A : Teachers' Practices**

**6-2-    Age**

| Teachers' practices          Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 |
| **Assessing by activating the learners 'prior knowledge** | 02% | 04% | 40% | 75% | 40% | 20% | 18% | 01% |
| **Formative assessment : Concept Checking and Reflection in action** | 00% | 00% | 03% | 10% | 85% | 75% | 12% | 15% |
| **Regulation and Remedial Work** | 00% | 00% | 02% | 10% | 98% | 90% | 00% | 00% |
| **Mean** | 0,67% | 1,33% | 15,00% | 31,67% | 74,33% | 61,67% | 10,00% | 5,33% |

**Table 23: Assessment and Follow-Up according to Age (see figure 26, p: 104)**

**Appendix A : Teachers' Practices**

**6-3- Teachers Experience**

| Teachers' practices / Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 |
| **Assessing by activating the learners' prior knowledge** | 03% | 04% | 43% | 75% | 43% | 20% | 11% | 01% |
| **Formative assessment : Concept Checking and Reflection in action** | 00% | 00% | 03% | 10% | 87% | 75% | 10% | 15% |
| **Regulation and Remedial Work** | 00% | 00% | 02% | 10% | 98% | 90% | 00% | 00% |
| **Mean** | 1,00% | 1,33% | 16,00% | 31,67% | 76,00% | 61,67% | 7,00% | 5,33% |

**Table 24: Assessment and Follow-Up according to Teachers' Experience (see figure 27, p: 105)**

**Appendix A : Teachers' Practices**

**7- Professional Responsibilities**

**7-1- Gender**

| Teachers' practices / Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) | M(20) | F(40) |
| Knowledge | 00% | 00% | 05% | 10% | 95% | 90% | 00% | 00% |
| Language mastery | 02% | 04% | 40% | 48% | 58% | 48% | 00% | 00% |
| Collaboration | 00% | 00% | 05% | 10% | 95% | 90% | 00% | 00% |
| Mean | 0,67% | 1,33% | 16,67% | 22,67% | 82,67% | 76,00% | 0,00% | 0,00% |

**Table 25: Professional Responsibilities according to Gender (see figure 28, p: 106)**

**Appendix A : Teachers' Practices**

### 7-2-  Age

| Teachers' practices / Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 | 23-37 | 38-53 |
| Knowledge | 00% | 00% | 05% | 20% | 95% | 80% | 00% | 00% |
| Language mastery | 03 % | 02 % | 50 % | 48 % | 47 % | 50 % | 00% | 00% |
| Collaboration | 00% | 00% | 08% | 10% | 92% | 90% | 00% | 00% |
| Mean | 1,00% | 0,67% | 21,00% | 26,00% | 78,00% | 73,33% | 0,00% | 0,00% |

**Table 26: Professional Responsibilities according to Age (see figure 29, p: 106)**

# Appendix A : Teachers' Practices

## 7-3-    Teachers Experience

| Teachers' practices                  Effectiveness | Highly effective | | Effective | | Improvement necessary | | Does not meet standards | |
|---|---|---|---|---|---|---|---|---|
| | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 | 0-9 | 10-31 |
| Knowledge | 00% | 00% | 02% | 15% | 96% | 85% | 02% | 00% |
| Language mastery | 03 % | 07 % | 50 % | 43 % | 47 % | 50 % | 00% | 00% |
| Collaboration | 00% | 00% | 08 % | 10 % | 92 % | 90 % | 00% | 00% |
| Mean | 1,00% | 2,33% | 20,00% | 22,67% | 78,33% | 75,00% | 0,67% | 0,00% |

**Table 27: Professional Responsibilities according to Teachers' Experience (see figure 30, p: 107)**

**Appendix B : Teachers' Questionnaire**

## QUESTIONNAIRE TO TEACHERS

Dear Teacher,

This questionnaire is part of a research project on English learning and teaching in the middle school. It is anonymous, so do not write your name.

Would you please answer the questions honestly? Thank you very much for your cooperation.

**Section A**

1.Age:……………

2.Gender:          Male: ………….                    Female: …………

3.Marital status:     Single: ……….                    Married………….

4.Teaching experience in number of years:………….

5.As a middle school teacher of English , do you attend weekly seminars, conferences and workshops organised by your headmaster, inspector or teacher trainer? YES/ NO

6. Why do you think these meetings are organised?

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**Section B**

Considering the seminars, workshops and conferences you attend, tick the box which best corresponds to your progress in each of the following classroom practices.

**B-1**

| Classroom practices (professional aspects of the teacher) | Considerable progress | Some progress | Little progress | No progress |
|---|---|---|---|---|
| Communication skills | | | | |
| Effective lesson plans | | | | |
| Positive reinforcements (praising the learners' efforts ) | | | | |
| Knowledge of the subject matter | | | | |
| Class discussions | | | | |
| Using pedagogical tools other than the textbook | | | | |
| Variability in assessment | | | | |
| Language skills | | | | |
| Discipline behaviour | | | | |
| Time management | | | | |
| Class size management (large classes) | | | | |
| Mixed ability management (classes with different levels) | | | | |
| Raising learners' attention and motivation | | | | |
| Learner- centred lessons | | | | |

**B-2**

| Classroom practices (personal aspects of the teacher) | Considerable progress | Some progress | Little progress | No progress |
|---|---|---|---|---|
| Listening to and understanding students' problems (carefulness) | | | | |
| Treating students equally (fairness) | | | | |
| Creating a pleasant, supportive and motivating learning atmosphere | | | | |
| Showing respect to students | | | | |
| Teaching enthusiastically | | | | |
| Building friendly relationship with the students | | | | |
| Acknowledging the learners through using their names, eye contact...etc | | | | |

**Appendix B : Teachers' Questionnaire**

**Section C**

In addition to the weekly seminars, workshops and conferences you attend, say how often you make use of the following tools for development and to what degree they make you progress in your profession.

You are quite welcome to add comments at the end of this questionnaire.

**C-1**

| Tools for development | Always | Often | Sometimes | Never |
|---|---|---|---|---|
| Reading English books and EFL journals | | | | |
| Using the internet and new technology | | | | |
| Learners feedback | | | | |
| Headmaster observations | | | | |
| Discussions with colleagues | | | | |
| Watching English channels | | | | |
| self-observation : making reflective notes, before, during and after class | | | | |

**C-2**

| Tools for development | Considerable progress | Some Progress | Little progress | No progress |
|---|---|---|---|---|
| Reading English books and EFL journals | | | | |
| Using the internet and new technology | | | | |
| Learners' feedback | | | | |
| Headmaster's observations | | | | |
| Discussions withcolleagues | | | | |
| Watching English TV channels | | | | |
| self-observation : making reflective notes, before, during and after class | | | | |

**Comment:**

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..................................................................................................................................
..................................................................................................................................
..................................................................................................................................

THANK YOU VERY MUCH FOR KINDLY ANSWERING THIS QUESTIONNAIRE.

**QUESTIONNAIRE TO INCPECTORS**

1) What do you think of the professional development (weekly seminars and conferences …etc) provided to the middle school teachers of English?

2) If given the choice, what changes would you bring to the professional development?

3) Do you think it is important to include the personal (emotional) aspect of the teacher in the professional development?

THANK YOU VERY MUCH FOR KINDLY ANSWERING THIS QUESTIONNAIRE.

République Algérienne Démocratique et Populaire

Ministère de l'Education Nationale

Direction de l'Education                Etablissement :……..............

Wilaya de : Chlef                          Commune :……………....

Inspection de l'éducation et de l'enseignement Moyen

Circonscription :……………………………. ……….. Daïra :………………………

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┌─────────────────────────────────────────┐
│     Rapport d'Inspection des Professeurs  │
│        de l'Enseignement Moyen            │
└─────────────────────────────────────────┘
```

Discipline…………………………..........         Année Scolaire…………………………………...

Nom et prénom …………………..Née…...       …………….Etat civil…………………………....

Date et lieu de naissance……………..........    Nationalité……………………………………

Grade…………………………Echelon…..        ……Ancienneté dans l'échelon………………...

Dernier poste occupé……………Du……..       ……………au……………………………………..

Date d'affectation au poste actuel…………      Ancienneté générale dans l'enseignement……...

Dernière inspection subie le………………        Note obtenue…………………………………

Titres et Diplômes

| Nature des titres | Lieu d'obtention | Date | Rang |
|---|---|---|---|
| ………………………… | ………………………… | …………………………….. | ………………… |
| ………………………… | ………………………… | …………………………….. | ………………… |
| ………………………… | ………………………… | …………………………….. | ………………… |

**Appendix D : Inspectors' Report**


Date de l'inscription……………………..Durée de la séance……………………………

La classe………..Nombre d'élèves : inscrits :………….Présents :…………………………

La salle se prête-elle à l'enseignement  donné :………………………………………………..

Nature del'exercice :………………………………………………….......................

Cahier journal:…………………………………………………………………………..

Fiches :………………………………………………………………………………….

Progression:……………………………………………………………………………..

Moyen et matériel d'enseignement:……………………………………………………….

Cahier de texte (tenue et contrôle):……………………………………………………..

Cahier des élèves (tenue et contrôle):…………………………………………………..

Organisation en groupes de travaux dirigés:……………………………………………

……………………………………………………………………….....................

......................................................................................................................................

......................................................................................................................................

Evaluation du travail scolaire: devoirs écrits, fréquence, contrôle, conservation des copies,

notes attribuées au élèves:……………………………………………………………

**Appendix D : Inspectors' Report**

<div style="border:1px solid black; text-align:center; padding:10px;">

Rapport Pédagogique

</div>

**Film of the lesson:**

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

**Comments and advice:**

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

**Conclusion**…………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Note obtenue (en chiffre)………          A:……………Le:……………..

(en lettre)……………………...          L'EEM:………………………...

Lu et pris copie le:……………….

Emargement du professeur                    Cachet et signature

# Inspectors' Conclusions

- Enseignante 1 est un professeur stagiaire, donc au début de sa carrière. Elle semble prendre à cœur son travail. Je lui souhaite une bonne continuation.

- Enseignante 2 est un professeur qui s'acquitte de sa tâche avec sérieux. Elle est dévouée, et des résultats meilleurs sont attendus.

- Enseignant 3 fait de son mieux. Cependant, il gagnerait les conseils qui lui ont été prodigués.

- Enseignant 4 présente de grandes qualités pédagogiques mais il doit s'animer d'une meilleure volonté pour une meilleure fructuosité.

- Enseignante 5 est un professeur calme mais arrive à gagner la confiance de ses élèves. C'est déjà un atout, elle ferait certainement mieux en appliquant les conseils qui lui sont prodigués.

- Enseignant 6 est un professeur qui semble être bien organisé. Ses leçons sont assez bien structurées. Aussi il semble être proche de ses élèves. Il faut continuer dans cette voie.

- Enseignante 7 est un enseignant qui s'acquitte de sa tâche avec sérieux et confiance. Elle entretient de bonnes relations avec ses élèves. On peut espérer de meilleurs résultats.

- Enseignant 8 est un professeur qui fait preuve de sérieux dans son travail. Sa méthode est active et entretient d'excellentes relations avec ses élèves.

- Enseignant 9 est un professeur sérieux et régulier dans son travail. Il est patient avec ses élèves. De bons résultats sont normalement attendus.

**Appendix E : Inspectors' Conclusions**

- Enseignant 10 révèle certainement de grandes capacités linguistiques mais ne sont pas exploitées pédagogiquement. Ces capacités face à une préparation insuffisante perdent de leur efficacité.

- Enseignant 11doit accorder plus d'importance à ses préparations pour éviter toute éventuelle improvisation ainsi qu'à la tenue de ses documents pédagogiques pour lesquels une négligence est constatée. Compte tenu de ses capacités, il peut mieux faire.

**Appedix F: Marshall's Teacher Evaluation Rubrics**

**A. Planning and preparation for learning**

• Knows the subject matter well and has a good grasp of child development and how students learn.

• Plans the year so students will meet state standards and be ready for external assessments.

• Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind.

• Plans on-the-spot and unit assessments to measure student learning.

• Anticipates misconceptions and confusions that students might have.

• Designs lessons focused on measurable outcomes aligned with unit goals and state standards.

• Designs lessons that are relevant, motivating, and likely to engage students in active learning.

• Designs lessons that use an effective, multicultural mix of materials.

• Designs lessons that target diverse learning needs, styles, and interests.

• Organizes classroom furniture, materials, and displays to support unit and lesson goals.

**B. Classroom management**

 Clearly communicates and consistently enforces high standards for student behavior.

• Is fair and respectful toward students and builds positive relationships.

• Commands respect and refuses to tolerate disruption.

• Fosters positive interactions among students and teaches useful social skills.

• Teaches routines and has students maintain them all year.

• Develops students' self-discipline and teaches them to take responsibility for their own actions.

• Has a repertoire of discipline moves and can capture and maintain students' attention.

**Appedix F: Marshall's Teacher Evaluation Rubrics**

• Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.

• Is a confident, dynamic presence and nips most discipline problems in the bud.

• Uses incentives wisely to encourage and reinforce student cooperation.

**C. Delivery of instruction**

• Conveys to students, This is important, you can do it, and I'm not going to give up on you.

• Tells students that it's okay to make mistakes; effective effort, not innate ability, is the key.

• Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.

• Activates students' prior knowledge and hooks their interest in each unit and lesson.

• Uses clear explanations, appropriate language, and good examples to present material.

• Orchestrates effective strategies, materials, and classroom groupings to foster student learning.

• Has students actively think about, discuss, and use the ideas and skills being taught.

• Differentiates and scaffolds instruction to accommodate most students' learning needs.

• Is flexible about modifying lessons to take advantage of teachable moments.

• Has students sum up what they have learned and apply it in a different context.

**D. Monitoring, assessment, and follow-up**

• Posts clear criteria for proficiency, including rubrics and exemplars of student work.

• Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.

• Frequently checks for understanding and gives students helpful information if they seem confused.

**Appedix F: Marshall's Teacher Evaluation Rubrics**

• Has students set goals, self-assess, and know where they stand academically at all times.

• Regularly posts students' work to make visible and celebrate their progress with respect
  to standards.

• Uses data from interim assessments to adjust teaching, re-teach, and follow up with
  failing students.

• Takes responsibility for students who are not succeeding and gives them extra help.

• When necessary, refers students for specialized diagnosis and extra help.

• Analyzes data from assessments, draws conclusions, and shares them appropriately.

• Reflects on the effectiveness of lessons and units and continuously works to improve
  them.

**E. Family and community outreach**

• Communicates respectfully with parents and is sensitive to different families' culture and
  values.

• Shows parents a genuine interest and belief in each child's ability to reach standards.

• Gives parents clear, succinct expectations for student learning and behavior for the year.

• Promptly informs parents of behavior and learning problems, and also updates parents on
  good news.

• Updates parents on the unfolding curriculum and suggests ways to support learning at
  home.

• Assigns appropriate homework, holds students accountable for turning it in, and gives
  feedback.

• Responds promptly to parent concerns and makes parents feel welcome in the classroom.

• Uses conferences and report cards to give parents feedback on their children's progress.

• Tries to contact all parents and is tenacious in contacting hard-to-reach parents.

**Appedix F: Marshall's Teacher Evaluation Rubrics**

• Reaches out to families and community agencies to bring in volunteers and additional resources.

**F. Professional responsibilities**

• Has very good attendance.

• Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.

• Demonstrates professional demeanor and maintains appropriate boundaries.

• Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.

• Shares responsibility for grade-level and school wide activities and volunteers to serve on committees.

• Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.

• Keeps the administration informed about concerns and asks for help when it's needed.

• Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.

• Collaborates with colleagues to plan units, share teaching ideas, and look at student work.

• Seeks out effective teaching ideas from colleagues, supervisors, workshops, reading, and the Internet.

# ملخص

إن الاستعمال الشاسع و العالمي للغة الانجليزية يحث الأساتذة على الانتقال من افتراضات التعليم التقليدية و المناهج التي فرضت اساليبها و تقنياتها إلى المناهج التي تحتاج لمعلمين يسعون باستمرار للتفكير بممارساتهم الخاصة و التطور مهنيا. لقد بات التطور المهني للاستاذ في أيامنا هذه ضروريا أكثر من ذي قبل، كما أن الإصلاح التربوي في الجزائر قد حث ونادى بطرح تغييرات في الممارسات التعليمية بهدف تحسين نوعية التعليم. يسعى هذا البحث التعليمي للبحث في مسالة تطوير المعلمين من خلال تسليط الضوء على معلمي اللغة الانجليزية للمرحلة المتوسطة من التعليم. تناقش هذه الأطروحة السبل و الطرق التي من خلالها يمكن للمعلمين تطوير أنفسهم مهنيا و عاطفيا على حد سواء. كما انها تفحص مدى تاثير عوامل كالجنس ،السنو الخبرة على هذا التطور. لذا، اجريت الدراسة مع مفتشين اثنين( )للغة الانجليزية و أربعة وثمانين مدرسا يدرسون بعشر مدارس متوسطة مختلفة في منطقة الشلف بالجزائر. ومن أجل جمع البيانات لهذه الدراسة، تم استخدام تقنيتين. أولا: تم توجيه استفسار للمفتشين وكذا أساتذة اللغة الانجليزية. ثانيا: قام الباحث بدراسة و فحص التقارير المودعة من طرف المفتشين.

كشفت نتائج هذه الدراسة ان المعلمين على وعي تام بتطورهم المهني، و اهم عادة ما يلجأون إلى التعاون والنقاش مع زملائهم بغرض إبقاء تحديثهم الشخصي من حيث الممارسات التعليمية و كذا تطور فهمهم لمبادئ التدريس. ثانيا تظهر نتائج هذه الدراسة انه و بالرغم من تأثيره الجلي و الكبير على معظم الممارسات المهنية و الشخصية للمعلمين في أقسامهم، فان التطور المهني لمعلمي اللغة الانجليزية لا يغطي طريقة التدريس المبنية على المتعلم والاستراتجيات التي تشرك جميع الطلاب في الأنشطة الغنية والمهام و المناقشات. ثالثا: توصلت الدراسة للاستنتاج بأن الجنس، السن و الخبرة هي العوامل التي تضبط ممارسات المعلمين وطريقة تطورهم. وبناءا على هذه النتائج، قدمت توصيات لصانعي السياسات وأصحاب المصلحة والمعلمين.