Institute of Letters and Languages
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Investigating The Adequacy of EFL Teachers' Training Program in Algerian context.
(Case of EFL Middle School Teachers in Ain Temouchent)

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Linguistics

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Dedication

This research is dedicated to our parents, sisters and brothers who lead us with light of hope and support, and to our beloved ones that symbolize love, life and encouragements, as well as to our little angel Amina Farah who made us laugh countless times...

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KEY TO ABBREVIATIONS AND ACRONYMS

AES: Algerian Educational System

BA: Bachelor of Arts

BEF: Brevet d'Enseignement Fundamental

CBA: Competency- Based Approach

DMT: Department Management Techniques

EFL: English as Foreign Language

ELT: English Language Teaching

ENS: Ecole National Supérieur

EPSY: Educational Psychology

GT: Grammar Translation

ICT: Information and Communications Technology

TTP: Teachers Training Program

ABSTRACT

This research is concerned with teachers training program in the middle schools' context. It is a case study designed to investigate the adequacy of those training program in the Wilaya of Ain Temouchent. The purpose of this study is to discover whether or not the training program helps the novice English teachers to perform better inside the classroom, and in increasing the students' English level. Learning a foreign language successfully needs effective teachers who use their capacities, and the specific skills they have been acquired during the training program. It is necessary to explore what side the training focuses on, its expected outcomes and the new strategies that the training program brings to our teachers. The study contains three chapters: chapter one is a literature review that contains general ideas on the nature of the training program. Chapter two provides an overview of ELT in Algeria. It gives an insight on the history of teachers training program, how it has been in the past and how it becomes now. Chapter three deals with a methodological design that seeks to answer the research questions. The method used in the study is a case study of EFL teachers of middle schools in Ain Temouchent, who have been involved in the training program after succeeding in the teaching competition. The method includes two instruments of collecting data, a questionnaire that has been given to the fresh English teachers and an interview with a general inspector of English. In addition, this chapter provides at the end suggestions and recommendations about how to improve EFL teachers' performance, and how to reach the teaching needs through the training program, in order to increase our students' English level. Finally, this study insists on the need to improve the teachers' performance in both sides .i.e. the theoretical and the practical, for the sake of creating a good teacher with well performance, effectiveness and teaching skills, in order to challenge all the difficulties that may face our students in acquiring a foreign language .i.e. English language.

GENERAL INTRODUCTION

General Introduction

English is regarded as the most important and the basic language in the world nowadays. It is the language of science and technology, tourism and means of successfully adapt to this globalized world. Many countries in the world give an increasing attention to the English language in the educational program. In Algeria, as example, English is taught as a second foreign language. The Ministry of Education aims at providing teachers with a suitable atmosphere for better English teaching.

Moreover, the Ministry of Education arranges the training program, which allows teachers to adopt a successful teaching techniques, and accurate plans to accomplish the expectable goals. The teacher is considered as the cornerstone of any developed and civilized society. Teacher training program's main objective is to better teaching performance and improve student's level. On the top of that, teacher training program sheds lights on the teacher's role, which is crucial in the society development, and its advance.

This research aims at investigating this training program of the EFL fresh teachers of middle schools in Ain Temouchent. We attempt to evaluate the efficiency of those teachers after finishing the training program, to find out whether or not this program helps teachers in the practical side, by providing them with an effective learning for students in order to increase their English level.

Furthermore, we have chosen this topic to be studied, because the teacher is considered as the most important and basic pillar that leads to a successful students' education. In addition, the teachers training program is supposed to improve the teacher's performance, because those trainings depend on active pedagogical method, which enables those novice teachers to practice their roles in an efficient way with more confidence, in order to apply the educational theories inside classrooms. That what makes the Ministry of Education works hard to improve the methods of teaching English in Algeria, by providing the fresh teachers with special training program, which aims at improving the level of education, through the direct training of the educational team members, in order to contribute to the development of the educational system.

So, our research is built on two main research questions:

1- Do EFL teachers in middle schools in AinTemouchent really benefit from the training program in the practical side? Or are they just theoretical?
2- Is this program adequate and helps building good and competent teachers?

In this research, we try to either give evidence or refute the following research hypotheses:

1- Teacher training program is supposed to have a balance between theory and practice, that is to say, they provide teachers with theoretical formation and practical opportunities.
2- This training program is of a real importance, and helps teachers to perform better and provides them with techniques that facilitate teaching in the practical side.

Our research work is divided into three chapters and general introduction to the study is firstly presented. The first chapter includes the definition of teacher training program, its importance, goals and mechanisms. It also addresses the definitions of teachers training program modules and its objectives. The second chapter deals with ELT in Algeria in general, and a historical overview of how training program was conducted in the Algerian schools. The third chapter discusses the methodology and the instruments used in our investigation. In this stage we are going to deal with a questionnaire that is administered to the EFL fresh teachers in Ain Temouchents middle schools, and an interview with the trainer .i.e. the inspector, in order to collect data and reach findings.

CHAPTER ONE

LITERATURE REVIEW

Chapter One

Literature Review

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1.1 Introduction

The Algerian Ministry of Education announces that the pedagogical training program of the novice teachers will be for 6 weeks in a training period of 190 hours. Where, they are supervised by inspectors of all stages, professors and engineers in the automated media. They include theoretical classes and practical work. The curriculum will be composed of 9 subjects: education psychology, didactic, department management techniques, school mediation, the Algerian educational system, professional ethics, school legislation, automated media and Training Engineering. The trainer through these modules adopts a cognitive and professional training, and an access to ensure the success of his mission, while the educational development depends on the improvement of the teacher's performance. Thus, the Ministry of Education confirmed that those teachers are obliged to prepare a final report. By continuous observation, they will also conduct written tests. The composition is evaluated by calculating the continuous observation rate and the end mark of the formation. The test mark is collected, and all those who get 10 or more are successful. The Ministry of Education also ordered the teachers to wear the apron during the training period.

1.2 Teacher Training Program Definition

Teacher Training Program has been dealt with by several researchers in the field of education, where Djaafri defines it as:

> **a set of guided efforts for the sake of providing the teacher with information, and comprehensions to acquire competence in performing his task, and seeks to advance his experiences, which leads to increase his capacities in order to prepare him to carry out a high level's tasks.**
>
> **(Djaafri, 2009: 25)**

So teacher training program is a series of training activities, which are organized, and well planned for teachers, who are already working as fresh ones to improve their current and future services, by providing new education, information, skills and attitudes in the teaching profession, which lead to increase their abilities, by refining their skills and enable them to practice the teaching profession naturally, and share their noble message. Furthermore, we can sum up with the fact that the teacher training program is a conscious operation that focuses on making optional changes in the teacher's behavior, in which it leads to acquire professional capacities .i.e. **"It doesn't pay attention to the academic side, while it takes into consideration its thinking and practicing techniques". (Bousaada, 2011: 2).**

While according to Ouyahya: **"The teaching employees recruit by a competition during the experimental training, which must follow a training operation"**. **(Ouyahya, 2008: 5).** In this context, the Ministry of Education arranges this program as an obligation to train the fresh teachers and prepare them to teach effectively.

1.2.1 The importance of Teacher Training Program

The teacher's preparations and professional development are fundamental to the improvement of education, because they are the most important factors to gain the professional, and the academic skills of a good teacher, either, through direct activities in formal training program, or by using their self-learning methods. Another point is that the training program plays an important pedagogical role, because, it leads to the educational growth, analyzing the different pedagogical situations, clarifying the cognitive advantages, obtaining new pedagogical abilities, and capacities, which the teacher should adopt, in order to achieve his mission.

Therefore, the Ministry of Education recognized the importance of teachers training program, before the service .i.e. teaching, where the teachers are the key of improving the students' performance and achievement that helps the teacher to acquire the educational qualification, and the experiences needed to improve the education system, as well as identifying and understanding the most important successful pedagogical techniques which lead to master the general educational goals.

1.2.2 Goals of Teacher Training Program

The teacher training program deals with one of the most important elements in the educational process, which is the teacher, one of the main factors on which the success of education depends on. It aims at improving the learning's level within the direct training for the novice teachers, to participate in the educational school's advancement throughout the following goals by Mirou (2015)

1. Increase the teacher performance, and developing his educational skills and abilities.
2. Help the teacher learn more about the modern teaching methods, and build his trust zone .i.e. the relationship between the teacher and his students.
3. Guide the teachers to get effective methods that affect the students' behavior.
4. Improve the efficiency of teachers' objectives in education.

5. To help teachers identify trends and the developments in the field of education and improve working relationships.

6. Provide teachers with everything new to increase their efficiency and refine their expertise.

7. Qualifying the teacher to face the problems that hinder his career.

8. Improve the teacher's competencies and treat their deficiencies and encourage them to the scientific research.

1.3 Mechanisms of Teacher Training Program

The success of the training operation depends on the assimilation, and the accomplishment of the training's mechanisms. Thus, according to Mirou (2015), the teacher training program has to focus on the following successive three stages and procedures to complete the training process:

1.3.1 Preparation Stage

This is the longest stage in the formation process, it depends on the effective preparation, and includes two main steps:

First, the educational preparation that limits the teachers' needs in the field of the educational training. Second, the physical preparation that includes the provision of all the needs that allow the teachers to prepare their training without any hindrance. This stage can be divided into two main preparations:

1. Educational Preparation

It includes arranging all the teacher's needs in the field of the educational training, and seeks to accomplish its educational goals by this training program.

2. Physical preparation

It deals with ensuring all the teacher's physical needs to complete his training program, and provide him with a chance to be ready for the training without any difficulties.

1.3.2 Completion Stage

We mean the stage of the actual operation of the teacher training program in the presence of all concerned, teachers and trainers, who should adapt a number of methods at work. Mirou (2015)

1. Clarity

The training program should be clear for teachers.

2. Organization

Nothing should be happening by coincidence in order to accomplish the training mission, and working hard to apply it immediately.

3. Rigor

It includes the respect of the training's appointments, whereas each activity should start and end in the assigned date.

4. Activation

The activation method should be collaborative between the trainers and their supervisors.

5. Efficiency

The teacher should recognize that he is really obtaining new proficiencies.

1.3.1 Evaluation Stage

This is the neglected stage, although it is a very important stage in any training program, and as any stage the evaluation stage, includes many purposes. Mirou (2015)

1. To make teachers satisfied by what happen in the seminars, and the degree of their satisfaction to achieve the regulated goals.

2. Helps the supervisors to improve all the necessities to make the process of training more effective.

3. The official bodies make certain that the training program is making some changes in the teachers' behavior, which make the educational system progressing.

4. Arrange all what should be mention in the training plan in order to cover the teaching lack.

Procedures

According to Mirou (2015), the procedures include a set of detailed steps specified on the method of work that deals with the assignment of supervisors, arrangement of documentations, the materials needed, and to appoint the institution in which all the reception conditions are available. It consists of:

1- Prepare the annual training plan that includes the restriction of the training needs, and the identification of goals and classification according to priorities.

2- Programming the operation in terms of human resources and physical instruments, training content, time management, and the continuation of the process of training and controlling its results in the field.

3- Arranging a school day in which teachers, supervisors and all the concern educational members presents to have a common thinking about the problematic in the educational system, by giving a detailed description about the issue and try to propose solutions.

4- Arrange groups to facilitate the discussion and improve the individuals' ability in solving problems that interrupt the progress. **(Hssine, 1969: 96)**

5- Training the teacher on the self- evaluation which enables him to diagnose everything he does while working to ensure his success. **(Akil, 1998: 96)**

6- Adopting the case study method .i.e. problematic, and attempts to identify its details, reasons, and the main techniques to deal with. **(Guiath, 1984: 44)**

7- Using the role play technique which helps the trainers to gain new comprehension, and competencies by its obtained experiences and capacities. **(Guiath, 1984: 26)**

1.4 Teacher's Training Program Modules

There are many basic concepts and terms in the field of curriculum and teaching methods that everyone who studies or examines or works in the field of education, should know and understand the different modules that are suggested by the Ministry of Education, to recognize each module and its importance, and goals that are suggested by Aissous (2017)

1.4.1. Didactics

They are the intensive efforts that are expended in the educational field, in order to refine and recognize the educational operation within the teachers. Other definitions about didactics are the following:

According to Hamilton and McWilliam (2001: 17): The term didactics was originally associated with the art of teaching and embraced procedures for the efficient transmission, or inclusion of received knowledge.

Hall, Murphy and Soler (2008: 9) define it as: Didactics is that branch of pedagogy which deals with what is to be taught and how.

Duminy, Dreyer and Steyn (1990: 13) argue that: Didactics focuses its attention on the explanation, systematization, clarification and innovation of knowledge within the educative framework. It deals with how children are taught and how they learn, in terms of leading, being accompanied and being led.

The Concept of Learning

The concept of learning is related to other several concepts and principles: the nature of education, the measurement of learning, the teaching concepts, the concept of program and the teaching methods. The learning in extends throughout human life at every developmental stages, it is the source of every aspects and achievements that are develop from generation to another, it is measured and judged by external performance observation according to a set of procedures, steps and instructions that are use to transmit specific experiences to achieve specific objectives. According to Aissous (2017) through didactic, the Ministry of Education aims at:

1- To assimilate and control the important training principles and its relation with teaching process.

2- To know the main elements on how to utilize didactics.

3- The ability to choose the mechanisms that allows the teacher uses different teaching methods.

4- Enable the teacher to assimilate the importance of didactics and its relevance with other sciences.

5- Helps to understand the curriculums and terminologies and its application in the educational situations.

6- Analyses the educational processes and attitudes, building tests and exploring their results.

1.4.2 Educational Psychology

Educational psychology is one of the most important modules, which provide with the necessary skills needed to facilitate the teacher, students' debate, to improve the learning process. It also can be defined by Aissous (2017) as the study of human behavior that aimed at guiding the teacher to adjust the students' behaviors inside and outside the classroom, as well as focusing on the students' ethical, healthful and social growth, to establish an appropriate learning atmosphere, which deals with the school's and the student's cleanliness. Through Educational Psychology, the ministry of education seeks to:

1- Help teachers to regard the educational goals, which seek to achieve a higher level in advancing the student's performance.

2- Ensuring a various educational experiences in order to fix the student's behavior inside and outside the classroom.

3- Applying the teaching guidance to accomplish a higher level in the teaching performance.

4- Attempt to help the teachers to focus on their competences in order to make the teaching more efficient.

5- Making the student the main core of the teacher's interest for the sake of the student's growth in a healthy, spirituality, ethical and social way.

6- The ability of controlling all the social anxieties, as well as the teenager's psychological conflicts.

1.4.3 School Legislation

It is a collection of texts, decisions and instructions, which organize the educational sector. It includes sets of legal rules issued by legislative authority, that adopt school legislations' texts, to identify the important rules that foot with the education system to both teachers and students, in order to recognize the professional, educational and social s' rights and duties. Furthermore, seek to have a deep vision on the legislative rules' conditions, in a way of how it can be applied, and what can follow from its violation. According to Aissous (2017), school legislation seeks to apply the following Ministry of Education's goals:

1- Recognize the legal texts that lead the teacher to know the training managements.

2- Help the teacher on how to apply these texts.

3- Enable the teacher to know his rights and practice his duties in the field of his profession.

3- Allow the teacher to have an idea about the conditions to apply these texts and the negative results of their violation.

4- The ability to organize the relationship and unify the opinions between teachers inside the educational institutions.

6- Providing the educational institutions with the necessary work tools to help the teacher achieves his goals.

1.4.4 School Mediation

According to Aissous (2017), the mediation is the intervention of a part to resolve a dispute between two individuals, or groups in order to reach an appropriate solution and settle the situation, thus paving the way towards reconciliation and aims at peaceful coexistence, especially in the educational environment. This module is a set of aids and guidance that a person can provide with to another person, in order to make him able to access any knowledge. It is used in the training programs to identify the teachers' function, and try to lists for him all the methods, and the procedures that will allow the student to overcome the conflict of learning.

School mediation aims at achieving the goals of the educational process, building competencies, understanding the students' needs and finding solutions to all the problems, in order to create a well classroom atmosphere. It includes the following basic goals:

1- Resolving conflicts through discussions to reach the appropriate situations.

2- To maintain continuity of the good conduct of the educational system.

3- Help the teacher to take responsibility and preserve his values and human ethics.

4- Commitment to the educational principles and creation of working conditions that helps the teacher to carry out his educational tasks.

5- Working towards achieving the integrated goals and general principles on which the educational institution is based.

6- Employing members seeking to guarantee trust among the educational sector.

1.4.5 The Algerian Educational System

It is a set of basic components (structures-human materials resources) that organizes the educational system. It is affected by a several factors, such as: the cultural, the ideological and the natural factors, that identify the education development in the Algerian system. This module aims at, introducing the teacher to all stages of the educational system's development, in order to organize the educational growth of the student, with a regard to its ability to perceive the information. According to Aissous (2017) it attempts to:

1- Motivate the teacher to learn more about all stages of the Algerian educational system development, and its important basis.

2- Attempt to organize the learning and the educational businesses.

3- Try to train the teacher on the improvement of his competences and his capacities.

4- Ensuring all the desiring chances for teacher to develop his experiences, and all the learning chances for students to confirm his cognitive growth.

5- To identify the teacher with the fact that the Algerian educational system is a collection of the scientific, politic, social, economic, components that attempt to prepare the student's cognition.

6- Creating through teachers a complete and a coherent generation that has self-confidence.

1.4.6 Ethical Profession

In this module, the Ministry of Education tries to fix the precious values of respect, between groups and individuals, in the educational sector, in order to symbolize the economic, social and cultural development, just as to bring back the science, and the teaching rank. Ethical profession aims at clarify its fundamental concepts, that are associated with education to support the educational institutions, and seeks to establish the nationality spirit and human rights through teaching, by generalizing the stability inside and outside the educational institutions. It includes the following goals according to Aissous (2017):

1- Motivate the teacher to apply equal rights, and chances between students inside classrooms.

2- Spreading all aspects of respect and try to apply them between all members of the educational sector.

3- To participate in ensuring the well pedagogical, and the administrative advancements.

4- To emphasis the importance of teaching and its crucial rules to raise the development of the future generation.

5- Trying to getting back the Algerian school, its brightness and its importance in order to keep in line with the pedagogical development that attempts to accomplish the Algerian society expectations.

6- The necessity to symbolize the main ethical basis for the learning and the employment.

1.4.7 Department Management Techniques

Throughout this module, the Ministry of Education tries to illustrate for those fresh teachers, who are already in the service, the procedures of class management, and attempts to explain the new backing rules for the purposeful and the effectual learning, by spreading out the educational consciousness.

For the sake of reaching the educations' purposes, by listening to the students' point views, figuring out his mistakes, and giving him a chance to achieve and perform better. Aissous (2017). It attempts to:

1- To learn how to gain the student's respect and motivate them to be interested in the learning process.

2- Achieving new techniques to involve the student's interest during the course.

3- To identify a special methods which are concerning with the disturbance treatment inside the classroom, and try to motivate those who interrupts the course to participate with the teacher.

4- To recognize all the different student's behaviors, and the adequate techniques for each situation.

4- To be capable of controlling the main problems that could be the reason for student's disturbance, like the inability of transferring information, the student's mistreatments, and adopting one teaching method for all the courses.

6- Obtaining the ability to manage and control the classroom.

1.4.8 Automated Media

It is a science that allows the processing of information in an automated manner, and contains many concepts that the individual can benefits from in his life, especially in his career. The automated media is considered as one of the most spreading basic pillars, and the most of the beneficial accesses in the educational system, which makes the learning process more efficiency, by seeking to guide the student, earns proficiencies, and new competencies. It attempts to economize time and effort, just as the improvement of teacher performance, by making the teaching concept more effective. This module aims at qualifying those fresh teachers with the use of the automated media, in order to identify his needs, and seeks to achieve his pedagogical goals. It importance symbolizes the following goals according to Aissous (2017):

1- Helps the teacher keeps pace with the scientific and the technological development.

2- Acquire culture, disseminate knowledge and gain new ideas.

3- Acquire new experiences and concepts and provide fresh information.

4- Expands the teacher's skills by abandon the traditional methods.

5- To learn how to deal with modern technologies and reflect them in the curriculums.

6- Replacing the teacher's role from holding the information to planning and evaluating the learning concept.

1.4.9 Training Engineering

It is a collection of systematic methodological steps applied to the concept of coordination, activities and arrangements related to training in order to reach the specific objectives. It is also known as the comprehensive study of the training project in all its technical, financial and human aspects. It is designed to complete the lacks in the teachers' basic preparation, by focusing on the training skills .i.e. the interactions and behaviors that happen during the session, and hot analyze the teaching situation. The training engineering is also known as a planned programs that enables the teachers to be improved in the educational profession, by obtaining more experience and everything that helps to increase the capacity and the productivity of the employee. Aissous (2017)

1- To help the fresh teachers to know about the modern educational methods and enhance the expertise of teachers in the field of specialization and to make them know how to solve the problems they face.

2- To improve the teacher's performance and develop their teaching skills.

3- To discover new teaching competencies, and motivate the teacher to express his opinion and ideas with others teachers in the field.

4- To deal with the teacher's deficiencies and trains them the self-development.

5- To help the fresh teachers to be along with all the new changes that attempt to help them handle the teaching responsibilities.

6- To improve the teaching methods that effects the development of the students' learning and behaviors.

1.4 Conclusion

Generally, teacher training program is considered as a necessity to ameliorate the teaching performance, and one of the principles that support the development of the learning process, due to its crucial importance which attempt to improve the teachers' activities. The teacher is the fundamental key achievement of the educational field, in order to practice the teaching profession in a more efficient atmosphere, to enhance the teaching capacities and experiences for the teacher, as a result of improving the teacher's performance, as well as giving him a chance to adopt new teaching ideas, and testing a various successful methods. The training program allows the teachers to apply the knowledge obtained during the training operation, in order to achieve the training validity and its expectable results. Furthermore, The Ministry of Education holds the training mission, through theoretical and practical methods, to acquire the pedagogical knowledge competencies, by preparing novice teachers to create and to examine new successful teaching methods, in order to achieve the educational purposes. In the second chapter, we will deal with ELT in Algeria in general, historical overview of teachers training program (past and present) of middle schools in the Algerian context.

Chapter Two

Teacher Training Program In Algerian EFL Context (Middle School)

CHAPTER TWO

TEACHER TRAINING PROGRAM IN ALGERIAN CONTEXT (MIDDLE SCHOOL)

2.1 Introduction

2.2 An overview of ELT in Algeria

2.2.1 ELT Methods

2.2.2 The educational context

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2.4 Historical Overview of Teachers Training Program

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2.5 Conclusion

2.1 Introduction

Due to the crucial importance of foreign language, which is considered as a discourse tool within different nations and civilizations, especially the recent modern generation, when the world becomes a small village as a result to the ICT's revolution. Following the Prophet Muhammad's saying peace be upon him: **"He who ever has learnt a foreign language is safe and sound". (Fassi, 2000: 186).** Thus, whoever learns the others language, he becomes the owner of one of the fundamental tools, that facilitate dealing with the others, understanding, their cultures and ways of living. Therefore, the Algerian educational system works hard to increase the student's lingual level by adding several foreign languages alongside with their mother tongue .i.e. the Arabic language. As well as French, Tamazight and the English language in order to enrich their linguistic balance, and improve their level to reach the highest grades among people all over the world, especially the English language which is the focus of our study. This chapter attempts to discuss the teachers training program within the Algerian context that is applied in middle schools system. It aims at dealing with the Algerian ELT in general, and the rise of this training program between past and the present time, in order to be in accordance with all the educational sector diversities that happen recently at the Algerian EFL context.

2.2 An Overview of ELT in Algeria

In the history of the Algerian Educational System, English language teaching has been going through a serious and an important two main stages. First it includes a basic education learning from 1980 to 2002, which began to work with the rise of the $80^{'s}$, by the authority issue 35-76, dated in 16th April, 1976 that deals with organizing the educational sector. (Boumaeraf and Saiidi, 2012: 360). Second the middle education learning from 2002 up to now was developing in accordance with the ICT's advancements.

Furthermore, regarding the English language's rank, that is considered as the global communication language. The Algerian government obligates teaching English as a second foreign language, in addition to their first foreign language .i.e. French, in order to motivate students to learn and master the language of science.

However, before all of those changes, the English language witnessed a several stages in order to be taught in the Algerian educational system, whereas the Algerian Ministry of education decided to insert English for the first time after independence 1962, as an experiment through the primary stage. **"It has been applying as an optional language; the program was experienced only in some primary schools but stopped because the majority of parents preferred French to English". (Rezig, 2011: 1330)**

In 1993, the English language has been implicated officially alongside with the country's first foreign language .i.e. French, as a second foreign language, starting from the second year of the basic education three-year cycle, which is known as the basic eighth grade, following the final year examination in order to achieve the National Basic Education certificate .i.e. *the Brevet d'Enseignement Fondamental (BEF).*Clark (2006). English language teaching has been conflicting in its year's cycle, and weekly hours of teaching. It has been studying from the eighth grade of the basic education stage and from the first year of the middle education. Further details (hours of learning English by grades) in teaching English language through the following tables:

Grades	Weekly Hours	
7th	/	
8th	4h/ Week	250h/ Year
9th	5h/ Week	

Table 2.1 ELT Hours by Grades in Fundamental Education Adopted by Clark.N (2006)

The table above shows the weekly hours of English teaching within the basic education three-year cycle. The students have been supposed to attend English language courses about 250 hours per year, starting from the eighth grade.

They have been acquiring how to read and appreciate foreign language literature, by the most ancient classical method at that time .i.e. Grammar Translation method. (Benmoustefa, 2017:01). While English teaching classes in the middle education system is completely different from the previous one, as it is explained in the following table:

Grades	Weekly hours	
1AM	2h30mn/ Week	
2AM	3h30mn/ Week	80h/Year
3AM	2h30mn/ Week	
4AM	3h30mn/ Week	

Table 2.2 ELT's Weekly Hours in the Middle Education Adopted from the Educational Reform Curricula (2015)

The above table shows us the weekly hours of English teaching within the middle education four-year cycle. The students attend 80 hours per year of English teaching courses, following the recent Educational Reforms in March 2015, that are organizing by the Algerian Ministry of Education (26th December, 2015). According to the Algerian Directive June 1999, the students are acquiring the Basic English .i.e. structures and vocabulary, to express the four functions of language which are: description, instruction, narration and socialization in the four linguistics skills (listening, speaking, reading and writing). (Slimani, 2016: 37)

2.2.1 ELT Methods

English Language Teaching has witnessed several methods and approaches in the foreign language learning/ teaching process among the Algerian context. For the sake of a more comprehensive study of ELT methods in Algeria, let us deal with each method to identify its significance in teaching English as a foreign language, which are: Grammar Translation method, direct method, Communicative Approach, and finally the most recent method the CBA, that is in use nowadays.

In the 1960's, Algeria has used the Grammar Translation method at all the ELT's educational levels. It focuses on developing students' appreciation of a target foreign language's literature in the learning/ teaching process. In other words:

> **Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences, and texts into and of the target language.**
>
> **(Richards and Rodgers, 1986: 6)**

The success of this method means mastering grammar, vocabulary and the ability to translate sentences and texts. However, its purposes have faced the failure, because of its ignorance of the use of the foreign language communication purposes, which leads to the appearing of a new method. This method is called the direct method that was in use in Algeria since the 1970's. It allows students to perceive meaning directly through the language, because no translation is allowed. Walid (2012). The communicative approach has been in use in the Algerian schools until the recent Educational Reforms, which was launched in 2003. (Hadi, 2012: 46). It focuses on the need to teach communicative competence that depends on an instructive method, which provides students with communicative activities uses real life situations that students are familiar with.

Algeria has incorporated a new educational reform into its educational system that is different from the traditional methods, which is known as the Competence-Based Approach (CBA). It concerns with the development of the process of learning, as well as competencies whose components are: know-how, know-how to do and know-how to be.

CBA aims at focusing on meaning rather than form and at equipping the learner not only with knowledge, but more importantly with proper primary, social and intellectual skills to use that knowledge in real life situations. (Benzerroug, 2012: 332). CBA has appeared for the first time in 1970's in the USA, while it has been adopted in Algeria for teaching different educational subjects including the English language since 2002. (Aimeur, 2011: 23.24). Competency-Based Approach helps the teachers know how to teach, and how to make students achievers of knowledge. So the role of teachers may be more helpful to create suitable and meaningful lessons for their pupils. (Cheli, 2010: 55.89)

CBA is a recent and a very important educational method that teachers are deal with in the last few decades, especially when English has taken a place in the Algerian schools due to the globalization because in the ELT, teachers are focusing on the CBA rather than the other methods. The following table explains the difference between the most ancient method of teaching .i.e. GT, and the most recent one that is in use nowadays (CBA):

"Teaching is giving knowledge or skills to students"	**"Teaching is a process of guided opportunities for students"**
Traditional	Modern
Information giver	Facilitator
Passive	Active
Teacher monopolizes discussion (teacher-centered)	Students participates in discussion (students-centered)
Stresses the "What" of learning, thus capitalizing on the use of memory work, question and answer method.	Emphasizes the "Why" and the "How" of learning, thus encouraging students to do investigatory and exploratory work.
Opts for conformity, thus expecting each student to come up with the predetermined learning results	Provides students with certain degree of freedom, giving them chance to develop their creativity and resourcefulness.

Uses fixed methodology, confined in the four-wall of the classroom.	Uses varieties of methods in teaching and explores different avenues for learning.
Utilizes conditioning to reward learning.	Emphasizes the intrinsic benefits of learning.

Table 2.3 Comparison of Traditional and Modern Methods of Teaching adopted by Al-ahmadi.O (2014)

The above table shows the characteristics of each method's classrooms, how it works, its aims and purposes in order to distinguish the differences between the two methods for a more comprehension. This study aims at giving a look to all the ELT methods, by focusing on the major ones .i.e. Grammar Translation VS Competence-Based Approach.

2.2.2 The Education Context

The Algerian Educational system is divided into five cycles, namely: Preparatory stage, Primary stage, Intermediate stage, Secondary stage and the University Education, which is known as higher education.

The Preparatory or the pre-school cycle, which set to teach children from the age of five. It is a period of one year in preparation for the Primary cycle. This stage (Preparatory stage) was included just after the reform of the educational system, especially in 2002. (Hdiden and Maedan, 2011: 195; 207)

The Primary cycle was a period of six years, before the educational reform, but after it reduced to five years. At the end of the Primary cycle, pupils take the exams to obtain the certificate of the Primary education, which allows them to move to the Middle school.

The Intermediate stage is a period that has witnessed changes in the number of years and methods of teaching, especially the English language which is the focus of our study. The Middle school was three-year cycle, and it was called the Basic Education, at that time, the English language is taught from the eighth grade.

Now, after the Reforms, the period of this stage has been four years, and the English language is taught from the first year, whereas the system is known as the Intermediate system. Its ELT's Classrooms guide is explained in the following table:

Grades	Hours	Evaluation	Coefficients	Text book
1st Year	2h/ Week + 1h TD session	2 Tests + 1 Exam	1	My Book of English (1st Year, 2nd Generation)
2nd Year	2h/ Week + 1h TD session	2 Tests + 1 Exam	1	My Book of English (2nd Year, 2nd Generation)
3rd Year	3h/ Week + 1h TD session	2 Tests + 1 Exam	1	Spotlight on English Book Three(3rd Year, 2nd Generation)
4th Year	3h/ Week + 1h TD session	2 Tests + 1 Exam + Final Examination(BEM)	2	On The Move (4th Year, 2nd Generation)

Table 2.4 ELT Middle School Classrooms' Planning (2017)

In the Intermediate system, pupils take two tests and one exam for each semester .i.e. six tests and three exams per year. An exam is held to mark the end of this stage, during which the pupil can obtain the certificate of Intermediate Education, which is called the **Certificate of Basic Education**, the key accuses to the secondary cycle, which is a three-year period, at which the students pass the Baccalaureate exam, then the certificate holders to go to the University for further studies. The Algerian school system has witnessed a several changes and Reforms, especially in the period of 2002 that has been come to light in the following table:

Planning	- Adding a year of preparatory reception for children aged five years old. - Reorganization of the duration of Basic Education (Primary 5 years instead of 6 years). - The Intermediate Education 4 years instead of 3 years. - Reorganization of compulsory Education (Secondary) in three divisions: Secondary Technological Education, Secondary Vocational Technical Education, Vocational Education.
Configuration	- Developing the general and the pedagogical skills of inspectors and teachers. - Coordinate configuration and evaluation processes. - Preparing and implementing a plan for information and communication technologies (ICT) within institutions
Content and curriculum	- The beginning of the implementation of new curricula for different levels of education carried by the Ministry of National Education. - Preparing pedagogical support and evaluation. - Taking into consideration the new pedagogic approaches to study programs, methods, student assessments and special means provided.

Table 2.5 The Main Axes of Reforms by Hdiden.S and Maedan.Ch (2011)

2.3 Final Objectives of ELT Middle Schools

The foreign language has witnessed an unexpectable spread among all the world's nations, especially within the Algerian context, in order to achieve the recent development of the global sciences, as well as the ICT's revolution. That is what has made the world wide as a small village alongside with the knowledge advancements. The majority of all the world's countries are interesting in choosing a second foreign language within the educational cycle, and mastering at least one spreading foreign language. Thus, the Government has convened a Ministerial Council in the 30th April, 2002, for studying the foreign language implication. Its directives have included the implication of the English language as a second foreign language, starting from the 1st year middle school education instead of the eighth grade of basic education at that time. (Lachhab, 2015: 16). According to the Algerian Directives June 1999, the ELT objectives of middle school include:

1- To develop the students' competencies by involving them in learning a spreading second foreign language.

2- To facilitate communication between groups and individuals in order to explore all the knowledge origins, and its references that are available with that language.

3- To achieve communication in its various forms, aspects, and dimensions.

4- To build a coherent basis for a future further studies.

Those objectives should be accomplished by developing the students mental abilities and skills, which should be taught through all the subject includes the curricula, because of its crucial importance in qualifying a language, such as: (Slimani, 2016: 33.34)

1- Knowledge
State, recall, and reproduce
2- Comprehension
Predict, identify, explain, illustrate
3- Application
Predict, select, use, construct

4- Analysis
Select, compare, and break down

5- Evaluation

Judge, select, support, attack, and evaluate

2.4 Historical Overview of Teachers Training Program

After the independence in 1960's, Algeria found out that its educational level and teacher's competence are going down, because of the French colonialism policy, which has done its best to form Algeria as one of the French cities. That policy has stopped many Algerian citizens from carrying on their education, which leads the Algerian Government to work hard to make a complete change within the Ministry of Education, for the sake of the teaching sector, in order to qualify teachers in Algeria as result of leaving about 1000 to 2600 French teacher, while the exceptional school entry September 1962 has needed about 20.000 teacher. Thus the Government which has formed by the issue 62/10 dated in 27th September 1962, has started to rely on the direct employment for teachers, without giving attention to teacher's educational level, which has made the Algerian education falling down, and that what has led the Ministry of Education to start training teachers in all stages. (Benzaf, 2013: 190)

In 1962, the French colonialism educational system did not let to Algeria anything but 6 training schools for primary teachers. In 1962-63, Algeria did not have a lot of teachers which led to make two training institutions in the period 1963-67, which are: the National Training Center of Primary and Middle School's inspector, in order to organize the teachers' role in the capital city of Algiers and another National School of Technical Learning in El Harach, Algiers. Those training institutions have been an exceptional solution to the Algerian situation. However it has been applied until 1998, whereas the Ministry of Education has announced two projects (BenGhadfa, 2012: 372):

1- The continual Training Body during the service from December 1999 to March 2000.

2- The Temporary Training Body for the Basic Educational Teachers that has not finished their Secondary learning.

In 1999 to 2000, the Algerian Ministry of Education has moved the teachers training into the University, exactly to the Higher National Schools (ENS) which are 04, where it has been replacing the Educational Technologies Institutions.

After that, the Ministry proclamation N° 22/10/2000 has included the teachers training operation for the school ear 2000/2001, which has appointed the procedures, and also the private training institution. This proclamation has marked three different teachers training institutions. (BenGhadfa, 2012: 372)

1- The higher schools of teachers 1999 to 2000.

2- The national teachers training institutions.

3- The teachers training institutions during the service.

After the new Educational Reforms, and the new educational system that has changed from the basic to the middle education in 2003, the Ministry of Education has began to employ the graduate teachers from the training institutions, and by organizing teachers competitions and involve them in a pedagogical training program, following the Ministry proclamation that explains the employment conditions in Algeria:

> **As a middle school teacher, the Ministry of Education employed the higher schools' graduate, who has the middle schools' degree with a 04 year of training, the higher schools of teachers' graduate, who has the teaching license degree, and the exceptional chance for free posts that fit with the above two previous conditions, through a competition, for those who have the higher educational license degree or another equal degree.**

> **(Ouyahya, 2008: 7)**

Thus, the above conditions are the basic pillars of employing new teachers, which involve those novice teachers into a training program in order to prepare them for the new career.

2.4.1 Traditional Program of Training

The Algerian Educational sector has suffered from several problems, especially the teacher's deficiency. In the primary stage among 17130 teachers, 23 thousand that has had a higher educational level, 38 thousand has had baccalaureate degree, and 119 thousand has had secondary educational level, while in the middle school among 108 thousand teachers, 15 thousand has had a license degree .i.e. BA, 34 thousand teacher with baccalaureate degree, and 59 thousand with secondary educational level. For the sake of dealing with this situation, the Ministry of Education has formed many procedures that rely on competence, capability in order to refine the Educational sector in all stages. (Lachhab, 2015: 145)

The traditional training program has focused on the creation of a training system to refine the teacher's level, which includes the following procedures:

1- The primary school teachers training for those who have the baccalaureate degree for 03 Years in the training institutions.

2- The middle school teachers for 04 years after having a baccalaureate degree.

3- The secondary school teachers that has baccalaureate degree in the higher school of technological education.

2.4.2 Innovative Program of Training

After the educational reforms of the Algerian educational sector, the Ministry of Education is relying on the employment by exams for the university graduates, that have a license degree (BA), while it has relied on the higher educational institutions and schools of teachers, and on the ones who have a license degree as a an exceptional chance as it has been mention in the previous issue from the employment conditions. Therefore the Ministry of Education is organizing a set of exams within a National Competition for teaching employment, after having 10 or more in all the Competition exams, as it is explained in the following table:

Time	Exams	Coefficients
08.00-11.00h	Specialty Exam	3
11.30-12.30h	Foreign Language Exam (Arabic)	1
12.30-16.30h	Culture Exam	1
17.00-19.00h	ICT's Exam	1

Table 2.6 Teachers' Competition Exams June 2017

The above table shows the four exams of teacher's competitions, their time planning and their official coefficients for each exam which has planned by the Algerian Ministry of Education.

After having those exams, the Ministry of Education arranges a period for correction and consultation, to publish the final result .i.e. the ones who have succeeded in the teacher's competition, in its official website: **www.onec.dz/concours**

In this context the Algerian Ministry of Education announces that

All teachers that has employed by the competition, they are involving during the pre-service with a Pedagogical Training Program. Its period and procedures are organizing by a decision of the responsible Minister of Education.

(Ouyahya, 2008:5)

According to the above issue, those teachers are obliged to have a training program in 09 modules, as it is explained in the following two tables:

First Week 23ʳᵈ To 28ᵗʰ December 2017

08-10H	10.30-12.30H (Activities)	15Mn	12.30-14.30H (Activities)
The Algerian Educational System	Educational Psychology		School Legislation
Training Engineering	//		Didactics
Didactics	School Mediation		Automated Media
//	Automated Media		Ethical Profession

AES	Training Engineering	/	School Legislation
DMT	Didactics	/	Automated Media

Table 2.7 Time Planning For Teachers Training Program (December 2017)

Second Week 30th December, 2017 To 03rd January, 2018

Time Days	08-10H	15Mn	10.30-12.15H	15Mn	12.30-14.30H
Sunday	AES	/	EPSY	/	School Mediation
//	Didactics	/	//	/	DMT
The New Year Holidays					
Tuesday	Didactics	/	D.M.T	/	Ethical Profession
Wednesday	//	/	//	/	School Mediation

Table 2.8 Time Planning For Teachers Training Program (January, 2018)

Table one and two represent the time planning of teachers training program, which is organized by the Algerian Ministry of Education in two weeks. Each module has two hours per day, whereas in the first weeks the focus of the training program is on the practical side after having two hours of theoretical lessons, and four hours of practical activities. In the second week, teachers deals with only the theoretical side of the training for three days.

The above tables are recent events dated in December 2017 and January 2018 for the novice teachers who have succeeded in the teachers' competition June 2017. After Three month in service, they are involved into Teachers Training Program as it is explained in the previous two tables. At the end of this program, teachers are obliging to do a training report (Rapport de Stage) in order to be installed officially as teachers.

2.5 Conclusion

Algeria has given a crucial importance to the English language, and has encouraged its learning as a universal language. This chapter sheds light on the main objectives of teaching English as a second foreign language in Algeria, and the methodologies that have been used in the ancient and the recent educational system, including the Competency-Based Approach, that has been emphasized since it is the outstanding approach, which has been included in 2002, and still existing nowadays as a part of the education's reform of Algeria. This chapter highlights the middle school stage, since it is in accordance with our case study. In this context, we seek to deal with all the stages that have been occurred in this cycle. Therefore, the teacher is the most efficient component that attempts to gain, and accumulate the students with knowledge. For the sake of that, the Ministry of Education attends to arrange special training program for the novice teachers. That is why we have dealt with historical overview about those program, how it has been, and how it becomes, by setting tables about the main modules and its specific timing. In the next chapter, we will deal with the research methodology, data collection, analysis and findings.

Chapter Three

Research method, Data Collection, Analysis And Research Findings

CHAPTER THREE

RESEARCH METHOD, DATA COLLECTION, ANALYSIS AND RESEARCH FINDINGS

3.1 Introduction

3.2 Research Methods

3.3 Research Instruments of Data Gathering

3.4 Sample Population

3.4.1 Teachers Profile

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3.5 Data Analysis

3.5.1 Analysis of Data Gathered From Questionnaires

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3.6 Summary of The Main Results

3.6.1 The Questionnaire's Main Results

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3.7 Research Findings

3.8 Suggestions and Recommendations

3.9 Conclusion

3.1 Introduction

This chapter gives an outline of the research method and instruments, which are followed in our study. **"The goal of research is to describe and understand a field, practice or activity". (Brown and Dowling, 2001: 7).** Thus, during the gathering of data we have collected all the information to provide the reader with a valid knowledge on the research study. It will be done through a case study that uses the following instruments: a questionnaire to English novice teachers that have been involved in the teachers training program, in order to investigate the adequacy of the training program, and to discover its impacts on their effectiveness. In the same vein, the general inspector of English language is interviewed about the training program, and its outcomes on the teachers' performance in middle schools in the Wilaya of Ain Temouchent.

3.2 Research Method

A research method is a way of studying a particular area of research, in order to collect new information for more understanding of the topic. For the sake of that, we attempt to investigate our study through a case study method, which is defined as

> **an empirical inquiry that investigates a contemporary phenomenon with its real life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used.**

> **(Yin, 1984: 23).**

Through this empirical research, we have examined the adequacy of the English teachers training program in Ain Temouchent, its important needs in refining the teachers' performance, their main focus, goals, the specific skills that are gained, and the training outcomes on both teachers and students. Our case study is conducted in the Wilaya of Ain Temouchent, on the novice English teachers, who have been succeeded in the teachers' competition as a special event to be studied in its real context. According to Tellis (1997) a case study helps to explain both the process and outcomes of a phenomenon, through complete observation, reconstructions and analysis of the cases under investigation. Thus, we use a questionnaire for teachers, in addition to an interview with the general inspector of English.

3.3 Research Instruments and Gathering Data

Research instruments are tools of gathering data on a particular area of research. They include questionnaire, interview, observational, reading and so on. However, choosing a right instrument depends on the data collection method selected, Monton (2001: 133) states that: **"to satisfy the information needs of any study or research project, an appropriate methodology has to be selected and suitable tools for data collection have to be chosen.** In this case study, we have chosen to use questionnaire, and a semi-structured interview.

Questionnaire Method	Interview Method
- Data is gathered indirectly.	- Data is gathered directly.
- No face to face contact between two.	- There is a face to face contact between interviewer and interviewee.
- Interviewer should have the general knowledge about the topic.	- Skillful interviewer is needed.
- Interviewee will hesitate to write it.	- Some confidential information also can be obtained.
- We get written information only.	- We get written and oral both type of information.

Table 3.1 Difference between Interview and Questionnaire by Prabhat.P and Meenu.P (2015)

First, the questionnaire is essential instruments of data gathering. A questionnaire is defined as: **"a systematic compilation of questions that are submitted to a sampling of population from which information is desired."(Barr, David and Johnson, 1953: 65).** In the same vein, Goode and Hatt (1952: 33), says that: **"In general, the word questionnaire refers to a device for securing answers to questions by using a form which respondent fills in himself."** Thus, the use of questionnaire allows us to collect a large amount of answers, and information from our research' participants .i.e. the fresh English teachers. The questionnaire comprises 10 questions that are consisted of both closed and open-ended questions.

This enables to benefit from both the qualitative and quantitative data, in order to gather facts and take an insight look into the novice teachers experience in the teachers training program. Moreover, the teachers' responses are in anonymous form. The data obtained feet to answer our research questions, which deal with the teachers training program's benefits on the EFL novice teachers, as well as its adequacy in building a good and a competent teacher.

Second, the interview is an important tool in the case study method to collect data, which permits an exchange of ideas and information between the interviewer and the interviewee, because they are particularly useful for getting the story behind a participant's experiences. McNamara (1999). Thus, we have chosen the interview as a second instrument of gathering data. In this study, we use the semi-structured interview that is useful to collect in depth information in a systematic way, **"it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses."(Rubin and Rubin, 2005: 88).** The interview has been conducted during the English teachers' seminar dated in 13th March, 2018, with the general inspector of English, who dealt with promoting the learning strategies: reading comprehension. It consists of 10 questions to the general inspector, who has been asked to give his opinion on the teachers training program, since he is the responsible of training the novice EFL teachers, by answering the questions according to his experience in the training field. He has been asked about the training efficiency, and its outcomes in improving the teaching and the learning process in Ain Temouchent. This opportunity is a specific experience we have had in our graduate path, which gave us an insight look of how to be a good and a competent teacher, who would do his best to be a part of the English language teachers family.

In this study, the use of questionnaire and interview enable us to generate real-life facts, and gather more adequate data that answer our main research questions. Whereas, choosing the right tool opens to us the way to investigate the validity or the reliability of our hypotheses. The following Diagram summarizes the data procedure that we have used to gather data:
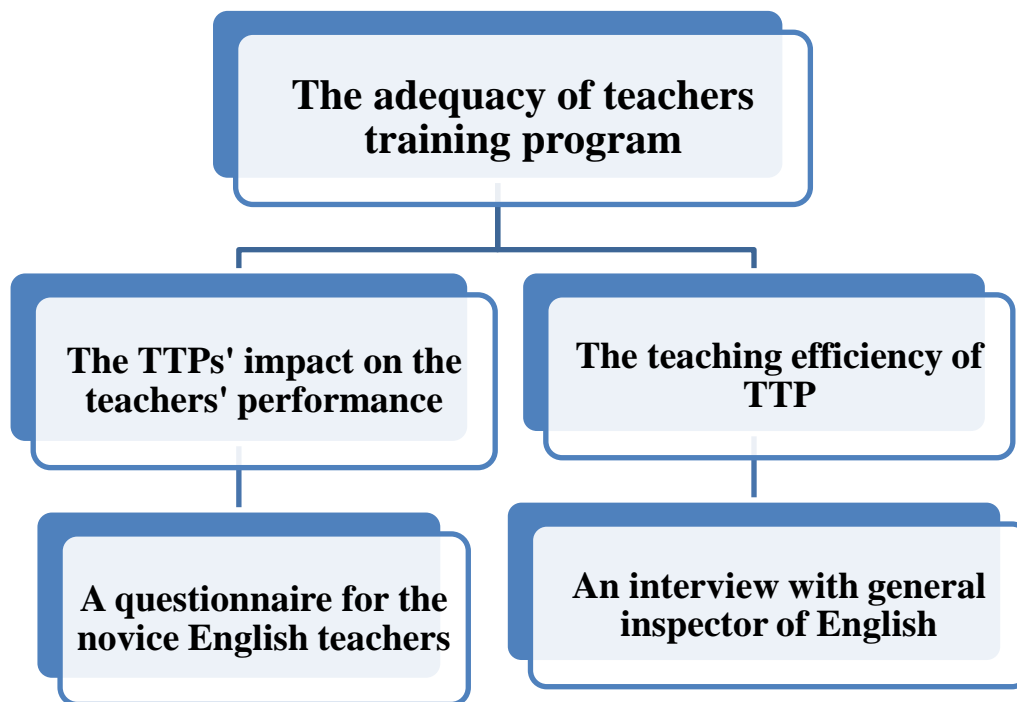
Diagram 3.1 Data gathering procedure

3.4 Sample Population

Bell (2007: 182) defines a sample as: **"the segment of the population that is selected for investigation, and is the subset of the population."** In this study, we have chosen both the novice English teachers and the general inspector, because teachers have a good idea about the training, and the inspector also as a trainer can support our research with the appropriate data for both questionnaire and interview, which would serve as tools of data gathering.

3.4.1 Teachers Profile

The informants are fresh teachers of English in the Wilaya of Ain Temouchent. Experience varies from one another, some of them are new in the teaching sector, they succeeded recently in the competition, and some have around 1 to 5 years of experience. The teachers are in charge of different levels from 1AM to 4AM. The questionnaire is addressed to the novice teachers that succeeded in the teaching competition and are involved in the training program. They are the LMD's system graduates that hold the BA degree .i.e. License in English language, throughout 68 middle schools existing in the Wilaya of Ain Temouchent, in an anonymous way, no reference to their age or names. The sample is selected to 30 participants of the teachers training program.

The choice of middle school teachers is due to the fact that those teachers are supposed to teach English from the beginning, by teaching the English language's four skills: listening, speaking, reading and writing, using what they have been taught in the training program and the expected outcomes that they supposed to have, in order to increase the English level of Ain Temouchent's students. The questionnaire is given to the novice teachers in an EFL seminar that was planned by the Ministry of Education, and supervised by the general inspector of English language on 13th March, 2018. Among 30 participants 24 questionnaires have been filled, and handed back to us at the end of the seminar.

3.4.2 Inspector's Profile

The participant selected for the interview is the general inspector of English, who has been in the educational sector more than 30 years as an English teacher, and more than 15 years as a general inspector. He has been employed after graduation, there were no training program at that time, and he learnt by doing .i.e. reading books, testing new strategies and attempted to training himself by practice. The inspector is the responsible of training teachers that succeeded in the teaching competition, using his wide experience to improve those teachers' performance, efficiency and their capacities in increasing the students' English level. He is also in charge of organizing seminars in Ain Temouchent, and time to time makes an inspecting visits, sometimes for the fresh teachers assignments after finishing their training program, and sometimes for supervising the teachers' works, and performance during the class in order to make up their teaching lack and evaluates their efficiency.

The choice of selecting the general inspector to be an interviewee is because of his large experience in training the novice teachers during the training program. The interview is done with the general inspector during the seminar that was planned by the Ministry of Education on 13th March, 2018 to the EFL teachers, including the fresh one .i.e. our selected sample of the study. The interview is a semi-structured type that helps to collect in depth information about the training program, since the inspector is in charge of the training and has a deep insight on its way of working on those teachers, by confirming its efficiency or deficiency on the fresh English teachers, as well as the students' level in acquiring a foreign language. The questions have been kindly answered by the inspector, who has given us a chance to be a part from that seminar and supports our study with his a real- life experience.

3.5 Data Analysis

The data analysis is a matter of making things clear and evident for the researcher, it is about organizing, summarizing and analyzing information. **"It is the process of making sense and meaning from the data that constitute the findings of the study." (Marriam, 1998: 178).** In this research, we used both qualitative and quantitative analyses to analyze the teachers' questionnaires, and only qualitative to analyze the inspector's interview. According to Shamoo and Resnik (2003), various analytic procedures:

> **Provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from noise (statistical fluctuations) present in the data.**
>
> **(Shamoo and Resnik, 2003: 32)**

Thus, we have provided our research study with statistical results drawn in both tables, and pie charts for more understanding to the following data.

3.5.1 Analysis of Data Gathered From The Questionnaire

The questionnaire is chosen as an instrument of research, because it saves time and efforts, in which all the respondents receive the same set of questions in the same time, and permits the collections of a large amount of information in a short time. In the present investigation, a questionnaire has been chosen for eliciting data from the informants, to investigate the research questions and hypotheses (see Appendix 1). The questionnaire contains three types of questions: open-ended questions, close-ended questions and mixed questions, whereas the type that has been chosen in the present study is the mixed questions, in which we gave the respondents the opportunity to choose the appropriate possibility and comment on it.

The questionnaire has been addressed to around 30 teachers, and comprised of 10 questions divided into four rubrics:

- Rubric One: aims at asking the fresh teachers about their experiences as English teachers, the adequacy of the training program, and the efficiency of the training modules.

- Rubric Two: concerning the focus of the program (theoretical or practical).

- Rubric Three: aims at asking the teachers about the difficulties that face them during and after the training.

Rubric Four: The fresh teachers' attitudes toward the training program in middle schools, and the suggestions that would better the training program for middle schools' teachers.

After collecting data through submitting the questionnaires to the novice EFL teachers, and after interviewing the general inspector, here comes the stage of planning and organizing the given data into statistics .i.e. using tables, pie charts and graphs, in order to make the research obvious and clear enough.

Rubric One: the adequacy of the training program and the efficiency of the modules:

The questionnaires are distributed to 30 middle school novice teachers, and 24 teachers returned the answers, among them we have found that there were 22 females and 02 male .i.e. the majority of the English novice teachers are female. The table and the pie chart bellow prove this fact:

Gender	Ratio
Female	91,7%
Male	8,3%

Table 3.2 Teacher's Gender
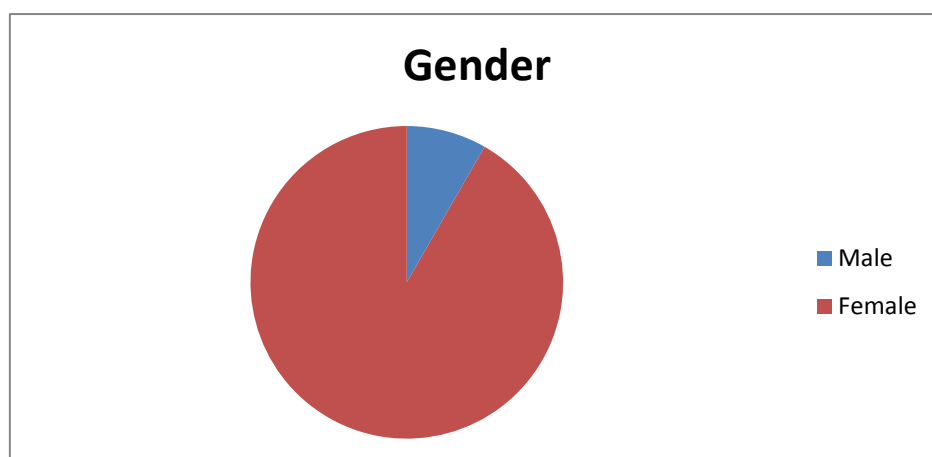
Pie Chart 3.1 Teacher's Gender

Our study is concerned with novice teachers, the years of teaching experiences varies from 1 to 5 years, so they are not experienced enough and they all started their career with the modern approach .i.e. CBA. It is noticed through the table 3.3 that 75% of the teachers are having good idea about the teaching sector, it means how to teach, how to plan lessons and how to be managed to control the class. We cannot say that they have been experienced enough the teaching career, but we assert that they are aware of how to be a good and competent teacher. Whereas 25% of the teachers are too novice in teaching career, some of them their experience can be counted in months, and others have only one year of experience. We hope those informants validate our data obtained.

Years of experience	Number of teachers	Ratio
0 year to 1 year	6	25%
2 years to 5 years	18	75%
Total	24	100%

Table 3.3 Teaching Experience
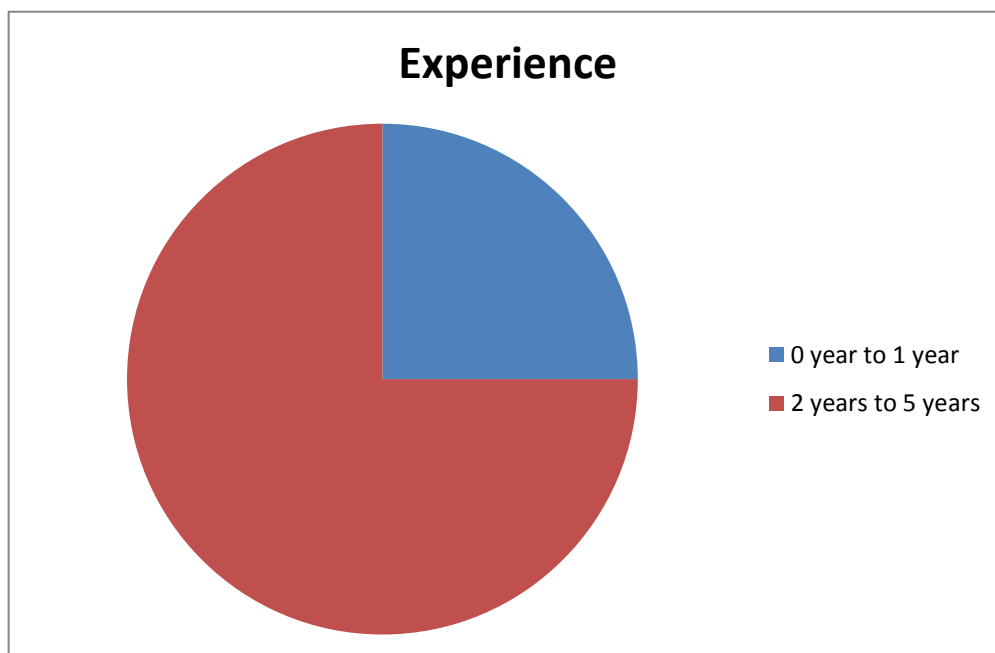
Pie Chart 3.2 Teaching Experience

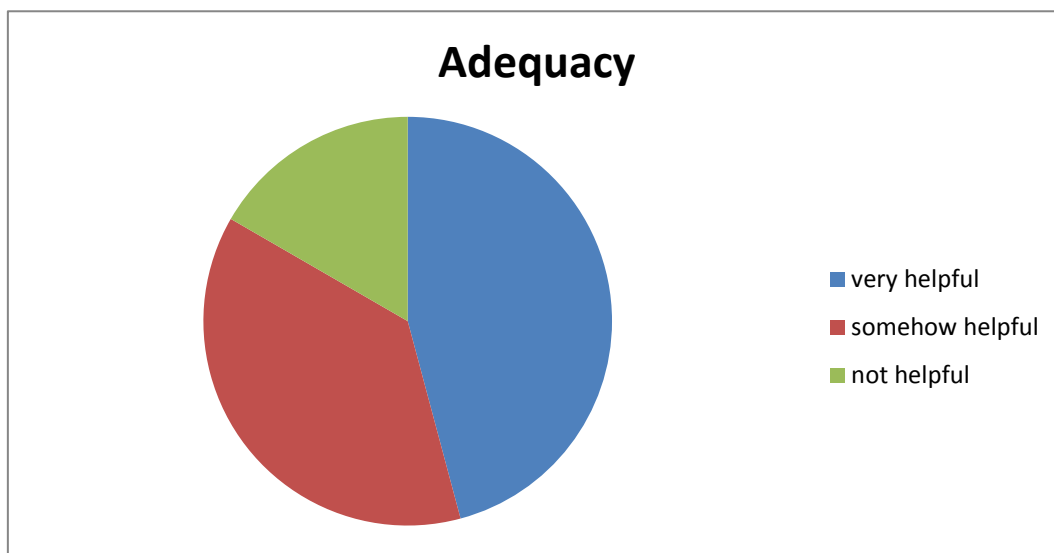The teachers are asked about the training program whether it is adequate or not, and about the modules that helped them during the training. Most of the respondents 45,83% answered that the training program is very helpful in the establishment of a good teacher, because it gives an insight look on the teaching sector, its ways of working, its needs, its rules and all the possible solutions for the common problem that face every teacher. While, approximately 37, 5% claimed that the training is somehow helpful, they have been experienced the teaching career for just one year, and they did not yet face all the situations that obliged them to use what have been learnt during the training, and only 16, 66% said that the training is not helpful, they are still trainees .i.e. their experience is counted on fingers. So their answers are related to the uncompleted training program.

The adequacy of teachers training program		
- Very helpful	11	45,83%
- Somehow helpful	9	37,5%
- Not helpful	4	16,66%
- Total number	24	100%

Table 3.4 The Adequacy of Teachers Training Program

**Pie chart 3.3 The Adequacy of Teachers Training Program**

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Question (04) was about the modules of the training program, the majority of the informants claimed that the more effective modules, that they benefit from during their training are : didactics around 54,2%, because it supports them with an effective pedagogical strategies that improve the learning of English language, for example ways of making the student an active learner that say, write and do .i.e. ways of making the learner involved during the lesson according to the well known comment from Benjamin Franklin: **"tell me and I forget, teach me and I may remember, involve me and I learn."(Knoblock,1994: 81).** In short, the teacher learnt all the pedagogical methods that make the students engaged in the class to solve the issue that we want to teach. Psychological education also is mentioned in the teachers' answers 45,8%, because it gives them way to teach and consider each student according to his mental abilities. It attempts to give the teachers an insight study of social, emotional and cognitive development of students in order to apply this knowledge to improve the learning process.

While the less effective modules for our informants are: school legislation, which is concerned with a set of rules that deal with the teacher's rights, and duties inside the educational sector, 79,2% claimed that they are really in need to learn more on the teaching methods, and strategies that facilitate the teaching task. The training engineering is another module that 20,8% of the teachers claimed that it is a less effective one in their training program, due to its focus on the general idea of planning this program for teachers, its objectives and its importance, which has no accordance with the improvement of the teachers' performance inside the classroom.

Question (05) was addressed to the novice teachers to asked them about the information and the techniques that the training provides them with to improve their performance. Their answers vary from one to another, where the statecstics show that 79,2% said that the training gave them all the information and the techniques that help to improve every teacher's performance, because the theoretical side of each module seeks to explain how to be good and enrich the teachers' knowledge about all what concernes the teaching process, from the top dow .i.e. knowledge (theory), hypothesis, observation, moving to the confirmation part (practice) inside the classroom during the service. 20,8% of the teachers said "No", the training do not give al the techniques and methods, because the training program has several modules that has no relationship with the teacher's performance, which wastes their time instead of being involved more in the effective modules, that attempt to improve their competencies. The following table and pie chart show those statestics:

Teachers answers	Number of teachers	Ration
Do provide	19	79,2%
Do not provide	5	20,8%

Table 3.5 The Training's Role in Providing Teachers with Valuable Information
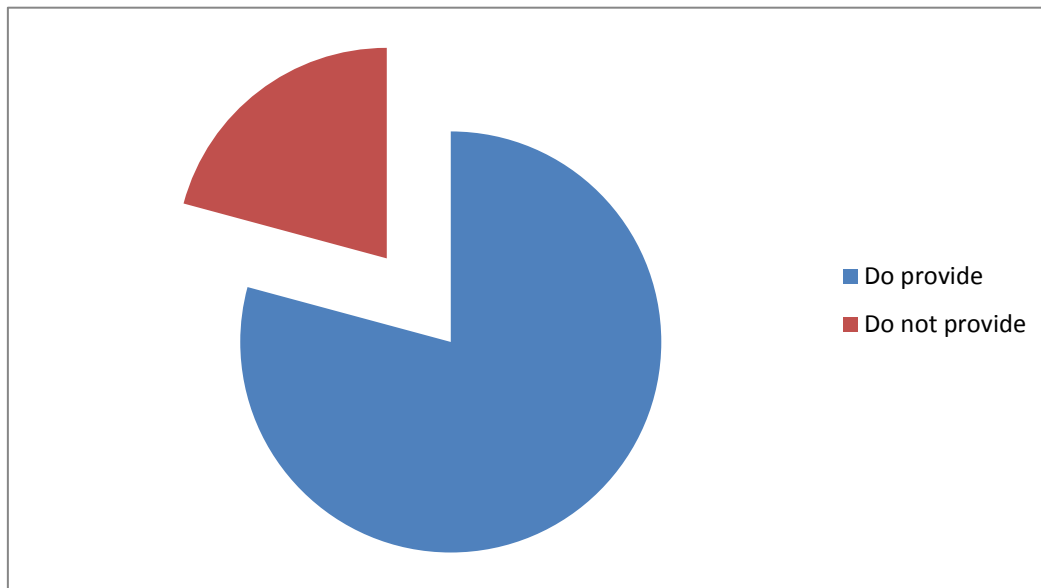
Pie chart 3.4 The Training's Role in Providing The Teachers with Valuable Information

Rubric Two: concerning the focus of the training program .i.e. Theoretical or Practical side

Question (06) attempts to investigate whether the training program focuses on the theoretical side or the practical side or both of them. The answers were approximately equal, 45,5% said that the main focus of the training program is the theoretical side, and no practical side during the training .i.e. the teachers supposed to learn just theoretical modules, while 54,2% said that the training focuses on both sides, which means during the training the teachers are involved into theoretical modules, that deal with all the information, methods and strategies that are needed to improve the teachers' knowledge in order to use it .i.e. to practice it during the service .i.e. inside the classroom.

The Training's focus	Number of Teachers	Ration
Theoretical Side	11	45,5%
Practical Side	00	00%
Both Sides	13	54,2%

Table 3.6 The Focus Side of The Training Program
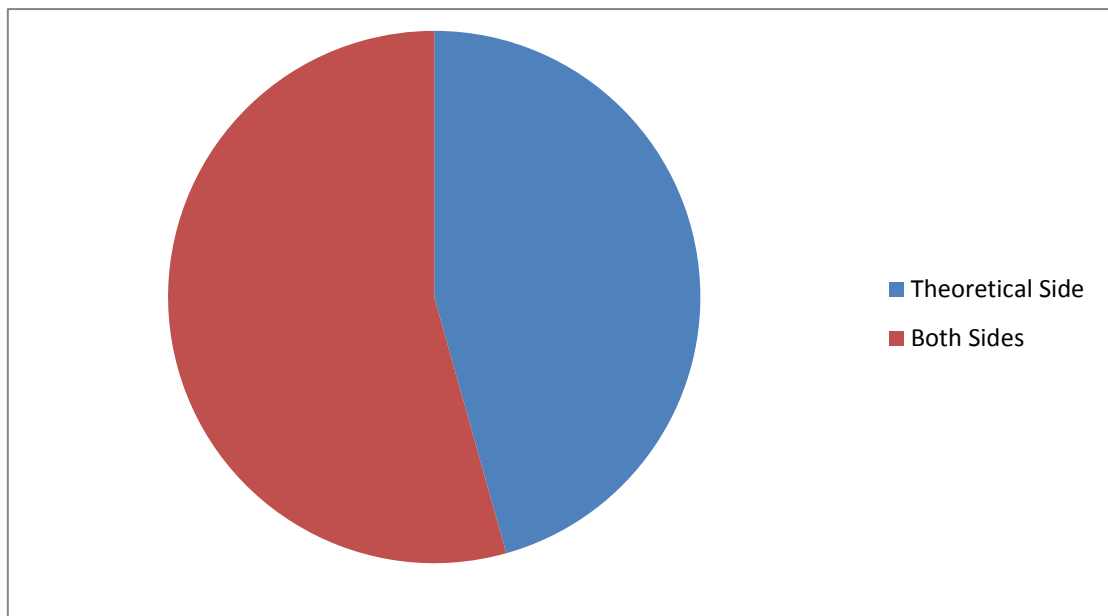
Pie Chart 3.5 The Focus Side of The Training Program

Rubric Three: The teaching difficulties during the service

Question (07) wondered about the difficulties that face the teachers at the beginning of their career. Most of the teachers 66,7% said "yes", they do face several difficulties in controlling the students' disciplines, facilitating the learning process and of course improving the student's acquiring of a foreign language .i.e. English. 33, 3% said "No", they did not face any difficulties, because it depends on the teacher's personality using what have been learnt during the training in affective way, that adequate with each problem. Question (08) completed the answer of the previous question, which was about the challenges that would face the trained teachers.

All the teachers agree that the teaching challenges would always face the teacher even after finishing the training program, because the teaching process would always develop in accordance with the students' development, in order to fill the lack during the lesson and be managed to control the classroom.

The Teaching Difficulties	Number of Teachers	Ratio
Yes	16	66,7%
No	8	33,3%

Table 3.7 The Teaching Difficulties

Pie Chart 3.6 The Teaching Difficulties

Rubric Four: the novice teachers' attitudes toward the training program in middle schools, and the suggestions that would better the training program for middle schools' teachers

Question (09) addressed to those novice teachers to give us their point view on the adequacy of the training program in middle school.

All the teachers confirmed the adequacy of the training, because it gives an opportunity to practice the focus of the training program in the real-life context .i.e. inside the classroom during the service, due to the well organization of this program by the Ministry of Education, which is planned to be done during the school year in every weekends, so that the teacher will be trained in both sides, focusing on the theoretical side in its modules, and give them a chance to test, practice and confirm those training theories. At the end of the questionnaire, the teachers provided us with a set of suggestion and recommendations that would better the training program for all the novice teachers, as well as the teaching sector in middle schools:

1- To give chance to the teachers to explain the challenges that needs to be tackled in order to improve their teaching level.

2- To include demonstrative lessons in the training program.

3- To work on how to make a lesson plan that foot with the student's needs in acquiring a foreign language.

4- To adopt new strategies that facilitates the tasks of teaching.

5- To minimize the program, and focus just on the learners' needs nowadays.

6- To focus on how the teacher can handle the difficulties in teaching English as a foreign language.

3.5.2 Analysis of Data Gathered from The Interview

The interview is another instrument used to obtain more information and broaden the scope of our research; we have added an interview with the general inspector of English and the responsible of the training program in the Wilaya of Ain Temouchent. He has been asked open-ended questions in order to find out and gather information about the adequacy of teachers training program in middle schools, and if this training program is capable to improve the EFL teachers' performance and the difficulties that faced them during the service. (See Appendix 2)

Thanks to his experience as an English teacher, inspector and trainer in the training program, he has been asked about the efficiency of the training program and his teachers' needs that seek to improve their capacities, and increase the English level in the Wilaya of Ain Temouchent:

According to the general inspector of English in question (05), there are numerous difficulties that challenge any teachers in the field, because teaching is not an easy task that only matter on planning lessons, but more than that, because the teacher is dealing with many student with different mental abilities, that obliged the teacher to do his best to facilitate the lesson in a way that foot with all his students, in order to engage them during the class to solve the task that the teacher want to teach. Thus, the teacher should be psychologist .i.e. a listener, a father, adviser and a good speaker that gets his students' attention during the class .i.e. to seduce his students' mind. The answers of this question asserted the teachers' responses, that the psychological education's module is too important in building a competent teacher that seeks to motivate his students.

Question (06) was about the focus of the training program whether is theoretical or practical. According to the general inspector the focus is on both sides, precisely on the theoretical one, because that what the teachers really need, it means if they do not have theory, they will not have a good practice, because they are supposed to practice what they have been learnt during the training inside the classroom. The general inspector asserted that not only the theoretical side is used during the training program, because the Ministry of Education has been given the teachers the opportunity to practice the theory in order to get things better, by making the teachers trained every Saturday .i.e. weekends to practice what they have been learnt, and make those theories clear for them in order to benefit from during the teaching career.

Question (07) addressed to the general inspector to see whether the training program is adequate, and capable to improve the EFL teachers' performance in middle schools. The inspector affirmed that the training is very helpful in building a competent teacher, and improving the EFL teaching in middle schools, because the training focuses on what to do and how to do, and also because the basis of every training is learning by doing, which means if they do not practice what they learnt, the training operation failed, because telling things without testing them would not help.

So the training program does help in building a good teacher, because it is considered as specific opportunity that seeks to better the teaching sector. The general inspector claimed in question (08) that in every training program, he reaches the training goals, by working himself with those teachers till he achieved his expected outcomes, and also by making visits in order to check whether the EFL teachers are really using the strategies, that they are learning during the training in order to discover the lack, and deals with it to fulfill the missing points. In question (09), the general inspector asserted that whenever he makes visits to his EFL teachers, he finds that the training strategies still playing an important role inside the classroom, and within the teachers 'performance, which affirmed that the teachers' skills are improved and still developing by time, and as a result of that the English learning is increasing step by step, and the students should be motivated to be engaged to learn English language in effective atmosphere according to each teachers' ability of teaching.

At the end of the interview, the general inspector invited the teachers to read more about didactics and pedagogy, teaching strategies, reflect on what to do in class, share ideas with the other teachers, trying to adopt new strategies in class, sometimes will succeed and sometimes will fail. Teaching is trying matters and reflecting on the students' feedbacks .i.e. the way they behave and the way they be attached to the course in order to know the efficiency of their ability of teaching.

3.6 Results of the research

This section aims at summarizing the main results of the research throughout the two instruments (questionnaire and interview), that have been used in investigating the adequacy of the teachers training program. Whereas, through those results, our research hypotheses has been proved, by answering to the main research questions of our study. The results are described in the following details:

3.6.1 The Questionnaire's Main Results

The secret behind addressing the questionnaire to novice EFL teachers is to investigate whether the training program is helpful or not in building an effective teacher, since they have been part of that training in the beginning of their career. In the sake of that fact, the main results are as follows:

1- The training program is helpful and useful in improving the teachers' performance.

2- Didactics and Psychological Education are the most effective modules that improve the teaching process, while School Legislation and Training Engineering are the less effective ones in improving the teaching process.

3- The training program attempts to provide the fresh EFL teachers with valuable information and techniques that improve the teachers' performance.

4- The training program focuses on both sides, precisely on the theoretical one.

5- All the EFL teachers face difficulties at the beginning of their career, even the trained teachers.

6- The training program is adequate in building teachers with good competencies and performances.

3.6.2 The Interview's Main Results

The interview allows us to see through another angle, the inspector's one, concerning the adequacy of the training program, and their impact in improving the teachers' performance. The results gave us more support for our study, since the general inspector is the responsible for training the novice EFL teachers, in order to prepare them to be good and competent teachers. In that basis, the main results that we have got from the interviewing the general inspector are as follow:

1- Classroom management is the main problem that all the new EFL teachers are facing nowadays.

2- The training program focuses on both sides, theoretical and practical side, precisely on the theoretical one.

3- The training program gives an opportunity to the novice teachers to practice the theoretical side during the training and inside their classrooms.

4- The training program helps in improving the teachers' competencies.

5- The training's expected outcomes have been reached.

6- The training's strategies and techniques that have been learnt during the training program is still used even after finishing the training.

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7- The English learning increased step by step throughout the trained teachers.

3.7 The Research Findings

As far as the obtained results, we have found that the training program is an effective activity, that the Ministry of Education has planned it to promote the EFL teachers' performance in teaching a foreign language .i.e. English. The training program has a balance between the two sides: theoretical and practical side, in fact the idea of the training is just a theory side, where the teachers are involved in learning theoretical modules; however the organization of the training program gives a chance to those teachers to practice that theory inside the classroom and during the training. This fact answers the first research question of our research study (Do EFL teachers benefit from the training program in the practical side? Or they are just theoretical?), and confirmed what we have hypothesized about the balance between the two sides.

Another fact we have found is that the training program compromised of modules, which are in real importance in improving the teachers' competencies, such as: didactics and psychological education, that attempt to provide the teachers with techniques that facilitate the teaching process for the new ones in their practical performance, by using the theories that they learnt in the real-life context .i.e. classroom. Thus, the use of those strategies and techniques helps in building a well performs teachers. In that basis, we have answered to the second research question (Is this program adequate and helpful in building a good competent teacher?), and confirmed the second hypotheses about the training importance in facilitating the teaching career, in order to challenge the entire problem that may face any new EFL teacher. This section attempts to answer our research questions, and confirm the validity of our research hypotheses.

3.8 Suggestions and Recommendations

According to the research results, we confirm that the training program is very helpful and successful in building a good and an effective teacher, but there are several lacks, which the Ministry of Education should deal with in order to make the training program more efficient to go along with the other nations in the teaching adequacy. We planned a list of suggestions and recommendations that would help in improving the training program, as well as the teaching level:

1- To organize the training immediately after the competition, and forbid to practice teaching without being trained in order to prepare the teachers technically to the new job.

2- To minimize the program's modules and to focus on the effective ones that foot with the teachers' needs.

3- To motivate the teachers to express their opinions concerning the training, and try to give their suggestions for better training, since they are a part of that activity.

4- To rely on activities that they are familiar with .i.e. real-life context to motivate the teachers to participate during the training, and also for memorizing what has been learnt.

5- To train teachers during the service in order to improve their capacities inside the classroom.

6- To train teachers during the service according to their needs and choices to find the right solutions for the right situations.

For us, the training program is an obligation for all teachers before and during the service, because the teaching is an activity that does not rely on one strategy or one training for teachers, it is an activity that necessitates going along with all the changes of the students' level, in order to meet their needs. Thus, our major recommendation is to focus on training teachers in the most effective modules for them before the service, and to focus on training teachers according to their needs during the service.

3.9 Conclusion

The present chapter deals with methodology .i.e. data analysis. We witnessed two special events, first being a part of an EFL seminar, where we used the English novice teachers as informants of our questionnaires in order to collect data about their training experience, and second benefit from the general inspector of English, who has been interviewed about the efficiency of the training program , by using his vast experience in the teaching sector to respond to our questions about the adequacy of the training, and its role in improving the teachers performance in the wilaya of Ain Temouchent, since he is the EFL trainer of middle schools. The data gathered from the two instruments lead us to clear results of our research, where we concluded that the training program has two side of focus, the theoretical and the practical one, which the two of them cannot exist without each other .i.e. **"…to practice without theory is to sail an uncharted sea; theory without practice is not to set sail at all." (Susser, 1986: 5).** Those results conducted us a validation to what we have been hypothesized at the beginning of our research study, which gives us an insight look to list suggestions and recommendations for better training, according to what we noticed during analyzing the novice teachers' responses and the inspector's point views.

GENERAL CONCLUSION

General Conclusion

It is necessary to promote the teacher's performance in teaching a foreign language .i.e. English, because our students' level will increase in accordance with the teacher's effectiveness in explaining or transmitting such an idea inside the classroom. Teachers training program is very helpful and essential in building a competent teacher, as well as improving the students' acquiring of a foreign language. Thus, the Algerian Ministry of education planned this program to facilitate the teaching and the learning process for both teachers and students. This dissertation has dealt with investigating the adequacy of teachers training program in middle school, in order to discover whether or not those program is really bettering our EFL teachers, and improving the English level in the Wilaya of Ain Temouchent..

The findings have given evidence to the research hypotheses. The teachers training program is really helpful for the novice teachers in both sides, where it gave them a well theoretical preparation, and a chance to practice and learn by doing, because teaching is a difficult task that should take daily attention in order to tackle with all the deficiencies that may face our new EFL teachers. Therefore, the given suggestions may help in bettering the training program for the sake of both teachers and students, in order to create well-performing teacher with a well educated generation, that seek to promote the learning of English in the Wilaya of Ain Temouchent.

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APPENDDICES

Appenddix 1: The Teachers' questionnaire

Dear Teachers,

This questionnaire is one of the research instruments used in our research about the adequacy of EFL teachers' training program in middle schools in the wilaya of Ain Teamouchent. You are kindly requested to answer the following questions.

1- Gender   Male ☐   Female ☐

2- Teaching experience: number of years? ....

3- Is EFL teachers' training program helpful in the establishment of good teaching?

Yes very helpful ☐   Somehow helpful ☐   Not helpful ☐

4- Which modules in your training do you consider more effective and which ones are (according to you) less effective (not helpful in class)? Why?

………
………
………
………………………………………………....

5-Do this training program provide you with valuable information, techniques that improve your performance as a teacher?   Yes   ☐No   ☐

Illustrate (give one example): ……………………………………………………………............

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

6- Does this program focus more on theoretical or the practical side of training?

Theoretical side ☐   Practical side ☐   Both ☐

7- Did you face difficulties in the beginning of your career as a teacher? If yes give examples.

………

………

…………………………………………………………………………….

8- Is it true that the EFL teachers once he is trained, he will not face any challenge with teaching?

………

…………………………………………………………………………………..

9- Do you consider EFL training program in middle school adequate? Why?

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

………………………

10- Which suggestions would you provide for bettering the teachers training program in middle schools?

……

……..

Appendix 2: The General inspector's interview

1- Years of experience as an English teacher?

2- Years of experience as an inspector?

3- How have you been trained in the beginning of your career as a teacher?

4- Was that training adequate and helpful in the establishment of good teaching?

5- According to you, which difficulties and challenges are new EFL teachers facing nowadays?

6- As trainer, on which side does training program focuses more, the theoretical or the practical? Explain.

7- Is recent teacher's training program efficient to improve EFL teacher's performance in Middle Schools? Is it adequate?

8- As a trainer, have you reached the training program's goals? Does the program work well? If no, say why?

9- After training, and throughout the School year, you make visits to teachers in classes, do you find that EFL teachers make in use the specific skills and strategies learnt during the training? Does English learning increase?

10- Which pieces of advice would you give to the EFL teacher in Middle Schools for better teaching?

ملخص

إن مهنة التعليم أمر صعب و معقد للغاية و لكنه ليس مستحيلا, لهذا حاولت وزارة التربية الجزائرية العمل على تسهيل هده العملية و دلك بتنظيم برنامج تكوين للمعلمين الجدد لمساعدة كلا طرفي العملية التربوية (المعلمين و التلاميذ), من اجل التغلب على الصعوبات التي تعترض أي معلم جديد أثناء تبليغ رسالته, مم يترتب عن دلك تراجع المستوى الدراسي لدى التلاميذ. و بناءا على دلك فان هدف هدا البحث هو التحقيق في فاعلية التكوين على المعلمين الجدد في كلا الجانبين: النظري و التطبيقي, من خلال الاعتماد على أجوبة الاستبيان للمعلمين و مقابلة مع المفتش العام للغة الانجليزية. قد تبين من خلال النتائج إن هدا التكوين جد مساعد و مفيد للمعلمين الجدد, من خلال مساعدتهم على اكتساب كفاءات و مهارات كفيلة بسد النقائص و كدا رفع مستوى التلاميذ في تعلم لغة أجنبية (الانجليزية). في الأخير نأمل بان يستفيد المعلمين و العاملين على تنظيم التكوين من نتائج هدا البحث, و خاصة فيما يتعلق بالتوصيات المقترحة من اجل تحسين مرد ودية التكوين.

الكلمات المفتاحية: مهنة التعليم, برنامج التكوين, المعلمين الجدد, النظري, التطبيقي.

Résumé

Le métier d'enseignement est très difficile, mais il peut être résolu, car le Ministère d'éducation a essayé de le rendre facile, par organisé un programme de formation pour les nouveaux enseignants, dans le but de développer les capacités chez l'élève et l'enseignant, et pour éviter les difficultés et les aider, ça permettre a l'enseignant de transmettre son message, en effet le but de cette recherche est de montrer l'importance de ce programme de formation, chez les nouveaux enseignants pratiquement et théoriquement, à partir les résultats du questionnaire aux enseignants et l'entretien avec l'inspecteur général d'anglais, il a été démontré que cette formation est très bénéfique pour les nouveaux enseignants. Enfin, en espérant que cette recherche facilite ces difficultés, et doit être bénéfique pour tous qui veulent réussir dans le métier d'enseignement.

Les mots clés : Le métier d'enseignant, programme de formation, les nouveaux enseignants, théoriquement, pratiquement.

Summary

The teaching profession is a difficult and a complex task, but it is not impossible to be tackled, because the Algerian Ministry of education tried to facilitate this process and organized a training program for novice teachers, to help both sides of the educational process (teachers and students), in order to overcome the difficulties encountered, by any novice teacher during the transmission of his message, resulting a decline in the academic level of the students. Therefore, the aim of this research is to investigate the adequacy of this training on the novice teachers in both sides: theoretical and practical, by relying on the questionnaire's responses of the novice teachers, and the interview with the general inspector of English. Throughout the results, it has been shown that this training is very helpful and useful for the novice teachers, by helping them to acquire new competencies and skills to cover the lack and to increase the level of students in learning a foreign language (English). Finally, we hope that both teachers and the ones that organize the training will benefit from this research, especially from the proposed recommendations in order to improve the training's effectiveness.

Key words: The teaching profession, teachers training program, novice teachers, theoretical, practical.