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**Investigating the Efficiency of In-Service Teacher  
Training Programs: Case of Primary School English  
Teachers in Ain Temouchent**

An extended essay submitted in partial fulfilment of the requirement  
for a master's degree in Didactics and Applied Languages

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# Dedication

*I dedicate this work to the soul of my beloved father, Rouane Hacene Said. His guidance, support, and love remain with me even in his absence, and his memory will continue to be a source of inspiration.*

*I would like to honour my beloved mother, Rouba Fouzia, and acknowledge the strong and incredible woman she is. My mother has always been the primary source of support, happiness, and inspiration. I want to dedicate this work to her because her faith in me has been the greatest encouragement in my entire life.*

*I would like to express my deepest gratitude to myself for the dedication, patience, and resilience shown throughout this research journey.*

*I want to give special thanks to my sister Rihame and my brother Abed el Aziz for their love, encouragement, and support.*

*Finally, I would like to thank the friends who supported me throughout this journey.*

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## **Abstract**

Continuous professional development for English teachers has become important in the recent introduction of English as a school subject at the primary level in Ain Temouchent. However, despite the growing emphasis on in-service training, teachers still face challenges that limit their ability to apply new teaching techniques effectively. This research aims to point out problems preventing educators from deriving optimum benefits from professional growth. Furthermore, the study endeavours to assess teachers' receptiveness towards such courses, identify barriers to participation and execution, and provide recommendations on how enhancement can be achieved to better align training with classroom needs. A mixed-methods approach is used, combining quantitative data from questionnaires answered by teachers with qualitative data from a semi-structured interview with an experienced trainer. The research work finds that in-service training is valued for updating pedagogical methods and facilitating learner-centred approaches. Still, the same barriers remain, including resistance to change, limited time, and subpar materials. In certain cases, hands-on workshops and practical sessions were, however, effective. The research work concludes by emphasizing the need for further in-depth, more pragmatic, competency-based training, improved timetabling, and increased use of technological aids. These concerns need to be addressed to prepare teachers for evolving learning needs and support Algeria's broader education reforms.

**Keywords:** In-service training, Primary school, Professional development, Teachers' receptiveness, Training effectiveness.

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# List of Abbreviations and Acronyms

CPD	Continuing Professional Development
EFL	English as a Foreign Language
ENS	Ecole Normale Supérieure
ENSET	Ecole Normale d'enseignement Technique
ESL	English as a Second Language
IoE	Institute of Education
ITE	Institute of Technology of Education
ITT	Initial Teacher Training
MoE	Ministry of Education
PD	Professional Development
TPD	Teacher Professional Development
UN	United Nations

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# **General Introduction**

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## General Introduction

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Training teachers is the process of giving them the information, abilities, and mindsets they need to instruct and evaluate students. It covers both pre-service training, which gets people ready for teaching, and in-service training, which helps teachers all along the way. With an emphasis on raising the standard and effectiveness of teacher preparation, Algeria has seen substantial advances in English language instruction and teacher training since its independence in 1962. With an emphasis on providing teachers the resources they need to enhance student success, these reforms reflect broader changes in educational philosophy and societal demands. Simply put, teacher training equips educators with the essential knowledge, skills, and attitudes to teach and support learners effectively.

The in-service training program is important in improving teacher professional development, as it helps them stay ready to cope with the evolving educational needs. These programs aim to enhance the qualifications of teachers who are already employed. The idea of teacher training programs pertains to various activities that support and enhance teachers' professional development. These programs can take many different forms, such as conferences, workshops, seminars, classes, etc., and they all fall under the umbrella of helping teachers from the time of their first job until they retire.

Since English is a universal language and was recently introduced in primary schools, teaching methods must be specific to help young pupils develop the fundamentals. The main goal of successful in-service training programs is to provide instructors with cutting-edge teaching methods, classroom management practices, and evaluation approaches specific to language instruction.

Even though in-service teacher training is the main focus, primary school English teachers still face challenges because of the training sessions' emphasis on theoretical

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topics, their brief duration, and the lack of follow-up support. Another significant issue is that the training material is not adequately aligned with the classroom demands. As a result, they lack the drive and encouragement that cause them to deliberate knowledge slowly. The issue is determining the effectiveness of in-service teacher training programs, specifically for English teachers at primary schools in Ain Temouchent.

This research work belongs to the field of didactics and applied languages. The research paper sheds light on exploring the efficiency of in-service teacher training programs for primary school English teachers. The aim is to enhance in-service teacher training by using more appropriate and helpful resources and focusing more on the practical areas.

In-service teacher training is crucial for enhancing Algerian educators' professional growth, particularly for EFL teachers in elementary schools. [Since independence, efforts have been made to improve teacher preparation; however, issues regarding the effectiveness of these programs still persist, including their lack of practical application and support.] These gaps need to be addressed to equip teachers with the necessary tools for delivering high-quality English language instruction and fostering student success. In-service training can play a vital role in advancing Algeria's educational reforms by promoting innovative teaching methods and practical strategies.

In-service teacher training programs play a significant role in boosting instruction and meeting changing education needs. However, there are also issues with the effectiveness of such programs, even when teachers have generally favorable attitudes towards them. These include schedule conflict, inadequate resources, failure to translate learning strategies into practice, and instructors' resistance to change. By emphasizing interactive, competency-based, and adaptive programs that induce greater receptiveness to

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change and provide teachers with the essential 21st-century skills they need, this study responds to the need for more effective training mechanisms.

The research attempts to raise the following research questions:

1. What are teachers' attitudes towards training programs?
2. Which barriers and challenges do EFL primary school teachers of English face when engaging in in-service training programs?
3. What resources and strategies should be considered by trainers?

In order to arrive at reliable answers to the stated questions, the following hypotheses have been constructed.

1. Teachers may have negative attitudes toward training because of the limited training
2. Teachers may experience significant barriers such as limited time and the relevance of the training content.
3. The trainers may think of adding other resources, such as pedagogy and technology materials, in order to enhance the training program.

The research aims to investigate several objectives related to the effectiveness of in-service training programs for primary school English teachers. Firstly, it seeks to evaluate teachers' attitudes toward their current training programs, examining how they perceive the relevance and impact of the training they receive. Secondly, the study aims to identify the challenges faced by both teachers and trainers within the training process, highlighting any obstacles that may hinder the effectiveness of the programs. In addition, the research will assess the qualifications of primary school English teachers to understand whether their educational backgrounds and professional skills align with the demands of their roles. Another important objective is to determine what additional

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resources should be incorporated into the training to enhance its efficiency and effectiveness. Finally, the study seeks to explore existing gaps in in-service training programs and propose strategies to address and fill these gaps, ultimately contributing to the improvement of teacher development initiatives.

The investigation is on a selected case, which is the primary School English teachers in Ain Temouchent. This sample was chosen because the English language was recently introduced in primary schools, and English language teachers need to be well-trained to cope with their students' needs. Trainers of the English language in primary schools are also participants in this study. The aim of choosing this case study is to investigate the efficiency of in-service teacher training for primary school English teachers in Ain Temouchent.

The mixed method is adopted in this study in order to gather data about the topic under investigation: quantitative, based on a questionnaire delivered to primary school English teachers to gather data about the efficiency of the in-service training and to ask for further suggestions to improve the programs; and qualitative, based on an interview designed for primary school English trainers to examine the effectiveness of these programs and understand the trainers' perspectives also to look for further development.

Three primary chapters make up this study project, which is separated into theoretical and practical sections. The literature review in chapter one covers the overall concept of the in-service training programs and all topics about teacher training. The research methodology and data collection tools are covered in chapter two, along with the approach taken to examine the case study of an EFL instructor in Ain Temouchent who has been undergoing training since being employed. Two data-gathering tools are included in the method: an interview with inspectors and a questionnaire given to EFL teachers.

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Chapter three includes data reporting and analysis for the questionnaire and the interview.,also, this chapter covers the suggestions and limitations that will serve the study and offers recommendations for further research.

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# **Chapter One**

## **Review of the Literature**

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# Chapter One: Review of the Literature

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## 1.1 Introduction

This chapter explores the theoretical pedagogical foundations for the effectiveness of in-service teacher education programs in improving instructional practices, particularly in the case of English primary school teachers in Ain Temouchent. It investigates how in-service programs enhance teacher effectiveness and student achievement. The chapter aims to position the issue of teaching and learning English within a comprehensive education model. It begins by defining teacher training schemes and further discusses the different types of training programs, such as in-service and pre-service, and their relevance and importance, especially in the context of Algeria.

## 1.2 Definition of Teacher Training Programs

According to David and Stephen (1989), training can be described as the developmental process meant to bring long-term changes in individuals, thereby enhancing their capacity to do things effectively in their workplace. The term "teacher training" refers to the organized courses that serve teachers and aspiring individuals by providing them with the information, abilities, and dispositions they need to successfully guide students. In short, teacher training is a structured learning process to enhance the knowledge, skills, and attitudes of teachers and those aspiring to the profession, thereby enhancing their ability to lead students to success.

Whereas Djaafri defines it as: “a set of guided efforts for the sake of providing the teacher with information and comprehension 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 high-level tasks” (Djaafri, 2009, p. 25).

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Therefore, a teacher training program is a set of planned activities for new teachers to enhance their current and future services by including new knowledge, abilities, and attitudes related to their teaching profession. The training program allows teachers to improve their talents, deliver their message easily, and make voluntary behavioral adjustments. It consists of two types.

### **1.3 In-Service Teacher Training Programs**

In-service teacher training focuses on the professional growth of currently employed teachers, enabling them to improve their instruction, stay current on new teaching techniques, and adjust to technological changes with the support of continuous training. In-service teacher training can be regarded as the activities and programs for in-service teachers to upgrade their knowledge and interests (Osamwonyi, 2016). Another important aspect is that workshops, seminars, and cooperative learning opportunities are frequently incorporated into in-service programs.

#### **1.3.1 Goals of In-Service Teacher Training Programs**

In-service training is a crucial component in the professional development of educators and healthcare professionals. It is designed to enhance individuals' skills, knowledge, and competencies in their respective fields. In-service teacher training programs aim to enhance educators' abilities, expertise, and general efficacy in teaching. These initiatives seek to improve teaching and learning, increase work performance, and update instructors' knowledge and abilities. Teachers must receive in-service training to improve their professionalism and adjust to new difficulties and changes in the educational landscape (Omar, 2014). Since the middle of the 1980s, in-service education and training have become increasingly important and are seen as a vital area of concern. The Advisory

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Committee on Teacher Education and Supply (1984) developed a set of themes, asserting that the availability of instructors with opportunities for additional training and professional development is a key factor in the quality of education. Later, numerous themes were brought up, for example:

1. Determining the need for training.
2. The support of in-service training by local authorities, head teachers, and school senior staff.
3. The creation of logical in-service education and training regulations.
4. Offering courses and conducting assessments.

In-service training was seen as a way to lead the improvement of pupil learning based upon the improvement in schools (Burgess et al., 2013)

### **1.3.2 Objectives of In-Service Teacher Training Programs**

Training programs are a series of activities developed for educators currently in the profession to boost their efficiency and improve their present and future services by overcoming educational obstacles. Teachers must receive in-service training to meet academic objectives and support social and economic advancement. In order to stay up with the latest advancements and guarantee the effectiveness of education, it benefits from self-development and in-service configuration. According to Mirou (2015), the main objectives of in-service teacher training programs are to:

1. Training teachers in teaching methods to boost their instructional capability.
2. Enhancing teachers' specific skills and problem-solving skills in tackling educational problems.

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3. Building upon teachers' effectiveness, ability, and creativity to influence educational endeavours.
4. The development of educators' attitudes and practices that would enable them to discharge their duties better and more effectively in the classroom.
5. Improving teachers' efficiency and effectiveness in accomplishing their tasks so that assignments may be completed on time.
6. Identify different competencies in teachers, allow their use in certain situations, and therefore build up their morale.
7. Closing the knowledge gap for experienced teachers by providing training in self-improvement and applied research.
8. Giving educators the chance to learn about new teaching techniques and strengthen professional links.
9. Helping new instructors adjust to changing views around work and comprehend professional requirements.
10. Improving educational quality to influence students' behaviour and growth favorably.
11. Getting educators ready to learn everything there is to know about education.
12. Improving the abilities of educators and administrators to successfully accomplish institutional goals while guaranteeing organized and purposeful work.

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## **1.4 Pre-Service Teacher Training Programs**

Freeman defines pre-service teacher training as “a strategy for direct intervention that is typically aimed at preparing teachers for classroom practice. The intervention is usually based on knowledge and skills that should be practiced and mastered as a prerequisite for teacher qualification” (Freeman, 1989, p. 39).

In short, training is a preparatory course that seeks to facilitate professional growth and ensure effectiveness in classroom practice. It is provided to teachers before they begin their teaching careers. This training includes coursework on subject matter, educational theories, and pedagogical techniques. Pre-service training, also known as internal teacher education or initial teacher training, is provided through structured programs that help teachers fulfill particular learning objectives.

### **1.4.1 Goals of Pre-Service Training Programs**

Through the teaching practice course, pre-service teachers identify their own shortcomings, make new discoveries, and articulate the significance of the knowledge and abilities they acquired during their undergraduate studies (Gorgoretti & Pilli, 2012). The teaching practice course provided significant professional and personal development for pre-service teachers, helping them identify their shortcomings and acquire essential skills for a successful educational environment. This experience reaffirmed the value of undergraduate studies, allowing them to apply theoretical ideas in practical teaching situations, thus enhancing their understanding and equipping them for future teaching careers.

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Training aims to equip teachers with pedagogical knowledge, educational studies, and subject-matter expertise, such as lesson planning, classroom management, and skills for successful student engagement (Lewin, 2004). The fields of training that will develop such vital leadership skills include those relating to student-centered learning methods with group projects, feedback mechanisms, and modern teaching techniques like the flipped classroom. Social skills are also essential in building a good relationship with fellow teachers and students. Pre-service programs provide an educator with a set of officially mandated teaching credentials recognized by the government to enter the teaching profession at one level of education. One more important goal is connecting theory with practice, being taught through years of apprenticeships, during which the trainees teach with direct supervision by experienced mentor teachers, assuming more and more responsibility.

### 1.5 Importance of Teacher Training Programs

Teachers play a crucial role in influencing students and society's future development, which is why they must be well-trained; they deal with diverse classes. The incorporation of technology into learning settings makes it harder. This requirement highlights how crucial teacher preparation programs are, as they provide the groundwork for increasing the effectiveness of instruction and raising student achievement in the classroom, which helps in:

- **Enhancing Teaching Competence:** Teachers' training programs improve instructional design, class management, and technology integration to improve teaching practices (Mushi et al., 2024).

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- **Teacher Motivation and Professional Development:** Teachers' training programs significantly increase teachers' motivation and self-efficacy, also helping in fostering a culture of continuous professional growth (Saeed & None Aneesa, 2023).
- **Global Competence Development:** Teachers' training programs are vital in developing teachers' global competence, with a moderate to large effect on their knowledge and skills, particularly for in-service educators (Zhang et al., 2024).

### 1.6 Development of Teacher Training Programs in the Algerian Context

According to Benziane & Senouci(2007) in order to guarantee the success of teachers, teacher training programs must offer thorough study plans. These programs should develop abilities that demonstrate the trainees' knowledge of content and pedagogy. Academic performance should be impacted by program accomplishment, self-efficacy, reflection, time management, and classroom management. Newly hired educators require guidance and practice. The mentor teacher is essential to the novice teachers' transition by providing support and direction. To enhance their teaching skills and alter their attitudes toward teaching, seasoned educators and mentors can oversee the program and emphasize the value of goal setting, mentoring, and observation. The preparation of these instructors is regarded as a crucial stage in the growth of teachers. It can occur in both formal and informal contexts.

The Algerian government had to set up an educational system after 1962 to satisfy new expectations. 18,000 French teachers departed the nation due to social pressure and the "Algerianization de l'encadrement pedagogique." 19,908 literate citizens, referred to as

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"moniteurs," were enlisted by Algerian authorities to combat the colonial paradigm and deal with the growing number of students (Benziane & Senouci, 2007).

The French colonial educational system only allowed Algeria six elementary teacher training institutions in 1962. Due to a shortage of teachers in 1962–1963, Algeria established two training facilities between 1963 and 1967 to plan the function of teachers in the capital city of Algiers and another National School of Technical Learning in El Harach, Algiers. The inspector of the National Training Center of Primary and Middle Schools was hired. These training facilities served as a remarkable solution to the Algerian predicament.

Although the Ministry of Education declared two projects, they were used until 1998.

- ❖ The continual Training Body during the service from December 1999 to March 2000.
- ❖ The Temporary Training Body for the Basic Educational Teachers that has not finished their Secondary learning

### 1.6.1 Early Developments (1962-1980s)

Algeria faced a severe shortage of trained teachers to maintain its educational system after gaining independence in 1962. To meet this need, the first teacher training programs were created. Short-term programs, such as one-month training sessions in cultural centers, were among the earliest training techniques used to prepare new teachers for the classroom. However, these programs frequently failed to provide instructors with the skills needed to teach effectively (Lansari,2022).

The Institute of Technology of Education (ITE) was founded in 1970, and a more organized strategy became apparent. It became a crucial training ground for teachers throughout Algeria. As the government increased access to education for children aged 6

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to 18, the number of Institutes of Technology of Education across the country grew to 29, reflecting the growing demand for teachers.

### 1.6.2 Institutional Framework

According to (Lansari, 2022), additional advancements in teacher preparation occurred in the 1980s, especially with the establishment of postsecondary educational institutions such as the *École Normale Supérieure (ENS)* and *École Normale d'Enseignement Technique (ENSET)*. These schools were designed to train educators for specialized professions and secondary education. When the ENS was founded in 1964, applicants had to pass a selective entrance exam.

In 2008, all educational levels were required to provide a year of teacher training before teachers could begin their professional careers. This training included both theoretical and practical elements, with a focus on incorporating pedagogy and technology into instruction.

Four Higher National Schools (ENS) became the new centers for teacher training after the Algerian Ministry of Education moved teacher training from Educational Technologies Institutions to the university system in 1999 and 2000.

Subsequently, the Ministry's proclamation N° 22/10/2000, which outlined the procedures, was enacted to govern teacher training for the 2000/2001 school year. The proclamation also designated three distinct teacher training schools, including private training institutions (Ben Ghadfa, 2012, p. 372).

1. The higher schools of teachers, 1999 to 2000.
2. The national teachers' training institutions.

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### 3. The teachers' training institutions during the service

#### 1.6.3 Ancient Teacher Training Programs

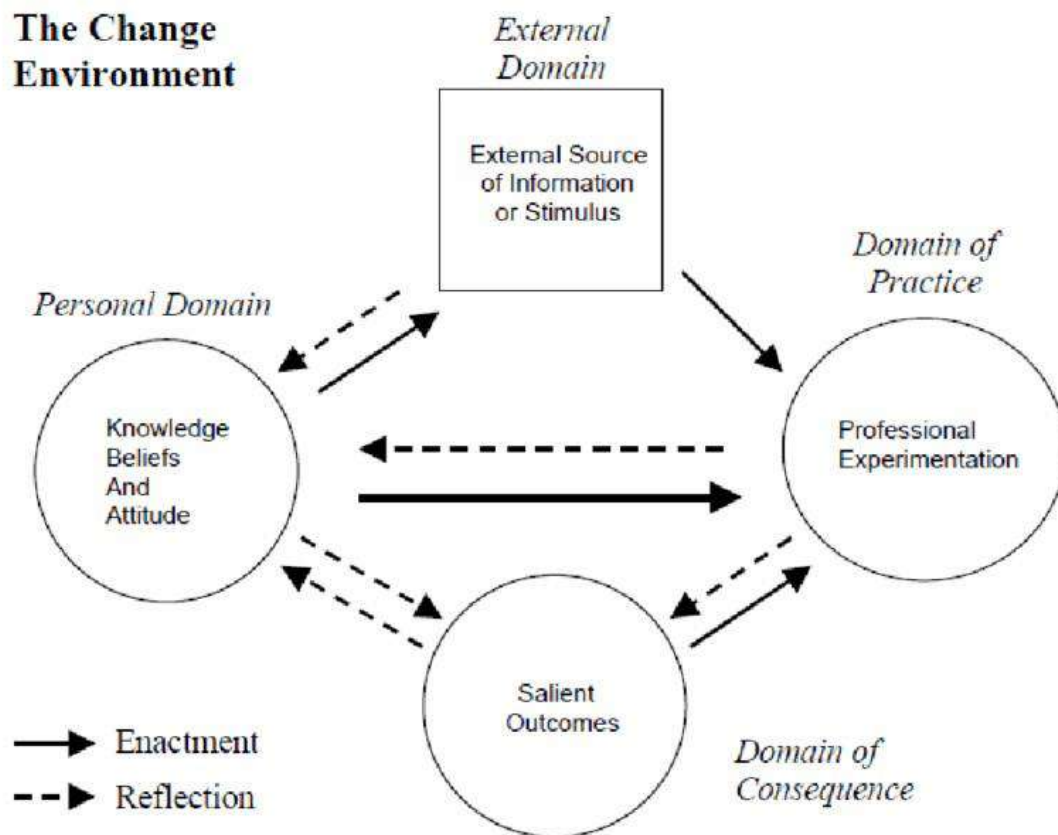
The Algerian government had to set up an educational system after 1962 to satisfy new expectations. 18,000 French teachers departed the nation because of social pressure and the "Algerianization de l'encadrement pédagogique." 19,908 literate citizens, referred to as "moniteurs," were enlisted by Algerian authorities to combat the colonial paradigm and deal with the growing number of students. Algeria moved away from these conventional paradigms and toward more contemporary strategies prioritizing ongoing professional development by the late 1990s and early 2000s. Before completely joining the job, new teachers must experience classroom conditions as part of the extensive training required by the Ministry of Education (Lansari, 2022).

#### 1.6.4 Modern Teacher Training Programs

According to Ghedjghoudj (2002) The needs of modern education have led to an evolution in Algeria's teacher training programs. These courses, which cover subjects including ESL/EFL methods, lesson planning, classroom administration, and evaluation procedures, blend academic knowledge with real-world application. Hands-on training emphasizes practical experience, and ongoing professional growth is essential. Online training options have emerged as a result of the growth of digital education, offering accessibility and flexibility. It is suggested that reflective teaching techniques be used to adjust to various classroom settings. Ongoing attempts are being made to create more unified training frameworks. However, there are still obstacles in the way of guaranteeing that all instructors have access to high-quality training programs.

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### 1.7 The Interconnected Model of Professional Growth (Clarke & Hollingsworth, 2002)



**Figure 1.1:** Interconnected Model of Professional Growth

In most traditional professional development models, teachers are provided with an overview of new ideas that they are expected to enact in their practice. Guskey (1986, 2002) criticized these models and proposed an alternate view, one that would create changes within teachers' classroom practice that might influence change in student learning outcomes, as well as teachers' beliefs and attitudes. Such a model represents advances in learning processes, where practice is at its core. In the connected model of Clarke and Hollingsworth (2002), change is proposed across four domains: the Personal Domain, the Domain of Practice, the Domain of Consequence, and the External Domain, through enactment and reflection. Development reflects the operational meaning in these spheres and is tested through hands-on experience. The teachers make connections among the spheres through reflections and embodying new behaviour. They reflect on what is

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happening and transfer from one area to another. One of the most referred to models concerning teacher learning is the Connected Model of Teacher Professional Development by Boylan et al. in 2018. In this model, the authors have tried to explain different processes within it to make sense of teacher learning in class and its improvement through reflection.

### **1.8 Theory-to-Practice and Practice-to-Theory Relations in Teacher Training**

According to the Institute of Education, educational theory is overemphasized and has little bearing on actual teaching methods. Pre-service teachers are more likely to engage in theory-to-practice activities, whereas in-service teachers are more likely to engage in practice-to-theory-to-practice activities. Preservice and in-service curricula ought to clarify the relationships in order to solve this problem, action research and teacher learning communities can be created to address this in their institutional, sociocultural, economic, and political contexts, educators should learn about new concepts, advance their professional practice, and assess their previous and present methods. Through classroom observation, team teaching, and peer coaching, they should explore outside their own classroom, share teaching resources and opinions, and learn from and support their peers' learning (Institute of Education,2012).

### **1.9 Current Challenges of In-Service Teacher Training Programs**

Teachers do not want any kind of training about their profession, which is enforced by their superiors (Bayrakçı, 2009). This statement reflects that the role of effective professional development for teachers is best when it is collaborative, voluntary, and adapted to their needs, rather than being mandated from the top down, in which teachers sometimes oppose mandatory training programs because they might not cater to their

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unique interests or concerns. Rather, they favor respect, empowerment, and active engagement.

Saiti and Saitis (2006) emphasized the important role that in-service training plays in a number of areas, including education policy, meeting teachers' and students' educational requirements, and the reciprocal interaction between the school and its surroundings. Governments are spending enormous sums of money. Additionally, every nation has its own unique in-service teacher training programs, and many of them are likely unsuccessful for in-service training (Popova, Evans, Arancibia, 2016). Based on research conducted in Turkey, they discovered that in-service training is frequently teacher-centred and devoid of individual needs and teamwork. This inconsistency with the contemporary constructivism approach hampers the accomplishment of educational objectives. The training's vast amount of material could cause overlap, so it's important to identify its goal clearly and stick to it. For both participants and trainers, the European Union report (2015) highlights the significance of consistency in content, pedagogy, and practice. The participants proposed enhancements to the in-service training process, including active involvement, professional skills-oriented material preference, and efficient time management. These recommendations are essential for assessing execution and guaranteeing ongoing development. In order to solve the main issues with Turkey's in-service training procedures, the study also emphasizes the necessity of feedback and a methodical in-service training approach (Tuncel & Çobanoğlu, 2018).

The professional development program for educators in Algeria encounters numerous substantial obstacles that impede its efficacy. These impediments arise from a multitude of factors, such as the imperative for curriculum revisions, insufficient training materials, and the requirement for ongoing adjustment to the dynamic educational

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landscape. The subsequent sections delineate the principal challenges recognized in scholarly discourse, for example:

- **Curriculum Relevance and Adaptation:** The current in-service training programs often lack alignment with modern educational needs, particularly in pedagogy and curriculum updates (Brahim Ghedeir, 2023). And teachers express a need for training that addresses contemporary teaching methodologies and psychological insights into student learning (Brahim Ghedeir, 2023).
- **Resource Limitations:** The absence of reliable benchmarks for evaluating training outcomes further complicates the assessment of program effectiveness (Lmortaji, 2024).
- **Teacher Engagement and Attitudes:** Many teachers exhibit negative attitudes towards the training programs, which affects their participation and engagement (Maraf & Zekri, 2023).

While these challenges are significant, it is also important to recognize that there are ongoing efforts to improve the in-service training framework. Continuous feedback from teachers and adaptations to the training content could lead to more effective programs in the future.

### 1.10 Primary School Training Modules

The introduction of English as a second foreign language in Algerian primary schools has highlighted the urgent need for a structured and effective teacher training program. Such a program is essential to address the unique challenges of teaching young learners and to ensure quality education. The training modules are designed to equip teachers with the necessary skills and knowledge, bridging the gap between theoretical

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understanding and practical classroom application. One of the core components is Classroom Management, which trains teachers to manage their classrooms efficiently while maintaining high learning standards for students aged 8 to 10. This involves a deep understanding of child psychology, accommodating diverse learning preferences, and fostering an engaging and inquiry-driven classroom environment. Lesson Planning is another crucial area, where teachers learn to design lessons specifically tailored to younger learners. The focus is on developing creative and enjoyable activities that immerse students in the English language, promoting communicative competence beyond the simple repetition of grammar rules. Psychopedagogy plays a central role in the training, helping teachers understand the emotional and developmental needs of their students. This knowledge enables teachers to adapt their teaching strategies according to different learning styles and stages of development, making learning more personalized and effective. In addition, the module on Assessment of Learning Outcomes covers both formative and summative assessment techniques. Teachers are trained to evaluate student progress accurately, identify areas where additional support is needed, and adjust their teaching methods to enhance learning outcomes. Pedagogy Skills are emphasized through a focus on the four main language competencies—speaking, listening, reading, and writing—using interactive and communicative approaches. This ensures that young learners develop a balanced and functional command of the English language. Time Management is also highlighted as an essential teaching skill. Teachers learn how to achieve lesson objectives within a set timeframe while keeping students actively engaged and maintaining their attention. Finally, the Test Elaboration module trains teachers to develop age-appropriate assessments that effectively evaluate language abilities. These tests are crafted to align with the mental capacity and linguistic development of primary school students.

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Overall, these modules are designed to enhance teachers' professional capabilities and improve their effectiveness in the classroom, ultimately contributing to better English language instruction in Algerian primary schools (Bouabdallah & Lansari, 2024).

### 1.11 Conclusion

This chapter has systematically explained the theoretical background concerning teacher training programs, with a specific focus on in-service ones. This explanation provides the foundation for exploring the impact of these programs on teacher efficacy and students' achievement by investigating their definitions, types, objectives, and development in the past, especially in Algeria. The findings that emerge from this literature review will lead to the exploration of the effectiveness of in-service training programs for Ain Temouchent primary school English teachers, thereby contributing to the construction of a whole education perspective.

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# **Chapter Two**

## **Methodology & Data Collection Procedures**

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### **2.1 Introduction**

This chapter provides a comprehensive account of the research methods and data collection techniques employed in investigating the effectiveness of in-service training for primary school English teachers in Ain Temouchent. Thus, the chapter encompasses a wide range of aspects. In order to improve teacher training and learning outcomes, the chapter first describes the research objectives, which include evaluating teacher attitudes, identifying obstacles, analyzing teacher qualifications, figuring out resource needs, and filling in program gaps. The study combines case study and descriptive research, using both quantitative and qualitative methods. Data was gathered through a semi-structured interview with the trainer and questionnaires from 35 randomly selected in-service teachers, providing insights into the program's challenges and effectiveness. The questionnaire was piloted for clarity and ethics before starting data collection after English instruction was introduced in Algerian primary schools in 2022.

### **2.2 Research Objectives and Motivations**

The core objective of this study is to evaluate the effectiveness of in-service training programs for primary school English language teachers in Ain Temouchent. The motivation behind this research is actually the crucial role of in-service training towards enhancing teaching and learning quality and student performance. However, inefficiency exists due to content misalignment and resource insufficiency.

The research aims to assess teachers' attitudes towards training programs, therefore, identify challenges both trainers and teachers face, and examine the qualifications of English teachers.

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primary-level teachers, identify what resources are required in a bid to improve the effectiveness of training, and examine gaps in current programs in light of making recommendations.

Last but not least, the study aims to address these objectives to bridge systemic gaps and suggest context-specific recommendations to primary schools so that teacher training can be streamlined and learning outcomes enhanced.

### **2.3 Research Design**

Research design is crucial in any study because it brings together the research project plan. It is a planned approach outlining, in a systematic manner, how the study will be carried out and serves as a blueprint for measuring, collecting, and analyzing data. Kothari (2004) states that “the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data” (p. 31).

The study adopts a descriptive research design to measure the effectiveness of in-service training programs for teachers of primary schools in the English language. Its intention is to scientifically examine the aspects of in-service training programs by understanding their form, content, and modes of delivery, and also analyze teachers' comments. Descriptive research moves forward by collecting and studying data organized through methods such as surveys, observation, and questionnaires. It does not regulate variables but instead measures and tracks existing conditions.

According to Kothari (2004), design decisions typically involve: (i) What the study is about, (ii) Why the study is being conducted, (iii) Where the study will take place, (iv) What kind of data is needed, (v) Where can the necessary data be obtained, (vi) What

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periods will the study cover, (vii) What sample design will be used, (viii) Which data collection techniques will be employed, (ix) How will the data be analysed, and (x) What format will the report take.

### **2.4 Research Methods**

This research uses a mixed method that incorporates both quantitative and qualitative approaches. It formulates a specific problem and tries to discover the questions of 'how? ', “What?”, and “why?”. Employing a mixed method is warranted to take advantage of the strengths of both methods in gaining a broader understanding of a phenomenon. It enables researchers to collect and analyze both numerical and non-numerical data and provides a more comprehensive representation of the research issues and greater validity and reliability of the study.

The design of the research employed in the present study enables both quantitative and qualitative data to be gathered, thus providing a comprehensive analysis of the training program's impact. This serves to validate the findings and draw more credible conclusions through the identification of the obstacles and perceptions of educators and trainers toward such programs. This general approach enables policymakers and educators to create training programs that are more effective and better tailored to address the specific needs of English teachers at Ain Temouchent Primary School. Moreover, as the researcher does not belong to the population sample, this method facilitates the observation of the phenomenon through participants' eyes.

### **2.5 Case study**

A case study is a research approach that enables a comprehensive understanding of the research problems and its important part in any research. As stated by Pattiaratchi (2023), a case study serves as a research method that entails a thorough examination of a

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particular subject area and its contextual placement. It plays a crucial role in comprehending cultural landscapes by enabling the exchange of knowledge and experiences concerning the care and preservation of heritage landscapes. Case studies underscore the intricate relationships between cultural and natural systems, frequently involving communities that are linked through extensive networks and relationships rather than being geographically contained.

A case study basically attempts to conduct an in-depth analysis of a particular subject, event, or phenomenon in its natural setting. Through the analysis of complicated matters in their entirety, the approach attempts to develop a comprehensive understanding, address research questions, and generate or develop theories. Case studies serve as a vital instrument for investigating causal relationships and pathways. They provide real-world applications in areas such as business and education, allowing professionals or students to solve actual problems critically and creatively by applying theoretical principles. Case studies illuminate broader processes and observations beyond mere abstract or statistical analysis by focusing on specific contexts and utilizing multiple sources of evidence.

This research is based on a descriptive case study. It was conducted at the training centre in Ain Temouchent with the primary school English teachers. The main objective of this case study is to provide a detailed and contextualized assessment of the training's effect. This involves describing the training process, identifying success and challenges, and delineating its effects on teachers' skills and instructional methods.

The research attempts to determine issues arising, highlight patterns or trends, and develop insights that can inform the subsequent development of teacher training programs based on empirical observations and data obtained from real school contexts.

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### 2.6 Sample Population

The population sample is a significant element of any research process that must be decided before data collection is undertaken. According to Kothari (1980, p. 56), the sample is defined as: “the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample, i.e., the size of the sample”. Simply put, sample design is the method used in selecting subjects or items in a study and determining the sample size and number of items. This element is inherent in research because it dictates the selection and amalgamation of the population to be studied.

The present study's sample size included practicing teachers of English in primary schools in Ain Temouchent and inspectors of the English language. The introduction of the English language at the primary school level has affected those teachers and also influenced the students. The sampling was carried out under strict observation based on predetermined criteria.

In assessing the effectiveness of in-service training programs for primary school English teachers and English inspectors in Ain Témouchent, the sample population must be selected carefully. The target population first consists of all English teachers and inspectors undergoing these programs. Then, for the sample to be representative, a stratified sampling technique may be used to select samples from a variety of experience levels.

Additionally, the sample must be moderately sized to yield reliable results and not be impossible under available resources. Further, the ethical issues must also be considered to achieve an equitable and transparent participant recruitment process. Ultimately, by selecting the sample extremely carefully based on these criteria, the study will be capable

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of critically evaluating the effectiveness of the training programs and provide valuable recommendations.

### **2.6.1 Trainer Profile**

The trainer involved in this research is a highly experienced instructor with over fourteen years of service in the teaching profession. He has progressed from the post of a classroom teacher to the post of an English inspector in primary education. In order to gain in-depth information about the training program designed for in-service English teachers in Ain Temouchent, a semi-structured face-to-face interview session was conducted with this trainer. This method was chosen to enable an in-depth, flexible examination of main issues and to obtain the trainer's personal experiences and opinions about the effectiveness of training. The interview covered a series of problems: professional experience of the trainer, training program aims, self-identified issues, and suggestions for teacher capacity development. The interview environment enabled open discussion, making it possible to understand the role and impact of the trainer on professional development among English teachers in the primary school system.

### **2.6.2 Teacher's Profile**

The present research targets English teachers who are actually teaching in primary schools in Ain Temouchent. Thirty-five teachers completed a questionnaire for the purpose of gathering data on their experiences and attitudes towards the training course. Random selection was exercised by teachers from a group of 15 schools to ensure that all the participants had an equal chance of inclusion, irrespective of their experience. The random sampling gave a representative sample of teachers and hence a broad view regarding the effect of the training across different backgrounds and teaching experience levels. The questionnaire had several dimensions, such as their professional life, teaching experience,

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and attitudes toward the significance and efficacy of the training program. Focusing on in-service teachers, this research seeks to find out how continuous professional development influences teaching practices and general educational outcomes.

### **2.7 Data Collection Instruments**

Data collection is systematically gathering and analysis of information to answer research questions and evaluate outcomes. In order to investigate the efficacy of in-service training for primary school English teachers in Ain Temouchent, two principal methods of primary data collection were employed: questionnaires and an interview.

The questionnaire was administered to a sample of 35 in-service teachers randomly sampled to gather general feedback on the training program with particular focus on how relevant it was, how applicable the skills learned were, and the difficulties faced in its implementation. Furthermore, a semi-structured face-to-face interview was conducted with the trainer, who has more than 40 years of teaching experience. The interview aimed to discover the trainer's perspective on the objectives and efficacy of the training program, the challenges encountered, and the strategies implemented to enhance teachers' performance.

The study combined these methods to provide an integrative understanding of teachers' experience and trainers' attitudes towards the effectiveness of the training.

#### **2.7.1 Questionnaire**

A questionnaire is a formal tool for collecting data by asking respondents a set of questions. In the study, a questionnaire was developed to analyze the effectiveness of in-service training programs for English teachers of primary schools in Ain Temouchent.

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The questionnaire was intended to collect information and experiences from the teachers on the training program, such as their perceptions, problems faced, and suggestions for improvement. The survey was systematically structured, beginning with demographic inquiries about the teachers' qualifications and teaching experience. It followed up with inquiries about participation in training activities, attitudes towards the program, perceived effectiveness, and preferred training modes. The instrument had closed-ended questions meant for quantitative data collection and open-ended parts where teachers could provide a more detailed description of their opinion.

This permitted an in-depth understanding of the teachers' perspectives regarding in-service training, allowing information regarding the impact of in-service training on their pedagogical skills and determining areas to improve.

### 2.7.2 Interview

An interview, which can be either structured or semi-structured, is a discussion between two entities, an interviewer or researcher and a respondent, purposed to collect information or knowledge on a particular problem.

In this research, a semi-structured interview is employed to gauge the impact of in-service training programs on primary school English teachers. This interview will collect qualitative information from trainers regarding their experience, perception, and suggestions related to these programs. According to Bernard (1988), a semi-structured interview Chapter two Methodology and data analysis 18 scheduled activity; it includes open-ended questions but follows a general script and covers a list of topics. The semi-structured nature allows for both pre-determined questions and the freedom to pursue developing issues in more detail. In order to gather in-depth accounts, inquiries pertaining to the trainer's background, differences between previous and current training programs,

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the effectiveness of the programs, challenges faced, and suggested recommendations are utilized. From these responses, the researchers can identify patterns and themes that enable them to determine the impact of in-service teacher training programs on professional development and instructional approaches in the classroom and hence inform program improvement initiatives.

### **2.8 Data Collection Procedures**

The data procedure starts with the step that was introduced in 2022, when English was first taught in Algerian primary schools. This helps the researcher get a first understanding of in-service teacher training meant for primary school English teachers. The second step was preparing the teachers' questionnaire before starting the data gathering.

This preparation was meant to pilot the questionnaire to clear ambiguities and consider ethics and data collection. The researcher produced a well-organized questionnaire and collected first impressions of in-service training programs from the teachers' viewpoint. The researcher then gave the participants the last survey. Gathering the information took one day since it was provided to them during a training session.

Later, the English trainer was interviewed. This interview clarifies approaches, problems, and answers. Furthermore, it enables academics to understand the trainers' opinions on suitable qualities and areas needing improvement, which could help them make suggestions to increase the efficacy and influence of teacher training programs.

### **2.9 Data Analysis Methods**

Before the data collection step comes the data analysis step, which entails systematic approaches to planning and carrying out successful data analysis. Data analysis can be carried out using quantitative, qualitative, or mixed approaches, depending on the

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method selected, since each approach has its own techniques that help in the interpretation of the data. They transform raw data into comprehensible information, thus their paramount importance in research. This phase aids in determining trends that support or negate the hypothesis. Researchers can draw realistic conclusions that stimulate innovation and enhance performance in numerous areas.

Investigating the efficiency of in-service teacher training programs, particularly for primary school English teachers in Ain Temouchent, two data analysis methods were used on the data gained from two research tools. First, a questionnaire will be distributed to teachers to obtain quantitative data from a large population sample to get standardized results. Second, a semi-structured interview with a selected trainer will be held to obtain more in-depth data, providing important details. This integration enables researchers to have an extensive understanding of the program's efficiency.

### **2.9.1 Quantitative Analysis**

Quantitative data analysis is the application of numerical data to more clearly comprehend information. It involves collecting data, such as survey results or measurements, and applying mathematical and statistical methods to identify trends and patterns. This helps predict possible future events and make informed decisions.

Quantitative research helps evaluate variables like post-training teacher performance and student improvement rates, enabling us to investigate the efficacy of teacher training programs. This method helps to clarify what is most successful and why by using numbers and statistics to find obvious patterns and trends. Examining large groups of teachers or students benefits especially since it helps us to guarantee that the outcomes apply to many people.

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### **2.9.2 Qualitative Analysis**

In qualitative research, non-numerical data, like words, pictures, or observations, are gathered in order to explore concepts, experiences, and meanings. It places a strong emphasis on understanding why people think, feel, and act the way they do. In order to obtain in-depth and individual insights, this type of research usually uses methods like focus groups, interviews, and case studies.

This study's qualitative analysis of the efficacy of in-service teacher training programs for English teachers in primary schools in Ain Temouchent includes looking at trainer interviews to learn more about their perspectives on program design, implementation, and difficulties. Among these is thematic analysis, which involves organizing and coding interview transcripts to find recurrent themes about the success of the program, its difficulties, and its shortcomings. Furthermore, content and narrative analyses examine trainers' shared patterns, viewpoints, and experiences, which offer complex contextual insights into the variables influencing program outcomes. By examining these qualitative data, researchers can find in-depth justifications for why particular patterns or results arise, which enhances quantitative results and provides a thorough grasp of the programs' advantages and disadvantages.

### **2.10 Validity and Reliability**

To demonstrate the quality of the findings of any research work, it is important to exhibit its validity and reliability. While reliability ensures consistency across repeated measurements, validity ensures that measurements accurately reflect what they are intended to measure.

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The current research investigating the effectiveness of in-service training programs for primary school English teachers in Ain Temouchent shows high validity due to its mixed-method approach, which integrates both quantitative and qualitative data to offer a thorough understanding of teachers' attitudes and challenges. The combination of a case study methodology and a descriptive research design ensures that the study captures the complexities of the training programs in their natural setting. Systematic data collection techniques that yield consistent and repeatable data, like questionnaires and semi-structured interviews, increase reliability.

The study's design and methodology support its validity and reliability while offering practical suggestions for improving teacher preparation programs. By combining these methods, the study aimed to provide an integrative understanding of teachers' experiences and the trainer's attitude towards the effectiveness of the training, thus strengthening the validity and reliability of the findings.

### **2.11 Conclusion**

This chapter summarizes the research methodology and data collection procedures used to evaluate the effectiveness of in-service training programs for primary school English language teachers in Ain Temouchent. First, it summarizes the mixed-methods approach, which blends quantitative and qualitative techniques, and the descriptive research design as appropriate options for accomplishing the research goals and developing a thorough grasp of the opportunities and difficulties related to the training programs. In order to improve teacher training and learning outcomes, the evaluation comprised evaluating teacher attitudes, identifying obstacles, analyzing teacher qualifications, figuring out resource needs, and filling in program gaps. Secondly, to improve the validity and reliability of the research findings, various data collection tools

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were employed, such as semi-structured interviews with the trainer and questionnaires for teachers. In addition to offering ideas and recommendations to enhance the in-service training programs for English language teachers, the next chapter of this study will concentrate on data analysis, discussion, and interpretation of the findings.

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# **Chapter Three**

Data Analysis, Suggestions &  
Recommendations

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### 3.1 Introduction

This chapter provides a detailed analysis of the data collected using two primary instruments: teachers' questionnaires and a semi-structured interview. This research examines the effectiveness and shortcomings of in-service teacher training courses. It encompasses the interview outcomes with one (1) experienced trainer and the questionnaires given to thirty-five (35) teachers. The chapter summarizes the main findings and makes a number of recommendations regarding improving in-service training programs in terms of quality and effectiveness. The implications of these findings for teacher professional development are then dealt with in this final chapter.

### 3.2 Data Analysis

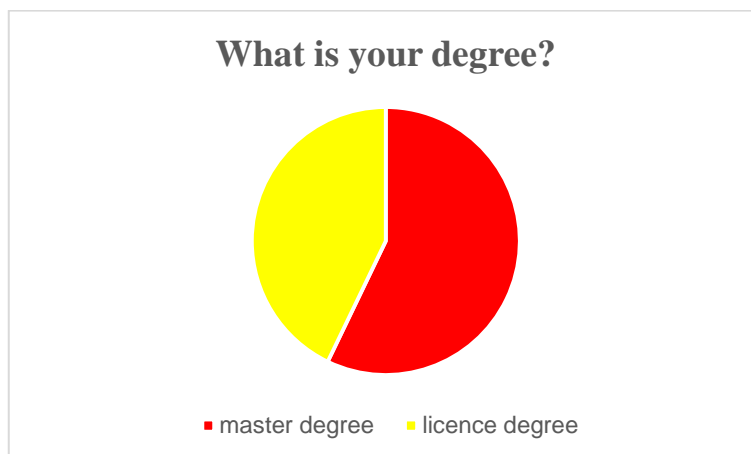
This part of the research work will focus on analyzing the results of the questionnaire and the semi-structured interview with a trainer. The former will be analysed statistically, while the latter will be coded thematically for a more comprehensive understanding of the data collected.

#### 3.2.1 Analysis of Teachers' Questionnaire

##### Question 01: Teachers' Degree

Option	Frequency	Rate
Master's degree	20	57.1%
Licence degree	15	42.9%
Total	35	100%

**Table 3.1:** Teacher'sDegree



**Figure 3.2:** Teachers' Degree

The closed-ended demographic question about teachers' degrees shows that 20 (57.1%) of the participants have a master's degree and 15 (42.9%) have a license degree. This shows that most participants are highly educated, and therefore, it is assumed that training content may be prepared on a higher level and that the participants may likely have strong academic foundations to dive deeper into the topic.

### Question02: Experience

Option	Frequency	Rate
2 to 5	33	94.3%
5 to 10	1	3%
10 to 15	1	3%
total	35	100%

**Table 3.2:**Teaching Experience



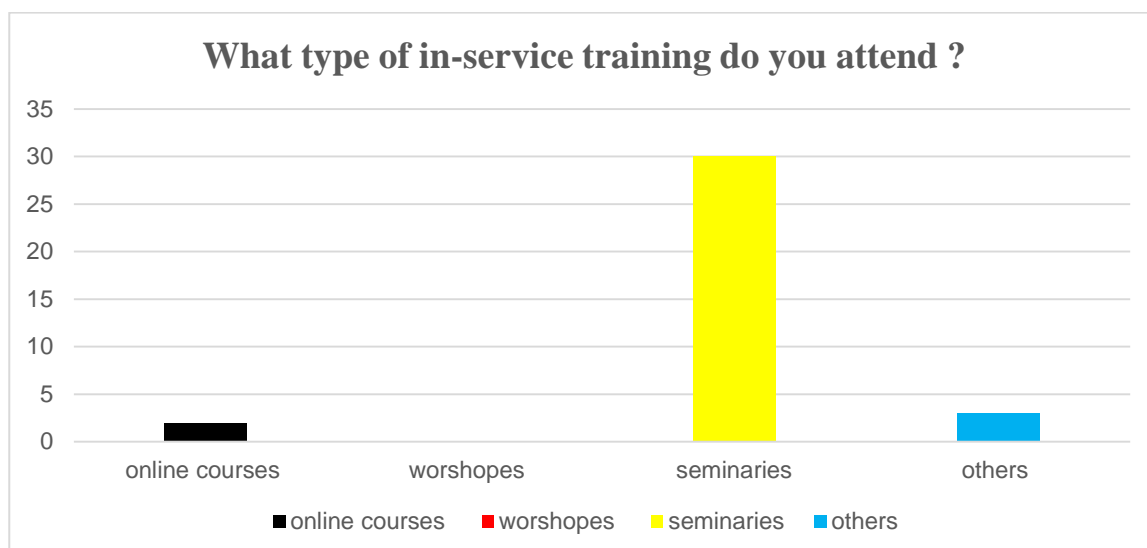
**Figure 3.3:** Experience

This closed ended question with three options aimed to gather data about teachers experience in which the results indicate that 33 individuals (94.3%) reported having 2 to 5 years of work experience, and one each in the 5 to 10 years and 10 to 15 years categories. The presence of so many early-career professionals indicates that the training is primarily aimed at professionals at the starting or beginning of their careers. This finding reflects the potential necessity of training focusing on fundamental skills and hands-on knowledge supporting career development.

### Question03 : Training Type

Option	Frequency	Rate
Online courses	2	5.7%
Workshops	0	0%
Seminaries	30	85.7%
Others	3	8.6%
total	35	100%

**Table 3.3:** Training Type



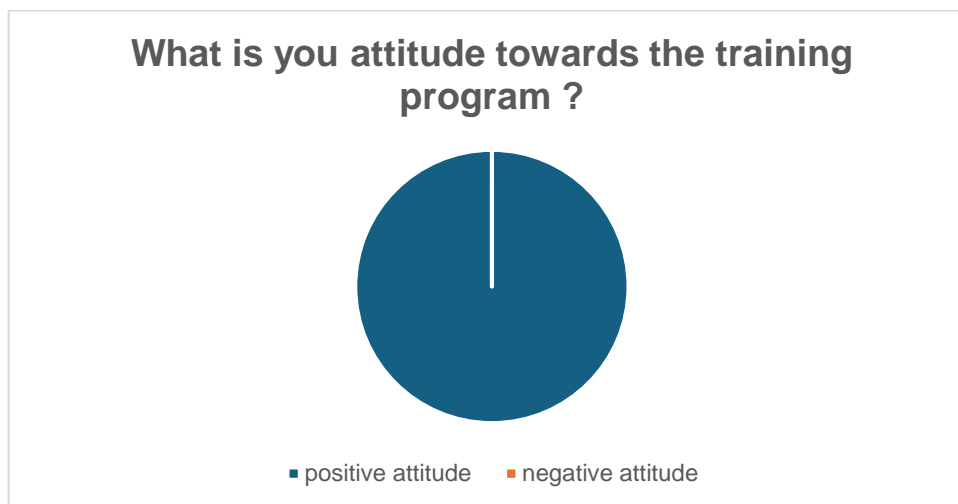
**Figure 3.4:** Training Type

The training type question is a closed question with 3 choices, followed by an open question to identify other types. It is shown that 30 respondents (85.7%) go to seminars, 2 (5.7%) chose online courses, none chose workshops, and 3 (8.6%) chose others. However, they did not mention the type of training they prefer. This reflects a strong organizational preference or priority for **seminaries** as the primary training delivery method. The very low uptake of online courses and workshops suggests the need for either restricted availability, access difficulties, or cultural preference for traditional, possibly more formal, training.

### Question 04: Teachers' Attitudes

Option	Frequency	Rate
Positive attitude	35	100%
Negative attitude	0	0%
Total	35	100%

**Table 3.4:** Teachers' Attitudes



**Figure 3.5:** Teachers' Attitudes

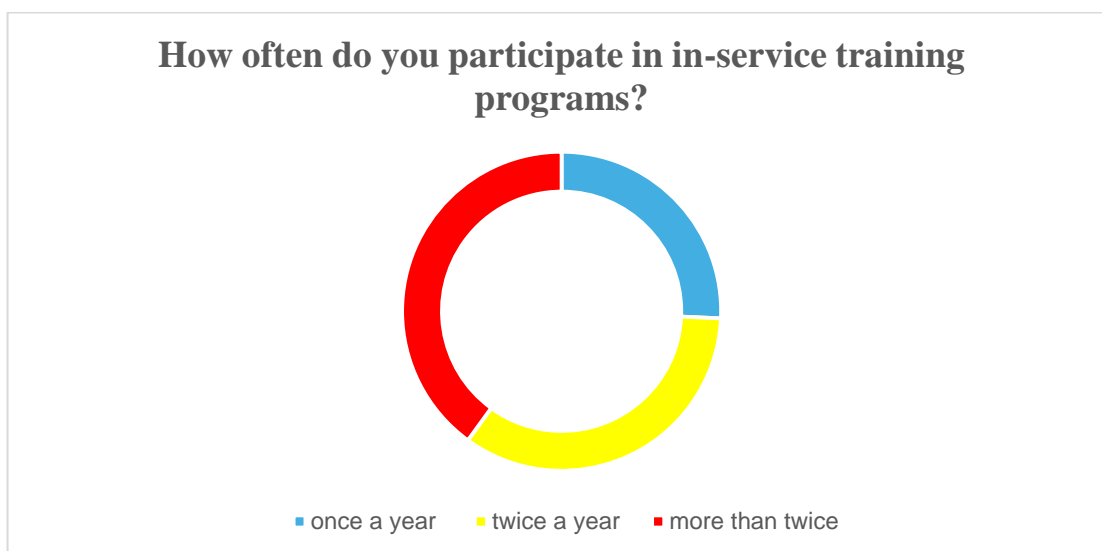
This is a closed-ended question with two options followed by an open-ended question to explain the response choices. All 35 respondents (100%) had a positive attitude towards training. This uniformity of positivity reflected a highly motivated and receptive group, which is a fundamental requirement for effective learning outcomes, whereby they justified their action by saying that it is a good step to practice and learn, and also to grasp the teaching process. They considered it a way of enhancing their teaching skills. One respondent explained his choice as follow, it broadened their horizon and revealed their weakness to them and gives the chance to remedy them and better their teaching skills, while another respondent described their choice as follow “because of monthly training (seminary) we got lot of experiences, methods rules concerning of what we will and how to teach”.

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### Question 05: Training Participation

Option	Frequency	Rate
Once a year	9	25.7%
Twice	12	34.3%
More than twice	14	40.0%
Total	35	100%

**Table 3.5:** Training Participation



**Figure 3.6:** Training Participation

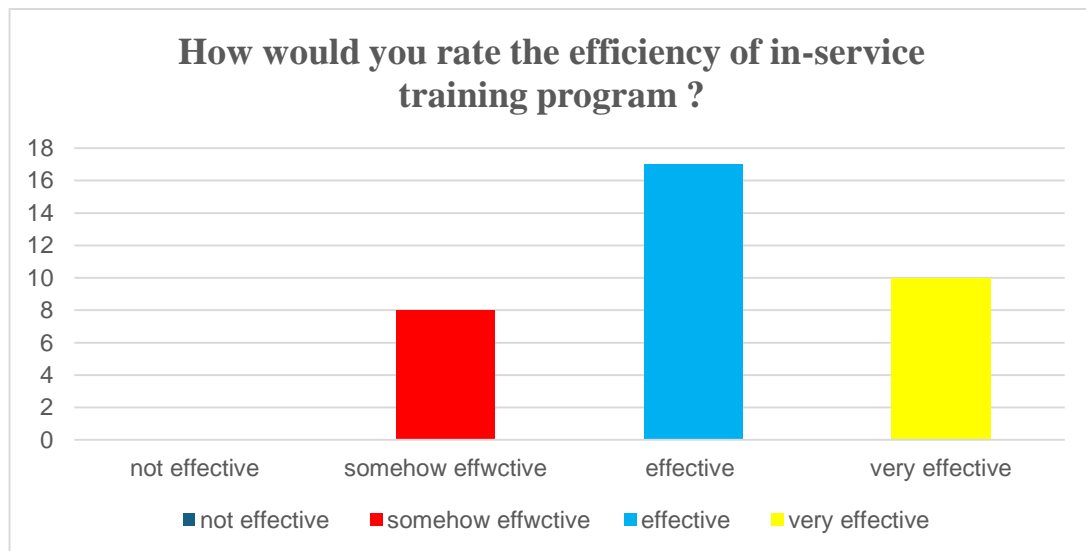
In terms of training frequency, a multiple-choice question was utilized, in which 9 (25.7%) of the respondents attend training once a year, 12 (34.3%) twice a year, and 14 (40.0%) more than twice a year. This indicates that most of the participants engaged in training activities frequently, a sign of high organizational commitment to ongoing learning and development.

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### Question 06: Training Efficiency

Option	Frequency	Rate
Not effective	0	0%
Somehow effective	8	22.9%
Effective	17	48.6%
Very effective	10	28.6%
Total	35	100%

**Table 3.6:** Training Efficiency



**Figure 3.7:** Training Efficiency

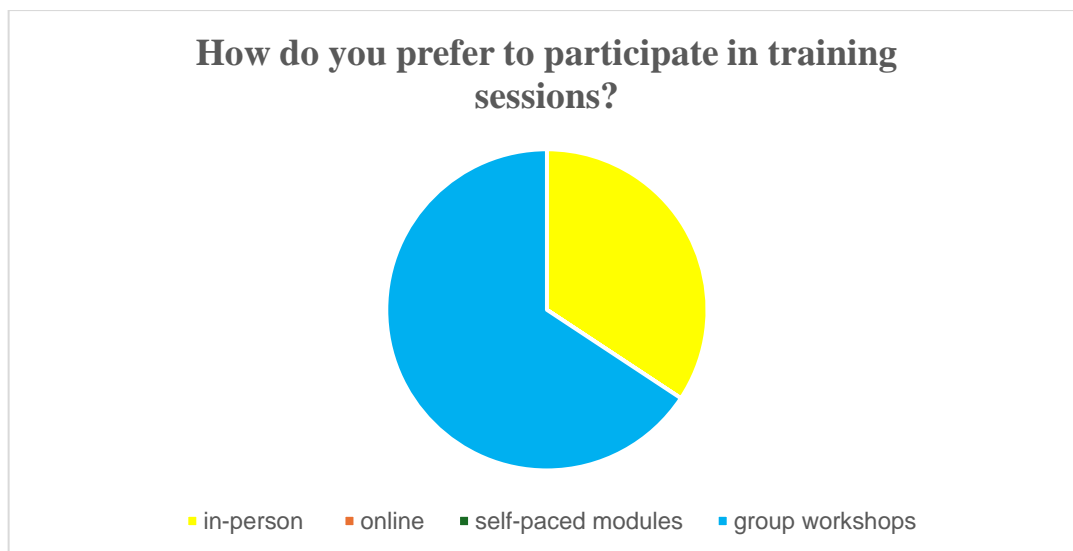
When asked about the effectiveness of training, a multiple-choice, closed-ended question was used, indicating that none of the respondents scored the training as ineffective. However, 8 respondents (22.9%) thought it was partially effective, 17 (48.6%) effective, and 10 (28.6%) highly effective. This is indicative that while the majority perceive the training positively, there is still a considerable minority who think the training is only partially necessary. This suggests potential for enhancing the training material or presentation to make it more effective.

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### Question 07: Training Preference

Option	Frequency	Rate
In person	12	34.3%
Online	0	0%
Self-paced modules	0	0%
Group workshops	23	65.7%
Total	35	100%

**Table 3.7:** Training Preference



**Figure 3.8 :** Training Preference

In the question of favoured training format, it is a four-choice closed-ended question. followed by an open-ended question to accompany the chosen response. the results show 23 respondents (65.7%) preferred group workshops, 12 (34.3%) prefer face-to-face training, and none selected online or self-study modules through the explanation of their choices respondent said that in person explains the good learning because its more productive also in person training helps a lot in expending their knowledge, one respondent explains his choice as follow, training in person is more effective because its

## **Chapter Three: Data Analysis, Suggestions & Recommendations**

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more engaging and practical while other respondents explain their choices of selecting group workshops that it will help them in sharing different ideas and discover their mistakes and to learn from others experiences, one respondent explained his choice by saying, the learning process can be achieved in the group workshops by being interactive with others. This suggests a high level of support for interactive, collaborative learning spaces and face-to-face contact. Lack of embracing online or self-paced forms may indicate barriers such as low digital literacy, access, or even cultural loyalty to traditional forms.

**Question 08:** To what extent do these training sessions help you in ameliorating your teaching skills?

This open-ended topic was given to 35 participants, with 21 expressing freely stated thoughts. Most responders said the training sessions were "eye-opening," allowing them to recognize faults in lesson planning and enhance test design. Many participants stated that the seminars simplified teaching approaches, particularly for rookie instructors, and improved their abilities in lesson planning, classroom management, and student engagement. The necessity of exchanging ideas and experiences with peers was also emphasized, as was the importance of training designed specifically for educating youngsters. Overall, respondents believed that these training sessions are extremely valuable for improving teaching abilities and promoting continual professional growth.

**Question 09:** What challenges do you encounter while engaging in training sessions?

This open-ended inquiry was distributed to 35 instructors, and 13 of them shared their problems. Common concerns were problematic scheduling, a lack of time, and insufficient resources. Several teachers reported that big group sessions hampered training efficacy and preferred smaller, more customized sessions. Some respondents hesitated to

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accept some teaching methods, particularly those involving children. Additional complaints included interpersonal challenges and a need for inspectors to provide more practical demonstrations. These problems highlight the need for improved scheduling, resource allocation, and more targeted, hands-on training techniques.

**Question 10:** What do you suggest as solutions for ameliorating in-service training programs?

This open-ended question was intended for teachers, with 13 providing thoughtful suggestions to improve the in-service training programs. Participants strongly demanded interactive workshops with greater practicality that go beyond the level of theoretical comprehension so that teachers could apply new methods directly in the classrooms. Most of them highlighted the benefits of adding online training sessions, which would be more flexible, reduce logistical challenges, and allow teachers to study at their own pace. Scheduling was a major concern; the participants suggested dedicating special days exclusively to training, preferably during non-standard hours of teaching or before the beginning of the new academic year, so as not to disrupt tasks of teaching. Expanding the number of training sessions, preferably weekly or at least more than every two years, was seen as critical to continuous professional development and keeping up with evolving educational needs. In addition, narrowing down the number of participants per session to about 20 was proposed to ensure individualized feedback, participatory involvement, and substance interaction. Respondents also highlighted the need to include ICT training and share actual classroom experiences to make sessions more practical and implementable. Finally, collaboration and peer learning were also seen as key factors to boost learning from each other, motivation, and problem-solving together with teachers. These general suggestions strongly prefer more stimulating, flexible, and individualized training courses best suited to teachers' professional development.

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### **3.2.2 Analysis of the Interview**

#### **Question 01 and 02:** Background information

The purpose of these two semi-structured interview questions was to gain background information about the participant's career as an English as a Foreign Language (EFL) teacher and trainer. It is evident from the analysis that the interviewee has approximately 42 years of experience teaching English, defining this duration as one of immense learning, constant improvement, and goodness in their pedagogy. As for how long they have been a trainer, the participant showed close to 20 years of training experience, which they said was very satisfying due to the opportunity to engage with various learners and families from diverse nations like Algeria, England, Belgium, and the United States. This international exposure has influenced both their professional development and cultural advancement. Overall, the responses name the interviewee's extensive experience and dedication to instructing and developing in a multicultural setting.

**Question 03:** In your opinion, what are the differences between ancient and new training programs?

This question aimed to elicit the trainer's view regarding the differences between old ("ancient") and new training courses. The result indicates that the interviewee considered traditional courses to focus primarily on passive knowledge transmission, in which students memorize things without involvement. In contrast, new-generation training has assumed a more engaged, learner-centered role that holds learners responsible for seeking out, constructing, and applying knowledge. The interviewee was very supportive of the new orientation, citing the fact that competency, having to do with knowledge, is superior to knowledge acquisition. They emphasized that the ability to use knowledge is

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more important than possessing information in working life and daily life. Their view reflects a shift from memorization towards building functional competencies and skills that more effectively prepare learners for real-life challenges.

**Question 04:** Do you think that the new teachers' training programs are effective in enhancing teachers' performance?

The trainer stressed his confidence that the new training programs would help improve teacher performance. They attribute the programs' efficacy to using modern methodologies and new educational research, which promote practical application and competency building above knowledge transfer. According to the participant, these modern programs expand the teacher's role from just providing knowledge to that of a guide and moral mentor. This guiding role entails assisting learners in acquiring knowledge autonomously and, more crucially, applying it effectively in real-world circumstances. The interviewee's perspective highlights a progressive educational philosophy that values critical thinking, autonomy, and lifelong learning.

**Question 05:** what challenges do you face while training teachers?

The purpose of this question was to identify difficulties that the trainer faced in teacher training. The analysis reveals that among the most significant difficulties is resistance to change on the part of trainees. The interviewee reported that most teachers prefer to remain in their "comfort zone," proceeding with familiar, traditional practices rather than applying new practices gained in training. This distaste makes it an uphill task for the trainer to ease and encourage change effectively. This resistance is driven by a liking for accustomed practice and contempt for moving out of accustomed routines, thus the reluctance to adopt new ways of teaching. This observation highlights the importance

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of surmounting mindset challenges and cultivating openness to change as the essential factors of success in teacher training programs.

**Question 06:** What do you suggest as solutions for ameliorating in-service training programs?

This semi-structured interview question was intended to elicit the trainer recommendations and solutions for enhancing in-service training programs, in which he thinks that the extension of training activities through more comprehensive planning, demonstration lessons, and peer observation sessions is most necessary, these measures are thought to have a great impact on classroom processes and teachers' performance, in order to bring teacher training into accordance with contemporary educational needs, the trainer also pointed out that teacher training programs need to focus on competency-based teaching and the development of 21st-century skills and in order to prepare instructors for the challenges of contemporary teaching, this response strongly advocates for more competency-based, collaborative, and practical training methods.

### **3.3 Summary of the Main Results**

Quantitative and qualitative analysis of data collected through the interview and questionnaires identified bountiful results. The analyzed questionnaires from 35 teachers show that they were mostly highly educated with master's and license degrees. The majority of the teachers had average experience, with 2 to 5 years of working experience. The training was primarily for early-career professionals, indicating a need for core skills and practical knowledge for career development. The majority of the respondents primarily pursued training in seminars and participated in online courses. This suggests a preference for seminars as the primary method of training delivery. The low participation in online workshops and courses suggests limited availability, access issues, or cultural

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preferences towards traditional training. All 35 participants had a positive attitude towards training, indicating a motivated and open-minded audience. They justified their transition as an excellent step to practice and understand the teaching process, enhancing their teaching proficiency. Some participants justified their selection as it opened their minds and provided opportunities to rectify their weaknesses, while others cited monthly seminar training as a valuable learning experience.

The Data analysis from the data collected through interview shows that the interviewee has about 42 years of experience in the educational field and close to 20 years of experience as a trainer, characterizing this period as one of gigantic learning, ongoing improvement, and goodness in their teaching. Regarding how long they have been a trainer, the participant demonstrated nearly 20 years of training experience, which they indicated was highly rewarding because of the chance to work with different learners and families from different countries, such as Algeria, England, Belgium, and the United States. This global exposure has impacted both their professional growth and cultural progress. The responses generally highlighted the interviewee's vast experience and dedication to teaching and training in a multicultural setting. The interviewee discovers that traditional courses were centrally focused on transmitting passive knowledge, where students were supposed to memorize things without involvement. In contrast, new-generation training has assumed a more participative, learner-centered role of holding learners responsible for seeking, constructing, and applying knowledge.

Based on the in-depth examination of data from the teacher questionnaires and the semi-structured interview with the experienced trainer, the study hypotheses were largely validated. Teachers showed overwhelmingly positive attitudes towards in-service training, recognizing its utility for professional development and skill enhancement. The majority found the training effective or highly effective, although some reported partial

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effectiveness, implying areas for enhancement. The preference for interactive, group-oriented, and face-to-face training modes was strongly supported, while online and self-study formats were not as favored. Scheduling conflicts, group size, resistance to change, and lack of practical application were some of the uncovered obstacles, confirming the hypothesis that while training is valuable, it is compromised by obstacles that need to be addressed. The findings of the trainer's observations reinforced these conclusions, with increased focus on the trend towards competency-based, learner-centered training and the recognition of resistance to change as a key barrier. Calls for more practical workshops, better timetabling, reduced class sizes, and ICT integration were maintained. Overall, the research affirms that in-service training is worthwhile but requires enhancements to be maximally effective and overcome barriers.

Overall, the results show that while in-service training is highly valued and beneficial for professional growth, the most significant issues requiring improvement are overcoming logistical challenges, providing more practice-based training, and fostering greater receptivity to change among teachers.

### **3.4 Suggestions and Recommendations**

Based on the analysis of teacher questionnaires and interviews, the following recommendations and suggestions are proposed to improve in-service teacher training programs:

- ❖ **Vary in Training Formats:** Given the preference for group workshops and face-to-face training, it is also important to incorporate more of these collaborative and interactive sessions. Meanwhile, explore how to make online training more engaging and address potential barriers such as digital literacy or access.

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- ❖ **Customize Training Content:** Following the understanding that the majority of educators fall within the 2-5 years of experience category, customize training content to focus on foundational skills and applied knowledge in accordance with early-career development.
  
- ❖ **Eliminate Scheduling Conflicts:** Offer more flexible scheduling options to minimize conflicts with teaching duties, perhaps by holding training during non-teaching time or during school breaks.
  
- ❖ **Enhance Training Efficacy:** To increase the perceived efficacy of training, incorporate greater practical demonstrations, hands-on application, and real-world uses of new teaching methods.
  
- ❖ **Reduce Session Sizes:** Reduce the number of participants per session to give individualized feedback, foster participatory involvement, and provide greater interaction.
  
- ❖ **Include ICT Training:** As technology plays a larger role in education, include comprehensive ICT training to assist teachers in obtaining skills to use digital resources effectively in classrooms.
  
- ❖ **Foster Peer Collaboration:** Foster peer collaboration and learning opportunities to facilitate knowledge sharing, problem-solving, and support among peers.
  
- ❖ **Foster Openness to Change:** Combat resistance to change by demonstrating the benefits of adopting new teaching methods and providing ongoing support and mentorship for teachers as these changes are implemented.

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- ❖ **Competency-Based Teaching First:** Reprioritize training programs to emphasize competency-based teaching and 21st-century skill acquisition to provide teachers with the resources necessary to thrive in education today.
- ❖ **Employ demonstration lessons and peer observation:** Demonstration lessons and peer observation sessions provide teachers with practical illustrations of good teaching and the opportunity to learn from one another.
- ❖ **Provide Extensive Planning:** Invest greater planning and preparation into training activities so that they are more closely connected to teachers' needs and to the educational organization's priorities.

### **General Recommendations:**

It is preferable to conduct needs assessments continuously to determine the training needs of educators and ensure that training programs are focused and relevant. Additionally, it is beneficial to provide channels for educators to give feedback on training programs and use that feedback to improve the quality and applicability of training continually. Furthermore, there is a need to ensure that training programs are well-resourced, with budgets for materials, equipment, and quality trainers. Finally, a culture of continuous learning and professional development should be established for educators by praising and rewarding their participation in training activities and improving their practices. These suggestions and recommendations will help in providing a positive motivational environment during and after the training sessions

### **3.5 The Research Limitations**

During the research phase, the researcher always faced challenges, but even with these obstacles, there is always room for improvement. The integration of English

## **Chapter Three: Data Analysis, Suggestions & Recommendations**

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language teaching in Algerian primary schools was recently introduced in the year 2022; thus, the study shows only recent results, which cannot reflect the long-term challenges and opportunities for in-service training programs. The study was only conducted in the region of Ain Temouchent, focusing only on in-service training, so the result cannot be generalized.

The process of collecting and analyzing data was so hard because at first, the researcher delivered an online questionnaire. However, the teachers were not collaborative, and they were not answering, requiring the researcher to remind them, which took almost one month. This problem led the researcher to hand out the questionnaire during a training session. There was also another problem that during the analyses, some answers were not related to the question, in which they just answered to answer, and a huge number of teachers left the open-ended questions empty.

These sorts of limitations made the data collection and analysis hard for the researcher.

### **3.6 Conclusion**

This chapter is a quantitative and qualitative data analysis of the information gathered from the semi-structured interviews and teacher questionnaires. The research aims to evaluate the efficacy and difficulties of in-service teacher training programs. The majority of the conclusions of the chapter are based on the instructor's questionnaire analysis. Most instructors attended primarily seminars for training, and most of them held favourable opinions regarding these sessions, perceiving them to be beneficial and effective in enhancing their instructional abilities. From the interview data, the trainer viewed the new training courses as beneficial, but most were accustomed to the old methods, and there was a tendency to resist change. The chapter then proposes recommendations and suggestions based on the teachers' and trainers' experiences.

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# **General Conclusion**

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## General Conclusion

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This study examines the effectiveness and shortcomings of in-service teacher training courses through teacher surveys and semi-structured interviews with one veteran trainer and thirty-five teachers. The study is conducted to provide insights and recommendations for improving the quality and effectiveness of these training programs, particularly by enhancing teachers' professional development.

This research is divided into three principal parts. Chapter one introduces the study and describes the data collection process, including questionnaires distributed to teachers and an interview conducted with a trainer. Chapter two presents the data analysis, interpreting the findings from the questionnaires and the trainer interview. Chapter three summarizes the major findings based on the collected data and provides brief recommendations on how to improve the design and implementation of in-service training programs.

The findings show generally positive views toward training, with all participating teachers perceiving it as a valuable means of professional development and a way to stay updated with current methodologies. The trainer highlights a shift from conventional, passive learning approaches toward more active, learner-centered methodologies. However, challenges remain, including resistance from some teachers to adopt new methods and practical difficulties in organizing and delivering training sessions. The study recommends more practical, participatory workshops, improved scheduling to avoid conflicts with teaching duties, and broader use of technology to facilitate training.

The findings confirm the general effectiveness of in-service training but also identify areas needing improvement to maximize impact, such as incorporating peer observation, demonstration lessons, and competency-based teaching strategies.

## General Conclusion

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This study offers a systematic review of current in-service training schemes, highlighting strengths and weaknesses from both the trainer's and teachers' perspectives. The recommendations provide actionable insights for policymakers, trainers, and educational institutions. Future research could examine the long-term impact of these training programs on teacher performance and student achievement, and compare the effectiveness of various training modalities, such as online versus face-to-face formats. Additional investigation into strategies for overcoming resistance to change and fostering a culture of continuous professional development among teachers would also be highly valuable.

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# **Appendices**

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# Appendix 1

## Questionnaire

This questionnaire is designed to gather your opinions as English teachers about this topic, “Investigating the Efficiency of In-Service Teacher Training Program: Case of Primary School English Teachers in Ain Temouchent”. The questions will cover your experience with teachers' training and your thoughts about the in-service training program. Your responses are confidential and will only be used for research purposes. Thank you for your collaboration

1. What is your degree?

- master's degree
- license degree

2. How many years of teaching experience do you have?

- 2 to 5 years
- 5 to 10 years
- 10 to 15 years

3. What type of in-service training do you attend?

- Online courses
- Workshops
- Seminar
- Others

.....

4. What is your attitude towards the training program?

- Positive attitude
- Negative attitude

Explain?

.....

Explain .....

.....

5. How often do you participate in in-service training?

- Once a year
- Twice
- More than twice

6. How would you rate the efficiency of in-service training?

- Not effective
- Somehow effective
- Effective

Very effective

7. How do you prefer to participate in training sessions?

- In-person
- Online
- Self-paced modules
- Group workshops

8. What skills or knowledge do you expect to acquire from this program?

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.....  
.....

9. What challenges do you encounter while engaging in training sessions?

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

## Appendix 2

### Trainer interview

1. How many years have you been an EFL teacher?
2. How many years have you been working as a trainer
3. In your opinion, what are the differences between ancient and new training programs?
4. Do you think that the new teachers' training programs are effective in enhancing teachers' performance?
5. What challenges do you face while training teachers?
6. What do you suggest as solutions for ameliorating in-service training programs?

المخلص:

تبحث هذه الدراسة في كفاءة الدورات التدريبية أثناء الخدمة لمعلمي اللغة الإنجليزية في المدارس الابتدائية في عين تيموشنت بالجزائر، حيث تم إدخال اللغة الإنجليزية مؤخرا. وتشير النتائج إلى أن المدربين والمعلمين يقدرّون عمومًا مثل هذه الدورات لتجديد تقنيات التدريس والتوجيه المهني، إلا أن هناك مشاكل كبيرة تنطوي عليها. وتشمل هذه العوامل غلبة المحتوى النظري، وقصر مدة التدريب، ونقص دعم المتابعة، ومحدودية المراسلات بين المواد التدريسية واحتياجات الفصول الدراسية. إن العوائق الأخرى مثل تضارب الجداول الزمنية، ونقص الموارد، ومعارضة التغيير تحد بشكل أكبر من التأثير العملي للتدريب. وتشمل التدابير المقترحة تعزيز التركيز على الممارسة الوظيفية القائمة على الكفاءة، والجدولة، واستخدام الموارد، ودمج أداة التكنولوجيا والموارد التربوية في التدريب، وتحسين التخطيط لتشجيع المشاركة التربوية النشطة. ومن أجل تجهيز معلمي اللغة الإنجليزية في المدارس الابتدائية بشكل مناسب للاستجابة لتحديات التعليم الناشئة، فمن الضروري معالجة كل هذه التحديات.

### الكلمات المفتاحية:

التعليم الجزائري، التحديات، تدريب المعلمين أثناء الخدمة، التوصيات، التطوير المهني للمعلمين.

### Résumé :

Cette étude étudie l'efficacité des cours de formation en cours d'emploi pour les professeurs d'anglais du primaire à Ain Temouchent, en Algérie, où l'anglais a été introduit récemment. Les résultats indiquent que les formateurs et enseignants apprécient généralement ces cours pour le renouvellement des techniques d'enseignement et l'orientation professionnelle, il y a des problèmes majeurs impliqués. Il s'agit notamment d'une prédominance du contenu théorique, d'une courte durée de formation, d'un manque de soutien au suivi et d'une correspondance limitée entre le matériel de formation et les besoins en classe. Les autres obstacles, comme le chevauchement des horaires, le manque de ressources et l'opposition au changement, limitent encore plus l'impact pratique de la formation. Les mesures suggérées comprennent le renforcement de l'accent mis sur la pratique fonctionnelle axée sur les compétences, la planification et l'utilisation des ressources, l'intégration de l'outil technologique et des ressources pédagogiques dans la formation, et une meilleure planification pour encourager la participation active de la pédagogie. Afin d'équiper adéquatement les enseignants d'anglais des écoles primaires pour répondre aux nouveaux défis de l'éducation, il est impératif de relever tous ces défis.

### Mots-clés :

Enseignement algérien, défis, formation continue des enseignants, recommandations, perfectionnement professionnel des enseignants

### Summary:

This study investigates the efficiency of in-service training courses for primary school English teachers in Ain Temouchent, Algeria, where English was recently introduced. The findings indicate that trainers and teachers generally value such courses for the renewal of teaching techniques and professional guidance, but there are major problems involved. These include a predominance of theory content, short training duration, lack of follow-up support, and limited correspondence between training material and classroom needs. Other impediments like clash of schedules, lack of

resources, and opposition to change further limit the practical impact of training. The suggested measures include strengthening the focus on functional, competency-based practice, scheduling, and resource utilization, integration of technology tools and pedagogical resources in training, and improved planning to encourage active pedagogy engagement. In order to adequately equip primary school English teachers to respond to emerging education challenges, it is imperative to address all these challenges.

**Keywords:**

Algerian education, challenges, in-service teacher training, recommendations, teacher professional development.