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University of Oran2 Mohamed Ben Ahmed

Faculty of Foreign Languages

Department of English

In-service EFL Teachers' Attitudes towards Training and their Effects on Developing Teaching Competencies

The Case of EFL Secondary School Teachers in Guelma

Thesis Submitted to the Department of English in Fulfilment of the Requirements for the Degree of Doctorate 'LMD' in Didactics of English for Specific Purposes

Submitted by: Mrs. CHERAIRIA Bochra **Supervisor:** Pr.BENHATTAB Abdelkader Lotfi

Board of Examiners:

Pr.DJAILEB Farida	Professor	University of Oran 2	Chairman
Pr.KISSI Khalida	Professor	ENS Oran	Examiner
Pr.ZIANI Melouka	Professor	University of Mostaganem	Examiner
Dr.Benmansour Souhila	MCA	University of Oran 2	Examiner

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Dedication

To the dearest persons in the entire world my father and mother. I am deeply grateful for your unwavering support, boundless love and encouragement. This dream would not have become reality without your sacrifices and belief in me. Thank you for being my constant pillars of strength and inspiration.

To my beloved brother “Fakhr-eddine”. Your unwavering support, encouragement and belief in me have been my guiding light throughout this journey. Thank you for always be there.

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Abstract

The present study aims at investigating in-service EFL teachers' attitudes towards training and their effects on developing teaching competencies. It identifies the interrelation between EFL teachers' attitudes and the effectiveness of in-service training. This research is an attempt to explore the extent to which assessing teachers' needs improves the training programmes; and thus, enhance their teaching competencies. As well, it highlights the benefits of implementing CBA as a framework for teachers' in-service training. To reach these ends, a triangulated approach was selected: teachers' questionnaire was administered to EFL teachers in Guelma to collect their stand points and attitudes towards in-service training. Besides, a pre and post evaluative grid was implemented as a needs analysis tool; and for the sake of demonstrating the significant role of in-service training in teachers' professional growth. Further, inspectors' interview was conducted to gather inspectors' perspectives on the importance of needs analysis as a key aspect of designing training programmes. The results of the questionnaires reveal that EFL teachers resist to take part in in-service training programmes because such trainings did not meet their needs and expectations. In addition, a small number of teachers hold negative attitudes towards training because they have negative attitudes towards teaching. The experiment results show acceptable enhancement, still one has to mention that the evaluation grid could enable teachers to develop more positive attitudes towards training. This indicates that considering EFL teachers needs and beliefs contributes to a more effective and relevant training.

Key terms: Attitudes, CBA, EFL Teachers, In-service Training, Teaching Competencies.

الملخص

تهدف الدراسة الحالية إلى استقصاء اتجاهات معلمي اللغة الإنجليزية كلغة أجنبية نحو التكوين أثناء الخدمة وتأثيراتها على تطوير الكفايات التدريسية. تحدد هذه الدراسة العلاقة بين اتجاهات معلمي اللغة الإنجليزية وفعالية التكوين أثناء الخدمة. كما تسعى إلى استكشاف مدى تحسين تقييم احتياجات المعلمين لبرامج التكوين، وبالتالي تعزيز كفاياتهم التدريسية. وتبرز الدراسة كذلك الفوائد المحتملة لتطبيق المقاربة بالكفاءات (CBA) كإطار لبرامج التكوين أثناء الخدمة للمعلمين. لتحقيق هذه الأهداف، تم اختيار منهج متعدد الأدوات؛ إذ وُزعت استبانة على معلمي اللغة الإنجليزية في قالمة لجمع آرائهم ومواقفهم تجاه التكوين أثناء الخدمة. بالإضافة إلى ذلك، تم تطبيق شبكة تقييم قبلية وبعدية كأداة لتحليل الاحتياجات، بهدف إظهار الدور المهم للتكوين أثناء الخدمة في نمو المعلمين المهني. كما تم إجراء مقابلة مع المفتشين لجمع وجهات نظرهم حول أهمية تحليل الاحتياجات كعنصر أساسي في تصميم برامج التكوين. كشفت نتائج الاستبيانات أن معلمي اللغة الإنجليزية كلغة أجنبية يترددون في المشاركة في برامج التكوين أثناء الخدمة، لأن هذه التكوينات لا تلبي احتياجاتهم وتوقعاتهم. كما أن عدداً قليلاً من المعلمين لديهم اتجاهات سلبية تجاه التكوين بسبب اتجاهاتهم السلبية نحو مهنة التدريس. وأظهرت نتائج التجربة شبه التجريبية تحسناً مقبولاً، إلا أنه من الضروري الإشارة إلى أن شبكة التقييم يمكن أن تساعد المعلمين على تطوير اتجاهات أكثر إيجابية نحو التكوين. يشير ذلك إلى أن مراعاة احتياجات ومعتقدات معلمي اللغة الإنجليزية كلغة أجنبية يساهم في تكوين أكثر فعالية وملاءمة.

الكلمات المفتاحية: الاتجاهات، المقاربة بالكفاءات، معلمو اللغة الإنجليزية كلغة أجنبية، التكوين أثناء الخدمة، الكفايات التدريسية.

Résumé

La présente étude vise à explorer les attitudes des enseignants d'anglais langue étrangère (EFL) en exercice envers la formation, ainsi que ses effets sur le développement des compétences pédagogiques. Elle identifie la relation entre les attitudes des enseignants EFL et l'efficacité de la formation en cours d'emploi. La recherche tente également de mesurer dans quelle mesure l'évaluation des besoins des enseignants améliore les programmes de formation et, par conséquent, renforce leurs compétences pédagogiques. Elle met aussi en évidence les avantages de l'implémentation de l'approche par compétences (CBA) comme cadre pour la formation continue des enseignants. Pour atteindre ces objectifs, une approche triangulée a été choisie : un questionnaire a été distribué aux enseignants d'EFL à Guelma afin de recueillir leurs points de vue et leurs attitudes envers la formation en cours d'emploi. De plus, une grille d'évaluation avant et après la formation a été utilisée comme outil d'analyse des besoins afin de démontrer le rôle significatif de la formation en cours d'emploi dans le développement professionnel des enseignants. En outre, une interview auprès des inspecteurs a été menée pour recueillir leurs perspectives sur l'importance de l'analyse des besoins comme aspect clé de la conception des programmes de formation. Les résultats des questionnaires révèlent que les enseignants d'EFL sont réticents à participer aux programmes de formation en cours d'emploi, car ces formations ne répondent pas à leurs besoins et attentes. Par ailleurs, un petit nombre d'enseignants ont des attitudes négatives envers la formation parce qu'ils entretiennent des attitudes négatives envers l'enseignement. Les résultats de la quasi-expérience montrent une amélioration acceptable, bien qu'il soit nécessaire de mentionner que la grille d'évaluation pourrait encourager les enseignants à développer des attitudes plus positives envers la formation. Cela indique que la prise en compte des besoins et croyances des enseignants d'EFL contribue à une formation plus efficace et pertinente.

Mots-clés : Attitudes, CBA, Enseignants d'EFL, Formation en cours d'emploi, Compétences pédagogiques.

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List of Abbreviations

ABC Affective, Behavioural, Cognitive

AI Artificial Intelligence

ALM Audio-Lingual Method

CBA Competency-Based Approach

CBI Content-Based Instruction

CBLT Competency-Based Language Teaching

CBT Competency-Based Training

CLT Communicative Language Teaching

EFL English as a Foreign Language

ELT English Language Teaching

ENS Ecole Normale Supérieure

ESL As Second Language

FA Formative Assessment

FL Foreign Language

ICT Information and Communication Technology

INST In-Service Training

ITE Instituts Technologique de l'Education

MNE Ministry of National Education

TBA Task-Based Approach

TBL Task-Based Learning

TPR Total Physical Respons

General Introduction

General Introduction

Background

With the rapid global developments in economics and technology, there is an increasing need to instill problem-solving competencies in learners and prepare them to be qualified future workers and integrative thinkers. Consequently, education is undergoing numerous changes and reforms in terms of curriculum development, teaching methods and approaches, assessment techniques and educational policies to meet these innovations requirements. Indeed, the success of any educational reform depends on the extent to which teachers are competent and qualified.

Moreover, it is crucial to assert that teachers' qualifications are closely related to their in-service training programmes and their readiness to implement innovative teaching methods. Such training programmes prompt the teachers' development to ensure quality teaching that does not only promote communication skills; but 21st century skills as well. In addition, if professional development is achieved, it will equip the teachers with adequate strategies that create supportive learning environment and promote collaborative learning for better classroom management, lesson planning, more effective testing methods and integrative motivational strategies.

In-service training (henceforth INST) is a fundamental means to develop teachers' teaching competencies and deepen their understanding of teaching since it addresses a wide range of skills, including new teaching approaches, alternative methods of assessment and Information and Communication technology integration. This, in fact, underscores the importance of INST as a key element of teachers' professional development; and thus, a key contributor to successful educational system.

Despite the fact that INST is crucial for keeping teachers aligned with any updates in the field of pedagogy, it may not be effective and fruitful. In this context, many scholars agree that the effectiveness of INST is significantly affected by teachers' attitudes to take part in training. Teachers' attitudes are double-edged sword; they can influence training effectiveness positively or negatively. On the other hand, INST can influence the formation of teachers' attitudes.

Statement of the Problem

To meet the complex demand of today's modern world, the Algerian government has adopted an educational reform that is learner-centred rather than teacher-centred known as competency-based approach to teaching. The former Minister of National education Benbouzid claims that:

> Education must be in a perpetual renewal since the world today undergoes several changes in all domains: social, political, cultural, scientific and technical fields. As a consequence we must do our best so that our educational systems can meet the needs of the development and take up the technological challenge which is the only way to have access to the twenty-first century (cited in Benzerroug, 2012, p.330).

The above-mentioned quote reflects education in the global world that dynamically adapts to the changes currently characterizing it, including economic shifts and technological advancements. Education has been and always will stand as the key criterion to assess both individuals and community development.

Therefore, in-service teachers, including EFL teachers, have to be highly skilled professionals and take on new roles and responsibilities such as mentor teachers, materials writers, facilitators and teacher-researchers. To this end, teachers should engage in continuous professional development via INST. The latter represents a major area of interest within the field of education. In-service EFL teachers' training is fast becoming prevalent in a number of educational settings; the Algerian setting is not an exception. However, the majority of EFL teachers still struggling to adapt to modern educational demands, leading to concerns about the effectiveness of their INST programmes in preparing and equipping them with the required 21st century teaching competencies and skills. This study, therefore, attempts to investigate how EFL teachers' attitudes may influence the effectiveness of INST and the extent to which INST is crucial for the enhancement of teaching competencies; and hence, teachers' professional development.

Objectives of the Study

This study strives to examine the interrelationship between EFL teachers' attitudes and in-service training. As well, the researcher attempts to elucidate the substantial role of EFL teachers' needs analysis as stepping stone to designing an effective and sufficient training

course. Additionally, the study endeavours to demonstrate how competency-based training contributes to effective teaching practices by providing teachers with opportunities to reflect on their instruction, assess their teaching methods and techniques as well as their competencies regularly; and thence, contributes to successful learning experience and outcomes. Finally, this research aims at proposing some practical recommendations for improving in-service EFL teachers' training programmes.

Research Questions

Trying to achieve the objectives of the study, a set of research questions is put forward:

1. To what extent does training affect in-service EFL teachers' attitudes towards teacher development?
2. To what extent does assessing teachers' needs ameliorate the training programme?
3. How do training programmes derived from the teachers' needs positively enhance their teaching competencies with regard to ongoing training?
4. How does CBA framework afford guidelines for future training programmes?

Research Hypotheses

In order to answer the research questions stated above, some hypotheses are formulated:

1. Providing relevant and engaging training via various training methods may affect in-service teachers' attitudes towards teacher development.
2. Implementing a training course that is based on teachers' needs assessment would contribute significantly to the effectiveness of training.
3. In-service teachers' training, if done in accordance with teachers' preferences, beliefs, expectations, needs and teaching goals, would positively enhance their teaching competencies.
4. Training teachers within CBA framework may emphasise the importance of continuous teacher development, thereby promoting lifelong learning.

Significance of the Study

Investigating teachers' attitudes towards training is paramount for policymakers, training designers and trainers as it provides a pathway to effective strategies and systemic

enhancement for optimal training. Therefore, the significance of this study lies in its potential to offer valuable guidance for a more needs-oriented training. Moreover, this study addresses a critical gap in EFL teachers' knowledge concerning lifelong learning foundations. On the other hand, the present research holds significant insights that would enhance EFL teachers' understanding of the principles of competency-based approach for better learners' learning outcomes. Furthermore, the newly adopted policy of teacher's training and development comes as a response to the latest educational reforms. The current study comes to cover an important gap in EFL classes and language curricula created by different stakeholders to meet the need of a changing digital generation of students and teachers, who are becoming digital natives. Training programmes, then, are required to revisit their objectives and content to effectively contribute to the success of teaching/learning process in accordance with the ongoing digital shift and the information technology revolution.

Research Methodology

To accomplish the aims of the study, three research instruments are designed: teachers' questionnaire, inspectors' interview and pre and post evaluative grid as a quasi-experiment research. This methodological triangulation enables the researcher to achieve more reliability and validity of the research results. In fact, the questionnaire and the interview are addressed to answer the first and second research questions; and the experiment tries to answer questions 2, 3 and 4.

Teachers' questionnaire is selected to collect teachers' views and attitudes towards training and teacher development in general and their current training. The interview sheds light on teachers' attitudes towards in-service training from inspectors' perspective and tries to investigate teaching within CBA realities in Algeria. Besides, the interview attempts to explore the inspectors' perceptions of the importance of needs analysis an integral part of designing training courses; and their suggestions for better training organisation; and thus better teaching practices.

On the other hand, the experiment is implemented to identify the importance of in-service training in developing teaching competencies and the role of assessing teachers' needs in the effectiveness of training. Finally, some practical recommendations are provided.

Structure of the Thesis

This work consists of five chapters, three theoretical chapters and two practical ones to describe the findings of the researcher. Chapter one is divided into two sections. The first one deals with attitudes and their nature. The second one offers a comprehensive review of relevant literature related to in-service teachers' training.

Chapter two represents a theoretical framework of CBA and in-depth understanding of teaching competencies. Chapter three includes the research design and methodology implemented in this study. It explains the research methods, data collection tools and techniques. Chapter four is devoted to data analysis and discussion of the findings. The last chapter deals with some pedagogical implications of the research.

Finally, the thesis ends with a general conclusion, in which the findings are summarised in relation to the exiting literature.

Chapter One

Attitudes and In-Service Training: Concepts and Educational Significance

Introduction

There appears to be a strong relationship between teachers' attitudes and INST in the sense that teachers' positive attitudes contribute to a certain extent to the effectiveness of their training. The latter is manifested in the development of teaching competencies and the enhancement of learning outcomes.

Therefore, the first chapter of the present work embraces two sections:

The first section deals with the notion of attitudes, affording deep insights into its main definitions, importance, characteristics, components, theories and attitudes measurement.

Concerning the second part, it introduces in-service EFL teachers' training where the importance and the value of INST are highlighted. In addition to that, the factors influencing participation in INST have been reviewed. Finally, this chapter demonstrates the developments of teachers' training in Algeria.

1.1. Definitions of Attitudes

Attitude is a widely discussed term in the field of social psychology as it is an unstable notion having both temporary and relatively permanent nature. In this vein, many scholars have afforded a variety of definitions of attitudes. Bagozzi (cited in Zainal Abidin et al., 2011) claims that attitude is an umbrella expression including several concepts such as beliefs, feelings, values, opinions, principles, judgements, expectations, and intentions. Formerly, Bogardus (1931) contends that attitude is a tendency to act toward or against something in the environment which becomes thereby a positive or negative value.

Allport (1935) defines attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p.810).

A decade later, Krech and Crutchfield (quoted in Albarracin et al., 2014) emphasise that "an attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" (p.152). Moreover, Crano and Prislin (cited in Banaji & Heiphetz, 2010) declare that "attitudes are the evaluative judgements that integrate and summarize…cognitive/affective reactions" (p.357). McGuire (Banaji & Heiphetz, ibid) describes attitudes as reactions that

place a set of ideas on position of judgements. For Schwarz (2007), attitude can be an interchangeable and flexible response to environmental demands.

In addition, Eagly and Chaiken (1993) state that "attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (p.356). Schneider (1988) stresses the idea of personal traits in his view to attitude. He puts "attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object" (p.179). Mayers (2001), here, is supporting the claim of Schneider by holds by defining attitudes as agreeable or disagreeable reactions to someone or something.

From above, it could be said that attitude centres on positive or negative feelings, opinions, beliefs, and intended behaviour towards another person, object, or situation. Hence, from an educational psychology perspective, EFL teachers may show their attitudes towards INST according to their feelings, tendencies and negative or positive past experience.

1.2 Importance of Attitudes

Attitudes are key determinant of one's personality. That is why they have sparked the interest of researchers in the field of social psychology; most of scientific research in this discipline deals with attitudes.

Attitudes help predict how people would behave towards certain situation. Allport (1935) declares that "attitudes determine for each individual what he will do" (p 806). He claims that attitudes reveal a lot about individuals' personality since they affect the way they behave and interact with persons, objects or situations. Therefore, and from pedagogical point of view, in-service EFL teachers' attitudes influence their decisions to take part in the training programme.

1.3 Characteristics of Attitudes

Psychologists agree that attitudes have various characteristics due to their nature and how they are formed. Fishbein and Ajgen (quoted in Albarracin et al., 2014) point out that "an attitude is a learned predisposition to respond to an object in a consistently favourable and unfavourable way" (p.). So, attitudes are not innate, but rather acquired from experiences, opinions and beliefs that evolve through individual's interaction with others. In the same line of thought, Hogg and Vaughan (1995) attitudes are relatively stable feelings, beliefs and

evaluations. Likewise, Jonstone and Reid (cited in Haddock & R.Maio, 2004) agree that even though attitudes have a degree of consistency, they can be changed and developed. Jonstone and Reid (cited in Haddock & R.Maio ibid) elucidate the nature of attitudes in the following figure:

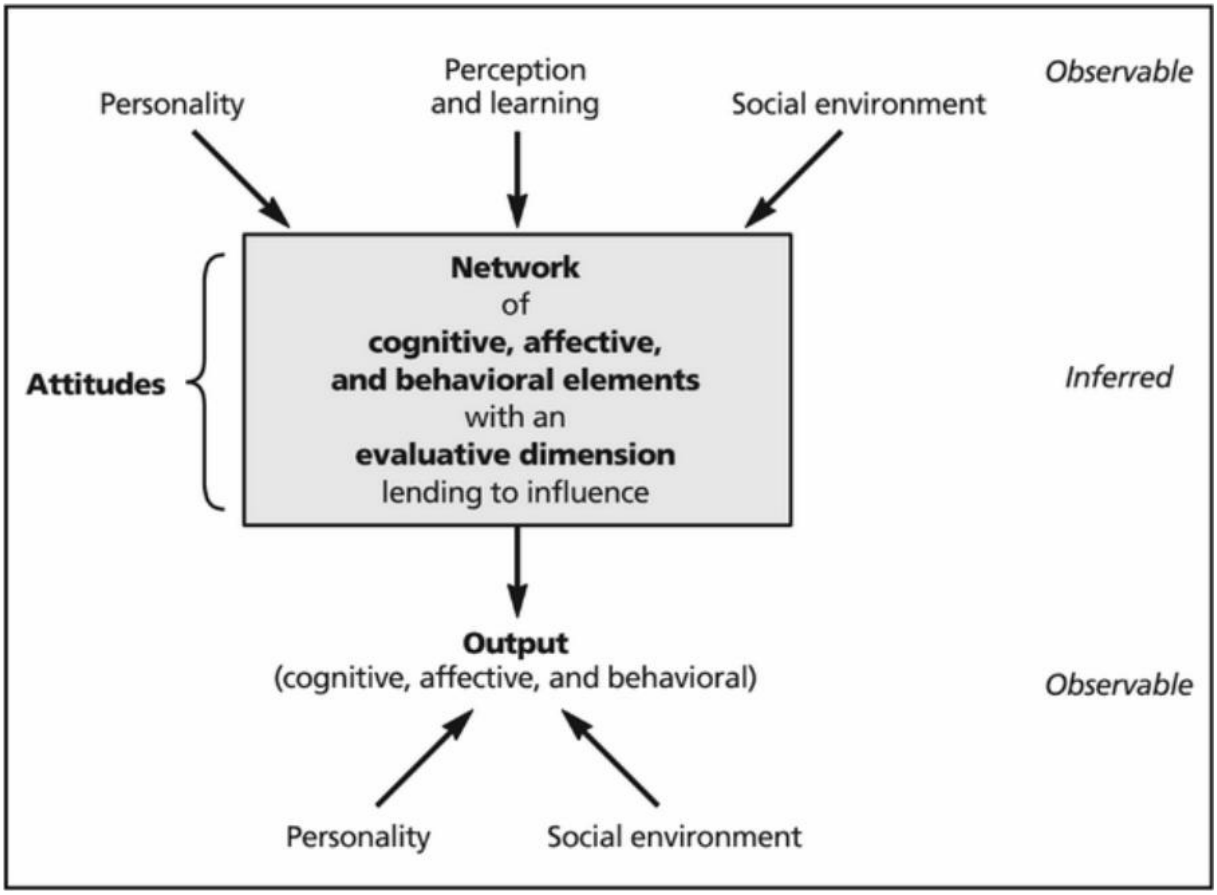


Figure 1.1 Nature of Attitudes (Jonson & Reid cited in Haddock & R.Maio, 2004)

As attitudes are learned and acquired, they can be relatively measurable in an explicit or implicit way. This makes us seek the most suitable method to observe and explore EFL teachers' attitudes during the experiment and measure them.

Attitudes, positive be they or negative, vary in terms of strength, centrality and transparency (Petty & Krosnick, 1995).

1.4 Components of Attitudes

Attitudes are composed of three components: what we know; how we feel; how we behave (Bagozzi & Burnkrant, 1979; McGuire, 1985 cited in Haddock & R.Maio, 2004).

These components are represented in the ABC model of attitudes, i.e. A: affective; B: behavioural; C: cognitive.

Affective component includes emotions, feelings and desires about the attitudes object. Kim, Lim and Bhargava (1998) suggest that affect plays a vital role in attitude formation. In our view, the affective component is related to EFL teachers' feelings that they develop through what they experience during their INST.

On the other hand, behavioural component (readiness) consists of individual's observable responses towards situation, something or someone (Wicker, 1969). Pedagogically speaking, the behavioural component would refer to EFL teachers' reactions to do something related to their INST.

Last, cognitive component contains one's knowledge, opinions, beliefs and points of view about an attitude object. Here, one can posit that the cognitive component includes EFL teachers' beliefs, opinions, knowledge and experience acquired during INST.

As a closing statement, although these three components complement one another, it is not necessary for all of them to be present in a given attitude (Eagly & Chaiken, 1993).

1.5 Theories of Attitudes

Theories of attitudes provide a comprehensive framework for understanding how attitudes are formed and changed. Indeed, there are several theories of attitudes formation and change. Accordingly, in what follows is a discussion of the main theories of attitudes, including self-perception theory, consistency theories and functional theory.

1.5.1 Self-perception Theory

Self-perception theory was developed by the psychologist Daryl J.Bem in 1972; it postulates that individuals recognise their attitudes via observing and analysing their own behaviours and the context in which these behaviours occur. So, behaviours determine attitudes (Bem, 1972). He adds that people can form their attitudes by drawing on others attitudes. According to Bem's claim, an individual's attitudes formation is influenced by the external environment.

1.5.2 Cognitive Consistency Theories

Consistency theories posit that individuals endeavour to attain consistency between their beliefs, values and attitudes; and behaviours (Olufemi, 2012). Cognitive consistency theories are composed of a set of theories namely: Heider's balance theory, Osgood and Tannenbaum's congruity theory, affective congruity theory, Festingers' cognitive dissonance theory.

1.5.2.1 The Balance Theory

The balance theory was formulated by Fritz Heider in the 1940s; it discusses how individuals seek consistency and harmony in their attitudes (Olufemi, ibid). That is, the balance theory posits that individuals are motivated to change their attitudes to reach balance and harmony.

1.5.2.2 Congruity Theory

Congruity theory, developed by Osgood and Tannenbaum in 1955, is a specific example of balance theory, yet it goes a step further than the principle of balance by making explicit quantitative predictions about what will happen when two related objects are not in a state of congruity (Singh, 2020). Congruity theory suggests that congruity is achieved if the relationship between attitudes and objects is positive. By contrast, negative relationship between attitudes and objects contributes to incongruity. Therefore, achieving congruity requires watching attitudes and beliefs to be consistent with each other.

1.5.2.3 Affective Cognitive Congruity Theory

Affective cognitive congruity theory postulates that individuals form their attitudes through the consistency between affective and cognitive responses towards an object. Put differently, the interrelation between affective and cognitive components leads to consistent attitudes.

1.5.2.4 Cognitive Dissonance Theory

Cognitive dissonance theory was developed by the psychologist Leon Festinger in 1957; it is among the most impactful and widely studied theories within the field of social psychology. Cognitive dissonance theory proposes that contradictions between attitudes and

beliefs or values results in inconsistency, which Festinger refers to as dissonance. According to Festinger (1957), when dissonance exists, people feel nervous and experience discomfort; and hence, they will try to reduce dissonance by changing their attitudes, beliefs, and behaviours. He adds that "in addition to trying to reduce it, the person will actively avoid situations and information which would likely increase the dissonance" (p.3). Moreover, individuals would achieve consonance by justifying their attitudes, beliefs or behaviours (Olufemi, 2012). Therefore, the cognitive dissonance theory explains how individuals change their attitudes in order to reduce dissonance and increase consonance.

To wrap up, consistency theories highlight how people form and change their attitudes to achieve consistencies between attitudes, beliefs and behaviours.

1.5.3 Functional Theory

The functional theory, formulated by Katz in 1960s, suggests that persons' attitudes are formed and changed according to their needs. Katz (cited in Olufemi, 2012) emphasises that attitudes are shaped and changed by serving these main function; the ego-defensive or externalisation function; the knowledge or object appraisal function; and the value-expressing function.

In conclusion, the aforementioned theories offer different insights into how attitudes are shaped and changed.

1.6 Attitudes Measurement

Measuring attitudes provides a deeper understanding of individuals' personality, points of view and interest on both personal and professional levels. In this respect, psychologists have adopted so many methods and tools for measuring attitudes including Thurstone's Equal Appearing Intervals method (1928), Likert's Method of Summated Ratings (1932) and Osgood et al Semantic Differential (1957). Banaji and Heiphetz (2010) confirm that "these three measures provide the foundation for most self-report measures that are used even today" (360).

Thusrstone scale is the first formal psychometric tool for measuring attitudes; it is traced back to the early 20th century. Equal-Appearing Intervals scale contains a large number of 'agree' and 'disagree' statements related to specific objects or topics; then these statements are sorted by judges into 11 groups from unfavourable to most favourable.

On the other hand, Likert's Method of Summated Ratings is the most frequently used rating scale in the educational and social research. According to Joshi et al (2015) Likert scale is implemented to measure attitudes in "a scientifically accepted and validated manner" (397). In fact, this psychometric tool is simple, easy and flexible as it provides participants with several options to show their level of agreement; it consists of a series of negative and positive statements. Moreover, Likert scale is 5 point scale or 7 point scale, yet 5 point scale is the most used one because it is easy and it can divide participants' responses into 5 clear choices from strongly disagree to strongly agree (Tanujaya, Parhmana & Mumu, 2022).

The following figure is the 5 point Likert scale:

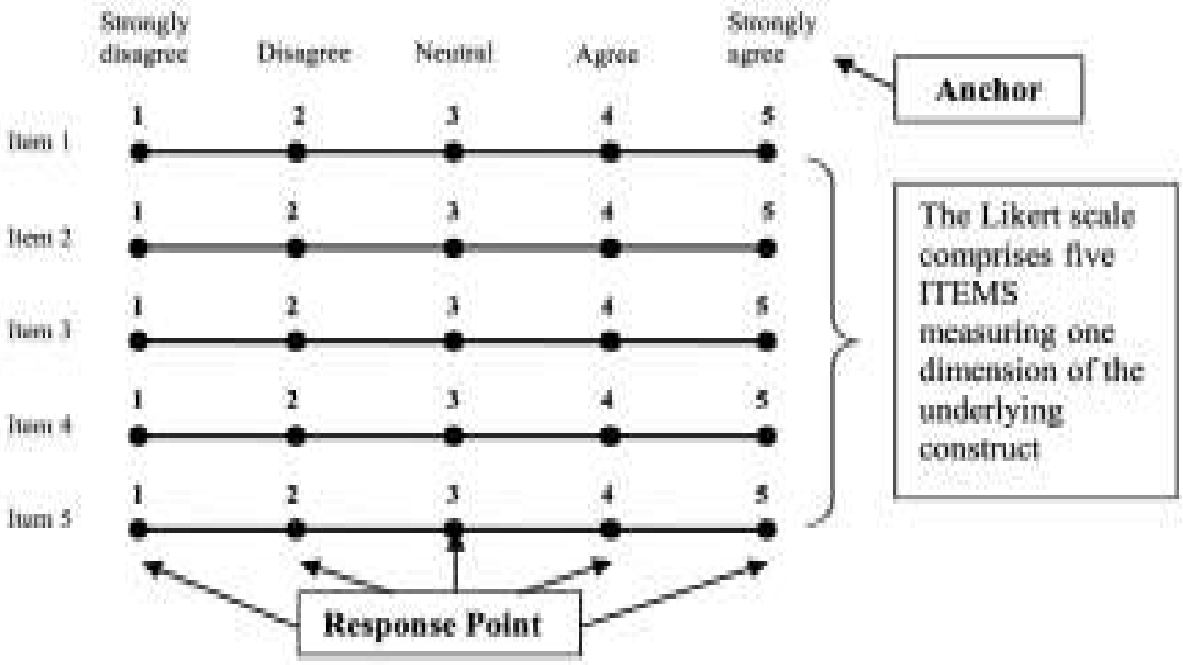


Figure 1.2 Structure of a Likert Scale (Tanujaya, Parhmana & Mumu, 2022 adopted from Holt, 2014)

Last, the Semantic Differential Scale was introduced by Osgood, Suci and Tannenbaun in 1957. It is a common method for measuring attitudes from meaning of words related to attitudes object. The Semantic Differential scale includes three dimensions: evaluative (good- bad); potency (strong-weak); activity (active-passive). Besides, this type is 7 point scale consisting of a series of bipolar adjectives as shown in table 1.1:

Table 1.1 Commonly Used Adjective Pairs in Each Dimension of Semantic Differential Scale (adopted from Rosenberg & Navarro, 2018).

Evaluation	Potency	Activity
Bad/good	Weak/strong	Passive/active
Cheap/expensive	Indecisive/decisive	Lazy/industrious
Foolish/wise	Soft/hard	Aimless/motivated
Ugly/beautiful	Impotent/potent	Calm/excitable
Dishonest/honest	Severe/lenient	Slow/fast
Cruel/kind	Cowardly/brave	Unemotional/emotional

1.7 Definitions of In-service Training

INST is one of the most significant current discussions in education; it can be simply defined as a key instrument that equips teachers with modern techniques and pedagogical strategies which help them perform their job in an effective and sufficient way. Ong (quoted in Omar, 2014) views INST as a way to improve teachers' qualifications and competencies.

Nakpodia (2008) uses the term 'INST' to refer to continuing process which helps teachers update their understanding of teaching. According to the Education Information Network in the European Union (EURYDICE), INST is "variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their approach" (Perron, 1991, as cited in Bayrakci, 2009: 10).

Moreover, Osamwonyi (2016) states that INST covers all courses given to teachers who are already in service. This definition is closed to this of Sapp (quoted in Kazemi & Ashrafi, 2014) who defines INST as a coordinated effort to enhance the performance of every employee in a school environment already performing their assigned duties or to adopt a particular innovation or programme. Saiti and Saitis (2006) claim that INST is "the key for the successful functioning and survival of the school" (p. 456). In the same line, Craft (1996) emphasizes that INST programmes are the key competence in resolving issues and challenges teachers face in the classroom.

All in all, one can say that INST is a continuous effort to strengthen teachers' performance; it is an essential strategy through which teachers update their knowledge and skills for promoting effective learning outcomes.

1.8 Importance of In-service Training

INST has become increasingly critical since the late of 20th century because teachers are struggling with the educational developments and unprecedented interest in ICT and openness to media. In fact, INST is a fundamental tool that keeps teachers hand in hand with the changing world of education, teaching aids and technology, as Omar (2014) says "it is vital that teachers keep up to date on the most current concepts, thinking and research in their field. This, in turn supports their 'lifelong learning' as educators, as professionals and as individuals who are responsible for the education of the next generation" (pp.1-2). Likewise, Ekpoh, Oswald and Victoria (quoted in Omar, ibid) INST helps teachers acquire new strategies and better techniques essential for effective and sufficient performance as it keeps them up with everything new in the field of pedagogy.

Moreover, INST is the best step through which teachers enhance their performance, boost their productivity and refresh their knowledge. Osamwonyi (2016) claims that INST is "a necessity in enhancing work performance and motivation of teachers in the field" (p.83).

The Commission of National Education (cited in Rahman et al., 2011) claims that "we say it with force and without reservation that none of the reforms we are proposing will succeed unless we are able to recruit to the teaching profession at all levels men and woman of the highest abilities, and can train them" (p.150). According to the aforementioned quote, no education reform would succeed if EFL teachers do not believe in continuous training as a pathway to lifelong learning. Additionally, Saban (2002) confirms that in-service teachers' training is intended to improve qualities that directly influence teachers' practice. Johnson and Sloat (2006) support Saban's view by claiming that INST enhances and develops teachers' professional skills in many different aspects such as lesson planning, classroom management, assessment, pedagogical techniques and so on.

INST is much more important than pre-service training (Farouk, in Almasry & Mohamed, 2012). That is, INST has to be included in any education system as it is the only way to develop teaching competencies; and thus, learners' learning outcomes. Farouk (ibid) adds that INST is the bridge between what teachers have been taught and the actual performance.

Nakpodia (2008) summarises the benefits of INST in three main points:

- INST serves as a guideline for teachers to acquire academic and professional qualifications so they can advance in the educational system.
- INST assists teachers in gaining additional pedagogical and conceptual knowledge and developing competencies in order to make teachers do their job in an effective and sufficient way.
- INST provides teachers with skills and competencies they need to handle the challenges of the 21st century.

Imogie (cited in Osamwonyi, 2016), in his turn, suggests the benefits of INST as follows:

- Providing opportunities for teachers to ameliorate their competencies for better performance.
- Increasing the number of qualified and competent teachers at all levels.
- Providing staff members the opportunity to have another source of income.

Another point worth noting is that in-service teachers' training motivates teachers in the sense it enhances and develops teachers in so many aspects. Arizona State University (quoted in Rahman, 2014) declares that INST can change teachers' negative attitudes and beliefs towards training. That is, training can change teachers' attitudes towards their profession and INST as well. In the same line, Tun and Nyunt (2016) state that teachers' training programmes can affect the formation and development of the professional attitude of in-service teachers to a great extent. They maintain that "the process of education involves the change in attitudes. It means that attitude change is constantly occurring as a result of the learning of the individual and situational influences" (p.87).

To sum up, EFL teachers who get regular opportunities to learn, develop and advance are more likely successful and able to achieve their teaching goals. Consequently, INST assists EFL teachers to update their understanding of teaching.

1.9 Effectiveness of In-service Training

Many scholars at least at the theoretical ground agree on the fact that there are various factors which contribute to a more organised, purposeful and effective in-service teachers'

training mainly: teacher trainers and inspectors, EFL teachers' attitudes, teachers' needs analysis and content and methods of the training.

1.9.1 The Role of Teacher Trainers and Inspectors

Teacher trainers and inspectors are one of the main elements of the training process; they must be knowledgeable and highly competent so they can perform their job in a successful and effective way. In details, trainers and inspectors act as facilitators, counsellors and providers of both authentic materials and corrective feedback (Omar, 2014). Besides, the teacher trainer and the inspector should motivate EFL teachers by establishing a comfortable environment so that teachers will not feel nervous and inhibited.

Raising EFL teachers' awareness about the importance of INST in helping teachers to be more competent and qualified is another focal role of trainers and inspectors. Moreover, teacher trainers have to consider teachers different level of experience and level of readiness for training.

As trainers and inspectors deal and interact with adults, they must take into account the principles of adult learners; i.e. adults are self-directed; they learn better when they are involved in the learning process, adults have knowledge and life experience; they benefit when they link what they learnt recently to this background knowledge and experience, adult learners are goal-oriented; in-service EFL teachers are better trained if the programme is goal-oriented. Hence, trainers should clearly identify the objectives of the training and how the training programme will help them achieve their goals, adults learning can be aided or impeded by their effects; being motivated can affect learning positively to a great extent.

On the other hand, providing recommendations and formative assessment during the INST programme may increase EFL teachers' motivation and desire to improve their competencies.

1.9.2 EFL Teachers' Attitudes

As it has been mentioned previously, teachers' attitudes and the effectiveness of in-service EFL teachers training are interrelated. Teachers' attitudes are essential factors because they affect teachers' motivation and readiness for training. Consequently, this will contribute to insufficient and ineffective training. For that reason, teachers should hold positive attitudes and think of INST as a pathway for better change and as a reflective approach to a more

efficient performance. Another way to say it, EFL teachers must consider their INST as a key element to enhance their competencies which will lead to the achievement of their teaching objectives; and thereby, the improvement of the quality of education (Omar, 2014).

On the other hand, the more the training programme is related to teachers' interests and abilities the more their attitudes towards INST would be positive.

1.9.3 Teachers' Needs Analysis

Teachers' needs for training encompass a plethora of areas and skills that foster the teachers' development. In fact, continuous professional development is pivotal for the teachers to cope with updated pedagogical trends and to enhance classroom practices. Consequently, need-based training programmes should be designed based on the specific needs of the teachers. This highlights the importance of needs analysis, which is defined as a continuous process of collecting data about learners' needs, interests and beliefs, analysing the data, and then designing the course accordingly (Graves and Xu, 2000).

It is therefore necessary to identify the training needs of in-service teachers at the early stages of planning, selecting and implementing the programme.

An effective INST has to set clear and realistic objectives and develop activities required for teachers' development. Moreover, integrating teachers in the process of designing the programme will help trainees maximally benefit from the training.

Worth noting is the fact that needs analysis should be cyclic and regularly done throughout the course (Nunan, 1988). Graves and Xu (ibid) support the claim of Nunan by stating that needs analysis must be thought of as a continuous process to assist learners to "gain a sense of ownership and control of their own learning process" (p. 98). Hence, assessing EFL teachers' needs regularly allows in-service training designers and trainers to adjust and revise the training objectives, to ameliorate their instruction as well as to update the training programmes; and this, indeed, contributes to effective and successful training.

On the other hand, trainees' needs can be conducted by different techniques, instruments and procedures. To illustrate, questionnaires, interviews, direct observation and evaluative grids, checklists containing training outcomes, content and materials selection, teaching competencies and duration of the programme.

Brown (1995) summarises the most used instruments and procedures to collect a needs analysis in the table below:

Table 1.2 Roles, Instruments and Procedures for Needs Analysis (Brown, 1995, p. 46)

Needs Analysis Role	Instrumentation	Procedures
Outsider looking in	Exiting information	Records analysis Systems analysis Literature review Letter writing
	Tests	Proficiency tests Placement tests Diagnostic tests Achievement tests
	Observations	Case studies Diary studies Behaviour observation Interactional analysis Inventories
Facilitator drawing out information	Interviews	Individual Group
	Meetings	Delphi technique Advisory Interest group Review
	Questionnaires	Biodata surveys Opinion surveys Self-ratings Judgmental ratings Q sort

Drawing from these factors, one can posit that flexibility is required for successful and effective in-service teachers' training; INST should be flexible according to content, teaching aids and methods. Indeed, the methods of in-service EFL teachers' training will be the next focus.

1.10 Methods of In-service Training

Varying INST methods can greatly motivate EFL teachers to take part in the training programme; and therefore, the in-service teachers' training will be more efficient. In this line, the key training methods are covered in this section namely: lectures, seminars, conferences, classroom visits, workshops, micro-teaching, publications, online training.

1.10.1 Lectures

Lecture is the most common method used in training. Brown and Manogue (2001) consider lectures as "the most ubiquitous method of teaching so they are an important part of teacher's repertoire" (p.231). Wallace (2002) adds that a lecture is a way of teaching whereby the trainers and inspectors are the authority and act as the main source of knowledge.

Despite the fact that lecturing is trainer-centred approach in which teachers do not take part and being involved, it is still in use today as a suitable method for conveying information.

1.10.2 Seminars

A seminar is a gathering of a small group in which participants discuss a particular topic, enabling each individual to learn and share experiences (Anggraini, 2018). In educational contexts, a seminar is assumed to be a meeting of teacher trainers or inspectors and teachers with the intention of sharing and exchanging information. On the other hand, the seminar provides opportunities to discuss a given topic in the field and the difficulties encountered by teachers and try to offer suggestions and solutions to overcome these challenges that may hinder the educational development.

Furthermore, seminars assist trainees to improve their communication skills since they are more engaging sessions.

1.10.3 Conferences

Conference is a formal event that gathers teachers, trainers, inspectors, principals, supervisors, and academicians for the purpose of presenting and discussing some points of view and topics related to the field of pedagogy (Anggraini, 2018).

1.10.4 Classroom Visits

Classroom visits, is usually done by the inspectors in the Algerian context, classroom visits is the most used method of INST because it provides inspectors with opportunities to observe and assess teachers' performance (Almasry and Mohamed, 2012). Besides, classroom visits assist the inspectors to find out if the in-service EFL teachers' are really gaining benefit from the INST programme and to detect the challenges that teachers face in teaching English as a foreign language in real context.

1.10.5 Workshops

A workshop is an educational programme that aims at exchanging points of view, sharing and discussing certain topics. Steinert and Ouellet (cited in Anggraini, 2018) define workshop as "a usually brief, intensive educational programme for a relatively small group of people in a given field that emphasises participation in problem solving efforts" (p.257). Indeed, the majority of EFL teachers prefer this kind of training because it is much more interactive and includes a lot of activities. Venayagan (cited in Anggraini, 2018) confirms that workshops are among the preferred methods of training in-service teachers due to the following basic characteristics:

- They are flexible and adaptable to various groups and situations.
- They motivate participants through maximising participation and interaction.
- They encourage collaboration and teamwork; and enhance individuals and groups problem-solving skills.

1.10.6 Micro-teaching

Micro-teaching seems to be the best technique for training EFL teachers. Allen (1967) indicates that:

> The technique allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten-minute encounters with a small

> group of real students, often with an opportunity to observe the results on videotape. Its distinction lies in the opportunity it provides teachers for immediate and individual diagnostic evaluation of teacher performance by colleagues, supervisors and participating students and for measuring progress in specific teaching techniques (p.01).

In the same regard, Reddy (2019) defines micro-teaching as "a concentrated, focused form of peer feedback and discussion that can improve teaching strategies" (p.66).

Micro-teaching provides opportunities for trainee teachers to develop their pedagogical skills, competencies and helps them link theory to practice (Reddy, ibid).

According to Koross (2016), micro-teaching is a great method to ameliorate trainees' competencies, raise their confidence, experience different instructing styles and learn how to provide constructive feedback.

On the other hand, Wallace (2002) agrees that micro-teaching should go through four main phases. To begin with, "**the briefing**" is the phase when the trainee teacher is informed about what he/she will present. Then, "**the teach**" is when the trainee begins delivering the micro lesson. In this stage, the trainee will be teaching students or teacher trainers and colleague who will act as real students. The next phase is **the critique or observe**, i.e. at this point, the trainer and the other trainees discuss, provide feedback and assess the teacher trainee's performance. Last, the reteach phase whereby the teacher trainee presents the same micro lesson taking into account the comments and suggestions provided in the preceding stage.

In a nut shell, the benefit of microteaching is twofold: it enhances their performance and reshapes their teaching beliefs. At the level of performance, microteaching gives teacher trainees the best possible classroom management techniques. On the other hand, microteaching reshapes EFL teachers' attitudes towards their profession and their students in sense that they act like them.

1.10.7 Publications

Publications are another useful method of training; it covers topics tackled and discussed during other methods such as seminars, workshops and conferences. According to Anggraini (2018), Publications serve as a valuable means for teachers to share ideas and

insights with their peers, drawing on their own classroom experiences. Publications can be a resume of trainees' works during unit or course. Besides, they can take the form of reports, articles or units, i.e. a set of lectures.

1.10.8 Online Training

Online training or E-learning is any form of training that takes place on the internet. Online training is "an alternative pedagogy for the era of technological development and communication, and students in particular need to adapt" (Sari, quoted in Mohd Basar et al., 2021). Ratheeswari (2018) agrees that using Information and Communication Technology (ICT) allows learners to acquire and develop skills required in 21st century.

Accordingly, the benefits of online training can be listed as follows: one point to start with is the fact that online training provides information to a large number of teacher in short time and with less effort. In addition, online training enables teachers to exchange experiences, opinions and skills with various educational organisations in the world. In other terms, via online courses, virtual conferences and webinars, teachers would stay updated with the evolving educational trends. Hence, online training is a fundamental method for continuous professional development of teachers.

One point worth noting is that online training opens up opportunities for teachers to get used to integrating ICT in their classrooms. That is, online training assists teachers to use and implement modern techniques in their instruction as well.

In the following section, a glimpse on the history of INST in Algeria is offered.

1.11 Teachers' Training in Algeria

After the independence, The Algerian government's primary concern during that challenging period was to develop an educational system that addressed the country's needs. To this end, it was necessary for the policymakers to recruit a large number of teachers as 18000 French teachers left Algeria (Lansari & Bouabdallah, 2022). The recruited teachers generally held primary school certificates, which represented the standard educational qualification at the time. However, the lack of adequate preparation or training among these teachers appears to have contributed to lower academic achievement, likely due to limited experience, knowledge, and qualifications. Consequently, the authorities have devoted great

efforts to offer the best possible ways to prepare and train teachers. Indeed, teachers' training in Algeria has passed through various stages and milestones.

Between, 1962-1967, the Algerian government implemented two types of training: the first one was one-month training period in cultural centres; and the second kind of training was one-year training period in teachers' centres "Ecole Normale d'Instituteur". Indeed, though these two kinds of training represented an exceptional solution to the country's situation, they were not sufficient to overcome all the challenges.

In 1970, the policymakers created another training institution: The Technological Institutes of Education "Instituts Technologique de l'Education ITE". The ITE aimed at improving teachers' professional level and didactic skills; and helping them bridging the gap between theory and practice which lead to effective teaching. In 1976, twenty nine institutes were established and fifty nine institutes in 1991. In regard, Turki (quoted in Abbid & Ben Aissa, 2021) contends that the government created so many ITEs due to the need for a large number of competent teachers to enhance the quality of education.

Despite the fact that these institutes represented a remarkable solution, their focus has been reoriented in 1998. Accordingly, in 1999, teachers' training at three levels of education (primary, middle and secondary) was transferred to universities and Higher Normal Schools "Ecole Normale Supérieure (ENS)".

The ENS has offered training for teachers that is more scientific pedagogical and practical. The education in ENS was based on four years of theoretical course and a one-month practical training in an actual classroom setting. Subsequently, the educational system in Algeria witnessed a significant reforms at the turn of the millennium, leading the government to recognise the urgent need for adopting new policies to ameliorate teachers' training; and thence; enhance their teaching competencies. Accordingly, the government has implemented two types of training namely: pre-service training and in-service training. The former tackles pedagogical aspects, information and communication technology, school legislation and ethical profession. Teachers' pre-service training lasts one year. The latter is addressed for both novice and experienced teachers; it is conducted mainly via seminars presented and supervised by inspectors or teacher trainers.

Conclusion

This chapter offered a comprehensive understanding of attitudes characteristics, components, and theories of attitudes formation and change. Besides, it tackles the theoretical framework of INST of teachers.

So, reflecting on what has been discussed throughout this chapter, it is clear that teachers' attitudes are one of the key factors that affect the extent to which INST is successful and effective.

Chapter Two

Developing Teaching Competencies within Competency-Based Approach

Introduction

In their pursuit for implementing the CBLT principles in an effective way, EFL teachers need to be highly skilled professionals, so they should possess a wide range of teaching competencies. Teaching competencies represent a fundamental element to the professional development of teachers. Therefore, the INST programme should primarily focus on developing teaching competencies using CBA as a framework.

The present chapter aims to explore some of the key concepts of the research, including the definitions of competence, competency and teaching competency as well as the CBA historical background, principles, and benefits. This is followed by insights into task-based approach and content-based approach.

On the other hand, the researcher steps forward to investigate the core teaching competencies namely syllabus design, lesson planning, motivation, classroom management, assessment, designing tests, and the 21st century skills.

2.1 Competence, Competency and Teaching Competency

Before specifying the meaning of teaching competency, it is important to clarify this false twin terms: competence and competency. Knouwenhaven (2012) states that competence is the ability to perform tasks in a way that reflects an individual mastery of a profession. Crick (quoted in Caena, 2013) describes competence as "a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective embodied human action in the world, in a particular domain" (p.10). DeSeCo (quoted in Lobanova and Shunin, 2008) adds that competence is "a system of internal mental structures and abilities assuming mobilization of knowledge, cognitive skills, practical skills, and also social and behavioural components such as attitudes, emotions, values and ethics, motivations for successful realization of activity in a particular context' (p.47).

On the other hand, competency is a specific and observable skill which is needed to do a task or job well. In this context, Docking (quoted in Richards & Rodgers, 2001) stresses that "an element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function or activity in academic setting and/or a work setting. This includes specific knowledge, thinking processes, attitudes and perceptual and physical skills" (p.145). Furthermore, competency is defined as the capability of a person to cope with problems, find solutions and re-use them in real life situations (ELT articles,

2009). So, competence is the capacity of an individual to do a task well; while competency is about how to do this task.

Teaching competency is a key component in the teaching-learning process. Venkataiah (cited in Ahmad & Ahmad Khan, 2016) claims that competency is "any single knowledge, skill or professional expertise which (1) a teacher may be said to possess and (2) the possession of which is believed to be relevant to the successful practice of teaching" (p.69). Likewise, Koster and Dengerink (2008) agree on the fact that teaching competency is an umbrella term covering knowledge, pedagogical skills, attitudes and personal traits which help the teachers to perform their job in an effective and efficient way. Teaching competency, then, is not a simple or static body of knowledge, but a combination of abilities, behaviours and procedures that reflect what teachers know, can do, and how they can apply their knowledge in real classroom settings. Aligned with this view, the gradual and inevitable shift towards a learner-centred approach to teaching requires the acquisition of novel teaching competencies such like the use of technology, communication skills and 21st century skills. Moreover, the changing landscape of modern teaching calls for the development of other teaching competencies for teachers' professional growth and for lifelong learning. Ideally, recent teaching competencies extend beyond basic skills to include competencies such as innovation, collaboration, leadership and entrepreneurship.

2.2 Content-Based Approach, Competency-Based Approach and Task-Based Approach

Teaching methods have witnessed many shifts and changes in accordance with developments of linguistic theories and other fields. On the other hand, teaching methods themselves have been a result of the fact that every new method has emerged as a reaction against to the previous one and provided different teaching and learning principles. Therefore, some teaching approaches will be discussed in the following section. Although this study focuses on the competency-based approach, it is important to first examine the content-based and task-based approaches, as all three share overlapping features.

2.2.1 Content-Based Approach

Content-based approach stands as a pivotal approach within English language pedagogy, emphasizing the integration of subject matter content with language learning objectives rather than solely focusing on linguistic structures or syllabi types (Richards & Rogers, 2006). In content-based instruction (CBI), students engage in the simultaneous

acquisition of English proficiency and subject-specific knowledge. This instructional paradigm offers a dynamic learning environment wherein students not only enhance their language skills but also expand their understanding of diverse subject matter, fostering a positive and engaging classroom atmosphere conducive to heightened motivation for English language acquisition.

CBI, as elucidated by Brinton et al., (1989), represents an instructional methodology in the field of ELT that intertwines language learning objectives with specific subject matter topics. This pedagogical approach underscores the acquisition of language skills through the exploration of domain-specific content. Fundamental to CBI are two key tenets articulated by Richards and Rodgers (2006): firstly, language acquisition is most effectively realized when learners employ the target language as a tool for obtaining information rather than as an isolated pursuit, and secondly, CBI aligns more closely with learners' intrinsic motivations and learning needs. By embedding English language competencies within engaging thematic contexts or substantive subject matter, CBI endeavours to enhance students' engagement and efficacy in language acquisition endeavours.

These foundational principles of CBI find resonance in established language acquisition theories, which posit that language learning extends beyond rote grammatical exercises to encompass comprehensive comprehension of textual content. Accordingly, English language instruction emphasizes holistic text comprehension over isolated sentence analysis, with an overarching objective of imbuing learners with communicative proficiency (Richards & Rodgers, ibid). Brinton et al. (ibid) delineate three archetypal models of CBI, including the sheltered model, adjunct model, and theme-based models, each tailored to suit diverse educational contexts and learner populations.

Furthermore, CBI yields a multitude of positive outcomes within English language education, as outlined by Peachey (2003). These include fostering heightened learner engagement, facilitating the development of academic competencies, nurturing critical thinking skills, and fostering collaborative learning environments conducive to the cultivation of communication and social skills.

Despite its merits, CBI presents certain challenges, as identified by Peachey (2003: 2), including learner confusion regarding language skill enhancement, reliance on the first language, resource scarcity for elementary learners, and instances of textual plagiarism. To mitigate these challenges, teachers are advised to incorporate targeted language practice, offer

bilingual scaffolding where appropriate, and furnish well-structured instructional materials featuring ample visual aids to enhance comprehension and engagement.

In fact, the effectiveness of CBI hinges significantly on the utilization of appropriate instructional media to deliver course material. In contemporary educational landscapes, teachers increasingly opt for multimedia platforms supported by computer technology to facilitate English language instruction. Multimedia, defined as the coordinated incorporation of diverse media formats such as text, images, audio, video, and animation within a single presentation or self-study program, holds promise for enhancing instructional delivery due to its multifaceted nature and ability to cater to varied learning preferences (Smaldino, et al. cited in Farani, 2012). Consequently, the challenge becomes manifest in actualizing the pedagogical tenets of CBI within multimedia frameworks.

In conclusion, the integration of the CBI approach within instructional multimedia heralds a transformative paradigm in English language education, leveraging the synergistic interplay of pedagogical innovation and technological advancement to engender enhanced learning outcomes. By capitalizing on the multifaceted capabilities of multimedia platforms, educators can foster dynamic learning environments wherein language acquisition is intertwined with substantive content exploration, thereby nurturing learners' linguistic proficiency, cognitive acumen, and academic engagement.

2.2.2 Competency-Based Approach

The CBA is an approach that focuses on knowledge and skills for enabling learners to solve problems faced in real-life situations. According to Taylor (cited in Chelli, 2010), the CBA roots go back to the behaviourist view of human psychology since CBA forms conclusions about competency based on performance. The CBA was first introduced in the United States of America in 1970s; afterwards, it was evolved to be implemented in several educational systems such as The United Kingdom, Germany and Australia. CBLT is traced back to Generative Grammar by Chomsky (1968) who claims that:

> We thus make a fundamental difference between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)…In actual fact, it obviously could not directly reflect competence. A record of natural speech will show numerous false starts, deviations from rules, changes of plan in mid-course and so on. The problem for the linguist, as well as for the child learning language, is to determine from the data of performance the underlying system

of rules that has been mastered by the speaker-hearer and that he puts to use in actual performance. (p.04)

Nevertheless, Hymes, Campbell and Wales (cited in Canale & Swain, 1980) criticised Chomsky's emphasis on linguistic competence, ignoring another more significant type of competence that every speaker needs to possess: communicative competence. According to them, Chomsky focuses only on accuracy and overlooks appropriateness, claiming that not only grammar rules are important, but also producing appropriate utterances to context in which they are used. To address this gap, the concept of communicative competence was coined by Dell Hymes in the 1960's in response to Chomsky's idea of linguistic competence which focuses mainly on correctness, grammaticality and accuracy. Hymes argues that grammar knowledge is not enough; knowing a language also involves understanding how, when and why to use it.

In educational contexts, namely language teaching, learners should develop their communicative competence to reinforce their grammatical competence which is not enough to help them engage in real-world interaction. Moreover, effective communicators are not just grammatically correct, but they should develop intercultural competence to guarantee their professional success. On the other hand, a competent teacher has a key role to enhance his/her learners' communicative competence.

Returning to CBA, it is essential to recognise that CBLT and communicative competence are closely related concepts since communicative competence is one of the target goals of learning as learners need to use language correctly (linguistic competence); employ politeness strategies (sociolinguistic competence); design dialogues in different styles and modes (discourse competence); and repair strategies if they fail to communicate (strategic competence). A more detailed account to CBLT is provided below.

The CBLT is learner-centred approach and project geared. The label denotes its core principles and characteristics. First of all, the CBA **focuses on learners** in that learners are fully engaged and interested in their learning; they are active containers of language. Thus, CBA supports **autonomous learning**, i.e., autonomous learning is learners' ability to self-direct their own learning by taking responsibility in making decisions regarding the learning process. In fact, the focus on learners derives from the **constructivist movement** of Piaget (1974) and the social constructivist of Vygotsky (1985). Secondly, CBA seems to be **eclectic** approach as it views learning as a manifold process which incorporates knowledge, skills and a set of tasks and behaviours. According to Auerbach (cited in Richards & Rodgers, 2001), CBLT gives primary importance to language function since it focuses on **communicative**

competence. The CBLT stands for the use of language communicatively; it believes that language must be taught communicatively by emphasising **life skills** rather than teaching language items in isolation. In this respect, CBA is **problem-solving approach** because it enables learners to contextualise their learning and therefore they become linguistically and pedagogically competent in front of real situations. In addition to that, this new pedagogy shares some features with communicative language teaching (CLT), yet CBLT goes one step further by asserting that learners are able to apply and link what they learn in school to real world.

Another distinctive principle of CBA is **project work** which is considered as learning strategy to foster communication. Richards and Rodgers (2007) agree that CBA is "an educational movement that focuses on the outcomes or outputs of learning in the development language programmes. CBA addresses what the learners are expected to do with language… The focus on outputs rather than inputs to learning is central to the competencies perspective" (p.141). What they claim is that CBA sets learning objectives and outcomes in an explicit way so that they would be achievable by teachers and learners as well. Another point worth mentioning is that CBA emphasizes the integration of ICT. In fact, the use of ICT in language classrooms is one of the main characteristics of CBA.

In order to give a more intelligible explanation of how teaching/ learning under CBA is different from the traditional one, Brooks and Brooks (1993) summarize the main differences in the table below:

Table 2.1 Traditional and CBA Classroom Compared (Brooks and Brooks 1993, p. 130)

Traditional Classroom	CBA Classroom
Curriculum begins with the parts of the whole. Emphasises basic skills.	Curriculum emphasises big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the students already know.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge. The teacher is a facilitator.
Teachers' role is directive, rooted in authority.	Teachers' role is interactive, rooted in negotiation.
Assessment is through testing, correct answers.	Assessment includes student works, observations and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups. They are highly motivated.

All in all, CBA seems to be the most appropriate approach to meet the learners' needs and interests. In the following sections, a glimpse on competency-based training is offered.

2.2.2.1 Competency-Based Training

Competency-based training (CBT) came to light by the end of 1970s to make in-service teachers' training more practical and thus more effective and successful. Foyster, Delker and Norton (quoted in Sullivan & McIntosh, 1996) declare that competency-based approach to training enables participants to link theory to practice. From this perspective, we can say that the educational system in Algeria should think of CBT as of prime importance. In

other terms, implementing CBA as a framework for INST helps teachers apply the principles of this new methodology in an efficient way.

Moreover, CBT meets EFL teachers' needs and expectations; it takes into account their experience and pre-existing skills. Benzerroug (2012) states that whether teachers are experienced or novice, they found it difficult to implement the CBA principles in their classrooms without having been well-trained to teach under CBA. To put it bluntly, the stakeholders have to prepare and train teachers the way they are required to teach.

2.2.3 Task-Based Approach

Task-based approach (TBA) is a language teaching approach that centres on authentic use of language by imitating real-life situations. Besides, it focuses on completing the tasks by addressing specific language points; different scenarios might involve students in virtual settings to present language and cultural aspects. In fact, the implementation of TBA in the classroom varies significantly. Breen (1987) distinguishes between task-based syllabuses and process syllabuses, although he acknowledges common roots, referred to as "process-plans." Thus, task-based syllabuses are inherently "process-based." Does the concept of a task imply a greater emphasis on the process of performing an activity rather than on the intended goal? Both processes and goals are intrinsic to tasks. However, the emphasis on one over the other remains debatable. Traditional methodologies and educational practices typically prioritize goals, whereas TBA diverges from this trend.

Long and Crookes (1992) posit that three new types of task-based syllabuses emerged in the 1980s: procedural syllabuses, process syllabuses, and task-syllabuses. These syllabus types reject linguistic elements as the primary unit of analysis in favour of some conception of task. Tasks are thus considered fundamental across all three types, representing a common denominator rather than a distinguishing feature. This perspective contrasts with others, such as Breen's, where task-based syllabuses are viewed as distinct from process syllabuses despite shared roots in "process plans." These differences may stem from varying interpretations of the underlying concept of a task. Indeed, tasks have been defined in diverse ways.

2.2.3.1 Definitions of Task

Many scholars provide a plethora of definitions of a task. Prabhu (1987) offers the following definition: "An activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process, was regarded as a task" (p.21).While this definition outlines general

characteristics of tasks, it emphasizes two significant features: task completion and a cognitive process during the activity. Interestingly, the definition also suggests a level of teacher control over the learning process, raising questions about learner autonomy.

Long (1985) defines tasks based on real-life activities as "a piece of work undertaken for oneself or for others, freely or for some reward" (H1). This definition aligns with common semantic expectations of the term "task" in daily life. However, it requires adaptation to the classroom context. Notably, Long and Crookes (1992) utilize this definition to advocate for task-based syllabuses, underscoring the need for careful selection and adaptation of real-world tasks for classroom use.

Candlin (1987) offers a definition with a pedagogical focus:

> One of a set of differentiated, sequence able, problem-posing activities involving learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuit of foreseen or emergent goals within a social milieu. (p.10)

Candlin's definition emphasises the problem-solving aspect of tasks, the interaction between learners and teachers, and the pursuit of goals within a social context. This definition underscores the pedagogical nature of tasks and the integration of cognitive and communicative procedures.

Moreover, Nunan (1989) provides a definition centred on the language classroom: “A piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language, while their attention is principally focused on meaning rather than form” (p.10). Nunan's definition synthesizes key features highlighted by other authors, with an emphasis on meaning-focused classroom activities. However, it does not explicitly address goal orientation.

Willis (1996), in his turn, offers a succinct definition focusing on communicative purpose: “An activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p.23). This definition underscores the communicative aspect of tasks but may lack specificity regarding task types. Furthermore, Skehan (cited in Nunan, 2004: p.3) identifies four key features of tasks:

- Meaning is primary.
- There is a problem to solve.
- The performance is outcome evaluated.
- There is a real-world relationship.

Skehan's definition aligns with mainstream perspectives on tasks, emphasizing meaning, problem-solving, outcome evaluation, and real-world relevance.

The diverse range of definitions surrounding the concept of a task reflects differing theoretical perspectives and methodological approaches. While tasks in real life and pedagogical tasks share commonalities, they are not fully interchangeable due to contextual differences. Clarifying the essential features of both real and pedagogical tasks is essential for effective implementation in the classroom.

Additionally, more transparency is needed regarding the dual conceptual pair of "content-method" (what-how). The interdependence between content and method complicates clear delineations between the two. While methods often prioritize either content or methodological approach, TBA, aligned with the communicative mainstream, emphasizes methodological aspects over predetermined content. In some TBA frameworks, learners are even empowered to shape their own syllabus, with linguistic elements subordinated to task requirements. This approach emphasizes interaction, meaning negotiation, and personalized learning paths, contrasting with traditional content-based methodologies.

In conclusion, understanding the nature of tasks and their implementation in educational contexts requires consideration of diverse perspectives and careful navigation of theoretical and methodological frameworks.

2.2.3.2 Principles Task-Based Approach

Task-Based Learning draws heavily from sociocultural theory, which posits that learning occurs through social interaction and participation in authentic activities. According to this perspective, language acquisition is a dynamic process shaped by learners' engagement in meaningful tasks within a supportive environment. Tasks serve as vehicles for language practice, allowing learners to negotiate meaning, collaborate with peers, and develop communicative competence.

Research has demonstrated the effectiveness of task-based learning (TBL) in promoting language proficiency across various contexts and learner populations. Studies have shown that TBL leads to improvements in learners' speaking, listening, reading, and writing skills, as well as their confidence and motivation to use the target language. Moreover, TBL fosters the development of strategic competence, as learners learn to deploy language resources strategically to accomplish communicative goals.

Furthermore, task-based learning encourages learner autonomy and agency, as learners take ownership of their learning process and actively engage with authentic language tasks. By situating language learning within meaningful contexts, TBL enhances learners' ability to transfer their language skills to real-world situations, thus promoting long-term retention and application.

Task-based approach offers a pedagogical framework that prioritizes the development of communicative competence through authentic, task-driven language practice. By engaging learners in meaningful activities, TBA fosters language acquisition in a naturalistic and socially situated manner. While implementation may require careful planning and adaptation to specific contexts, the benefits of TBL in promoting language proficiency and learner autonomy are well-supported by research.

Indeed, implementing TBA involves careful task design, sequencing, and scaffolding to optimize language learning outcomes. Tasks should be authentic, relevant to learners' interests and needs, and aligned with language proficiency goals. Additionally, tasks should be sufficiently challenging to promote language development while providing learners with the necessary support and resources to succeed.

The TBA typically follows a cyclical process, comprising pre-task, task, and post-task stages. During the pre-task stage, teachers introduce the task, activate learners' background knowledge, and provide necessary vocabulary and language structures. The task stage involves learners working collaboratively to complete the task, using the target language to communicate and problem-solve. Finally, the post-task stage involves reflection, feedback, and language focus activities aimed at consolidating learning.

2.3 Teaching Competencies

Teaching competencies play a crucial role in the effectiveness and creativity of teachers; teachers possessing knowledge and skills create dynamic and effective learning environment and adopt various teaching methods and techniques to optimise learning outcomes.

In this sense, a bundle of teaching competencies and 21st century skills will be demonstrated in the following section.

2.3.1 Syllabus design

Syllabus design plays a pivotal role in shaping the learning experience of students across diverse educational settings. As educators, curriculum developers, and instructional designers strive to optimize teaching and learning processes, the significance of well-constructed syllabi cannot be overstated.

The term "syllabus" holds various interpretations within educational literature, often distinguished from the broader concept of "curriculum." While curriculum encompasses the entirety of decision-making processes involved in education, syllabus stands as a tangible output of these processes (Johnson, 1989). Brown (1995) elucidates that a syllabus serves as a focal point delineating what ought to be studied, along with the rationale guiding the selection and sequencing of its content. Similarly, Richards (2001) defines a syllabus as a specification detailing the content to be covered in a course of instruction, including both teaching and assessment components.

Expanding on this, Robertson, as cited in Yalden (1987), discerns curriculum as encompassing the comprehensive framework of educational objectives, content, processes, resources, and evaluation methods, both within and beyond formal classroom settings. Contrarily, Robertson's definition of syllabus emphasizes its role as a segment of the curriculum, specifically excluding the evaluative aspect (Yalden, ibid). Robertson underscores the dynamic nature of syllabuses within the continuous process of curriculum development (Yalden, ibid).

Drawing an analogy, a syllabus can be likened to a blueprint, delineating the plan that educators translate into the reality of classroom instruction (Richards & Platt, 1992). Syllabi serve as guiding principles for selecting and organizing instructional content within textbooks, thereby influencing the focus and structure of a course (Richards& Platt, ibid).

Pienemann (1985) views syllabus as the systematic selection and grading of linguistic objectives, whereas Breen (cited in Berardo, 2007) defines it as a strategic plan outlining the intended outcomes of teaching and learning processes. However, both definitions exhibit limitations; Pienemann's linguistic emphasis overlooks potential non-linguistic functions of a syllabus, while Breen's focus on achievement fails to acknowledge the complex interplay between instruction and learning outcomes.

Candlin (1984) conceptualizes syllabuses as documents specifying the intended learning outcomes and guiding instructional practices, often imbued with authority and associated with particular pedagogical methods.

2.3.1.1 Types of Syllabus

Syllabus design is a critical facet of language instruction, often predicated on the delineation of classroom activities and their sequential arrangement (Robinson, 1998). Two primary classifications emerge within syllabi: Product-oriented syllabi and process-oriented syllabi (Long & Crookes, 1992; Long & Robinson, 1998). Product-oriented syllabi primarily concentrate on the outcomes learners are expected to achieve through instruction, typically listing graded items for acquisition. The product-oriented syllabi include structural, situational, lexical, notional, and topic-based syllabi.

Conversely, Process-oriented syllabi prioritise the pedagogical processes conducive to achieving teaching and learning objectives (Brown, 1995). In recent years, scholars and syllabus designers have increasingly emphasized the pedagogical processes underpinning instructional outcomes, leading to the conceptualization of process-oriented syllabi. These syllabi are divided into task-based syllabus, content-based syllabus, relational syllabus and the communicative syllabus.

2.3.1.1.1 Structural Syllabi

Structural syllabi represent one of the predominant forms of syllabi, evident in the organizational structure of numerous course materials. Rooted in the concept of the grammatical syllabus, structures are systematically presented and graded in terms of complexity (Nunan, 1988). Typically, structures are introduced incrementally, often in contrasting pairs, such as simple present versus simple past tense, facilitating a step-by-step accumulation of language components (Long & Crookes, 1992). This approach, termed

synthetic by Wilkins (1976), advocates for the sequential teaching of language elements, assuming gradual internalization by learners (as cited in Baleghizadeh, 2012).

The structural syllabus, also known as the traditional syllabus, operates under the premise that grammatical proficiency serves as a foundation for functional language ability (Nunan, 2001). Embracing a linear theory of learning, this syllabus mandates mastery of each linguistic rule before progression to subsequent ones (Nunan, ibid).

However, critics argue that the structural syllabus presents several limitations:

- Isolated Vocabulary Learning: Words are often taught devoid of contextual significance, hindering learners' ability to comprehend their usage within authentic discourse.

- Emphasis on Grammar over Pragmatics: Teaching grammar in isolation neglects the pragmatic nuances of language use within social contexts.

- Overemphasis on Drilling Exercises: Pedagogical practices within this syllabus often prioritize rote memorization over communicative competence, potentially demotivating learners.

2.3.1.1.2 Situational Syllabi

Situational syllabi, a subset of semantic syllabi, acknowledge the contextual nature of language use, emphasizing the organization of content around specific real-life situations (Ur, 2000). These situations, such as 'At the Post Office' or 'Buying an Airline Ticket,' serve as thematic units guiding language instruction (Yalden, 1987). Johnson (cited in Sabbah, 2018) delineates three types of situational syllabi based on their informational and linguistic content: Limbo, Concrete, and Mythical.

Situational language teaching involves the presentation of dialogues embodying real-world scenarios, providing learners with authentic language models (Holliday, 1994). Within this framework, grammar and vocabulary are contextualized within meaningful discourse, facilitating comprehension and application.

However, situational syllabi encounter criticism for their deterministic approach to language learning. While situations inform language structures to be taught, they may not encompass the entirety of learners' communicative needs (Yalden, 1987).

2.3.1.1.3 Notional Syllabi

Notional syllabi depart from traditional grammatical and situational paradigms, organizing content based on semantic notions or concepts (Finocchiaro & Brumfit, as cited in Brown, 2000). This approach recognizes language as cyclic rather than linear, emphasizing the communicative function of speech acts (Wilkins, 1981).

Notional-functional syllabi extend this approach by integrating notions, functions, situations, and learners' roles within syllabus design (Wilkins, 1981). They underscore the communicative purpose of language use, prioritizing learners' social and vocational communicative needs (Richards & Rodgers, 2001).

However, the success of notional syllabi hinges on effective integration of notions and functions, ensuring comprehensive coverage of learners' communicative requirements (Richards & Rodgers, 2001).

2.3.1.1.4 Lexical Syllabi

Lexical syllabi prioritize vocabulary acquisition, informed by an analysis of high-frequency lexical items and phrases within authentic discourse (Willis, 1990; Nunan, 1988). Unlike grammatical syllabi, which focus on language structures, lexical syllabi emphasize word patterns and collocations, providing learners with a comprehensive understanding of language usage (Nunan, 1988).

However, lexical syllabi may present challenges in terms of extensive content coverage, given the vast array of meanings and usages associated with individual lexical items (Nunan, ibid). Additionally, the exhaustive nature of lexical explanations within syllabi materials may overwhelm learners.

2.3.1.1.5 Topic-Based Syllabus

The Topic-Based Syllabus emerges as a distinct paradigm, complementing Lexical and Situational Syllabi frameworks (Bourke, 2006). Thematic units within this syllabus revolve around diverse topics, such as travel, drugs, or advertising, fostering student engagement through exercises that stimulate interest and language manipulation (Richards & Rodgers, ibid).

2.3.1.1.6 Content-Based Syllabus

The Content-Based Syllabus, rooted in Krashen's acquisition theory, advocates for meaningful language use through content instruction, promoting integrated language skills development (Stoller, 2002). By immersing learners in subject-specific content, this approach nurtures communicative competence across diverse academic domains, facilitating language acquisition through authentic engagement (Jalilzadeh & Tahmasebi, 2014).

2.3.1.1.7 Relational Syllabus and the Communicative Syllabus

The Relational Syllabus is akin to grammatical and notional-functional syllabi, delineates language learning through semantic, functional, and textual relations, albeit within a narrower scope (White, 1988). Conversely, the Communicative Syllabus encompasses a broader spectrum, delineating semantic-grammatical and communicative function categories essential for effective language expression, as espoused by the Council of Europe (Brown, 1995).

In essence, these diverse syllabi paradigms underscore the multifaceted nature of language instruction, reflecting evolving pedagogical perspectives and catering to varied learner needs. Through nuanced syllabus design, educators can optimize language learning outcomes, fostering communicative competence and linguistic proficiency.

2.3.1.1.8 Task-Based Syllabus

A prominent manifestation of this approach is the Task-Based Syllabus, where tasks serve as vehicles for language learning, emphasizing meaning, real-world relevance, and task completion (Williams & Burden, cited in Sabbah, 2018). Tasks encompass diverse activities that necessitate cognitive engagement, promoting language acquisition through authentic usage and contextualized learning experiences (Nunan, 1988).

The task-based syllabus delineates three distinct types:

1. **Procedural Syllabus**: Originating from Prabhu's dissatisfaction with traditional methods, this syllabus prioritizes meaning over form, fostering language acquisition through intellectually stimulating tasks (Prabhu, 1987).

2. **Process Syllabus**: This framework interrogates the dynamics of language use, focusing on the who, what, where, when, how, and why of linguistic interactions (Breen, 1987).

3. **Skill-Based Syllabus**: Skill-oriented tasks target specific language competencies, such as reading, writing, speaking, and listening, transcending situational contexts to cultivate structural and functional proficiency (Richards & Rodgers, 2001).

2.3.1.2 Syllabuses and teaching methods

Syllabus development stands at the nexus of effective language teaching methodologies, with diverse approaches catering to varied pedagogical contexts. Among these methodologies, the Audio-lingual Method (ALM) emerges as a structured, linguistic approach to language instruction, wherein a linguistic syllabus underpins the teaching of phonology, morphology, and syntax, supplemented by a predefined lexical syllabus (Richards & Rodgers, 2001). In contrast, Total Physical Response (TPR), popularized by Asher, adopts a sentence-based syllabus, prioritizing meaning over form and facilitating inductive grammar instruction (Richards & Rodgers, ibid).

Multi-intelligence-based language teaching, while lacking a prescribed syllabus, offers educators a flexible framework to cultivate innovative teaching strategies (Wijaya, 2013). Despite the absence of a standardized syllabus, a developmental sequence comprising stages of intelligence awakening, amplification, teaching, and transfer provides a foundational structure for instructional design (Wijaya, ibid). Activities endorsed within this framework encompass diverse modalities, including writing, group discussions, and hands-on experimentation, catering to learners' cognitive diversity (Educational Broadcasting Corporation, 2004, as cited in Lunenburg & Lunenburg, 2014).

Guidelines proposed by Bill and Gower delineate the syllabus writing process, advocating for a meticulous analysis of teaching contexts, learner profiles, and learning objectives (Tomlinson, cited in Sabbah, 2018). Pre-writing stages involve needs analysis and assessment to ascertain learner needs, followed by the articulation of learning objectives in measurable terms. Syllabus designers then curate activities that strike a balance between skills development, grammar, and vocabulary, culminating in piloting sessions to refine syllabus efficacy (Tomlinson, ibid).

Furthermore, various approaches to syllabus design underscore the complexity of language instruction methodologies. Yalden (1983) delineates conceptual poles in syllabus design, including formal-functional, structural-contextual, grammatical-communicative, and linear-spiral approaches. Difficulty, linear, spiral, and utility approaches inform syllabus

sequencing, emphasizing the gradual accumulation of language skills and the contextual relevance of instructional content (Yalden, ibid).

Syllabus typologies can be broadly categorized into synthetic and analytic approaches, each characterized by distinct pedagogical orientations. Synthetic syllabuses, as defined by Wilkins, entail the gradual accumulation of language components, ordered into grammatical and lexical structures (Allwright, 1997). Conversely, analytical syllabuses present language as unanalysed wholes, leveraging learners' innate ability to perceive linguistic regularities and induce rules (Nunan, 1988).

Procedural, process, and task syllabuses exemplify the analytical approach, emphasizing learners' exposure to natural language samples and their capacity to infer linguistic patterns (Nunan, ibid). Through a nuanced understanding of syllabus design approaches, educators can optimize language instruction methodologies, fostering comprehensive language acquisition and communicative competence.

2.3.2 Lesson Planning

Lesson planning is one of the most important competencies a teacher should master; teachers who plan well teach well. Gallego (2007) claims that “planning is known as the representation of the organization of the teaching and learning process. On the other hand, lesson or didactic is referred as the basic unit of organizing the pedagogic action” (p.02). Carjuzaa and Kellough (2012) add that “lesson planning is an important and ongoing process, and teachers must take time to plan, reflect, write, test, evaluate, and rewrite their plans to reach optimal performance” (p.164). In the same line, Sárosdy et al. (2006) gives a clear definition by claiming that lesson planning is the process of integrating a set of various activities in a way that assists learners to recognise, work within and react to.

Lesson plans, according to Carjuzaa and Kellough (ibid) pave the way to effective teaching; it serves as guide to keep teachers on the right path. They stress that good planning leads teachers to be “reflective decision makers”. In fact, lesson planning is the formidable gear by which a teacher can strategize the lesson quite successfully. It is the preparation ahead that makes so easy the presentation of ideas during class in a way that suits both the teacher and the learners. One part of the lesson planning can be the readiness of the teacher against some learners' questions which can be expected or unexpected. At least the teacher can find his way through to answer effectively and satisfactorily his learners' questions. Furthermore, lesson plans ensure moving smoothly from one part of the lesson to another; the more

teachers plan well, the more they feel at ease particularly regarding the time allotted to the session. Accordingly, the target competencies will be developed and acquired and the objectives will be achieved.

In a nutshell, no one can deny the significance of lesson planning competency; good lesson plan has a great effect upon the teaching/ learning process. However, planning using CBLT framework is an intricate task that requires teachers to appeal for so many techniques and strategies. Therefore, the next section will shed a light on the principles of lesson planning.

2.3.2.1 Principles of Lesson Planning

The process of planning lesson goes through various steps and stages. One point to start with is the fact that EFL teachers' awareness about their learners' needs, interests and learning styles is the starting point of planning lessons. In this regard, Sárosdy et al. (2006) view that before planning FL teachers should take consideration learners' language level, educational and cultural background, and level of motivation. On the other hand, having a clear idea about the syllabus and curriculum seems to be key parameter for planning a lesson (Sárosdy et al., ibid). This essential phase, according to Harmer (2007) is known as the pre-planning stage; it is done 'consciously or subconsciously' by all teachers.

However, EFL teachers sometimes need to change the plan during the class; they have to adapt their plans to what happens in the classroom. Lesson plan is "a proposal for action, rather than a blueprint to be followed slavishly" (Gallego, 2007: 366).

As far as lesson plan is concerned, three main elements should be treated: format, content and materials.

2.3.2.2 Format

Generally, a competency-based lesson format should include the objectives of the lesson, assumptions, problems and solutions, the phases of the lesson (warm up activities, content and assessment) and materials.

Starting with the objectives of the lesson, EFL teachers ought to clearly state the objectives. A competent teacher is the one who can set SMART objectives using Bloom's taxonomy; S: specific, M: measurable, A: achievable, R: relevant and T: time bound. In fact, setting SMART objectives is a primary requirement for teaching within CBA: the learner is

actively involved in the teaching and learning process, so teachers have to take into consideration the learner when they write the objectives of each lesson.

Bloom's taxonomy of educational objectives is a classification system used for setting objectives; it has been widely adopted and revised in different ways to fit teachers' and learners' needs. Let us now examine the difference between Bloom's taxonomy and the revised taxonomy in 2001 by Anderson and Krathwohl.

The revised Bloom's taxonomy has known notable updates and improvements including: the six categories were relabelled and two categories were replaced; nouns were converted to verbs. According to Krathwohl (2002), the categories names "retained were changed to verb form to fit the way they are used in objectives" (p.214). Another important change is that the revised taxonomy classifies skills from simple to complex.

The following diagram shows the difference between Bloom's taxonomy and revised Bloom's taxonomy.

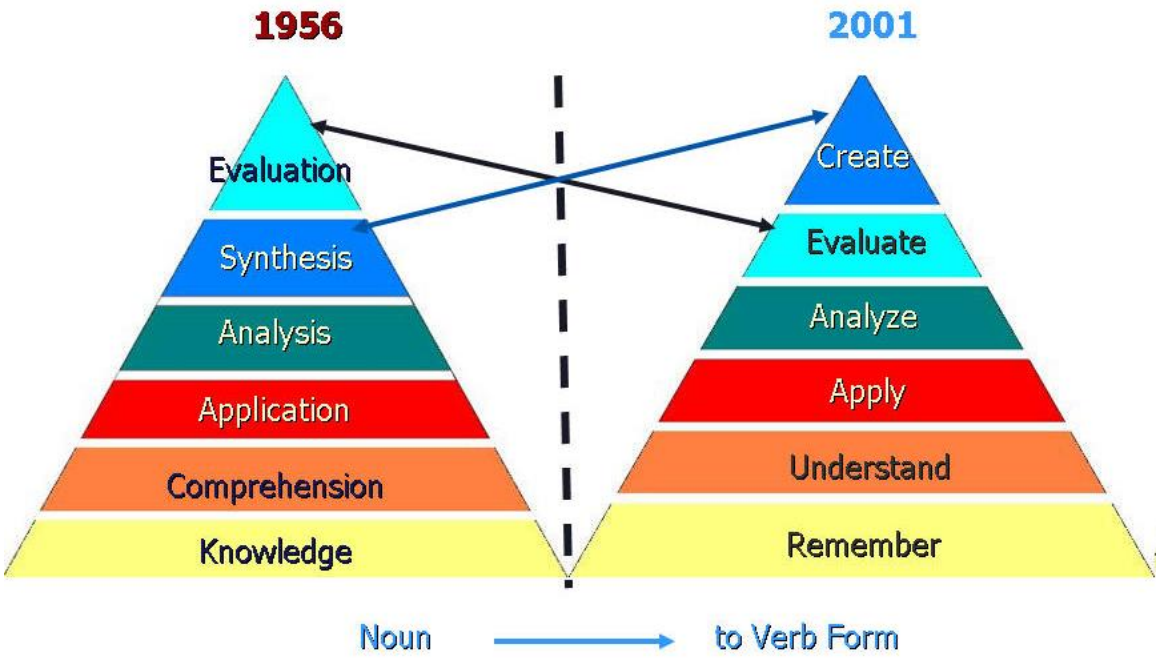


Figure 2.1 Old Version and New Version of Bloom's Taxonomy (adopted from Wilson, 2001)

- **Remembering:** Retrieves relevant knowledge from long-term memory.
- **Understanding:** Constructs meaning from instructional messages, including oral, written and graphic communication.

- **Applying:** Carries out or uses a procedure in a given situation.
- **Analysing:** Breaks material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose.
- **Evaluating:** Makes judgments based on criteria and standards.
- **Creating:** Puts elements together to form a coherent or functional whole; reorganizes elements into a new pattern or structure (Anderson & Krathwohl, 2001, p.67-68).

Regarding the stages of the lesson, there are three main stages: Before, while and post. The first stage is related to warm up activities. The first stage is related to warm up activities, a warm up is a short activity used to trigger learners' motivation and to make them feel comfortable with the lesson topic. Velendia (2008) considers warm up activity as "a motivating starting point that will lead students to become animated to work efficiently in the language class" (p.11). In the same line of thought, Kay (1995) defines warming up as "an effective way to help the students begin to think in English and to review previously introduced material. Different types of warm ups help provide variety and interest in the lesson" (p.) Allwright (cited in Velendia, ibid) explains that warm up activity is a vital tool to catch learners' attention and curiosity. Harmer (2007), in his turn, suggests that a lesson should contain what is known as 'a door in and a door out'. What he claims is that every lesson should start with a warming up activity.

In fact, to ensure a proper implementation of warm up activities, EFL teachers must take into account some key principles as represented in the diagram bellow:

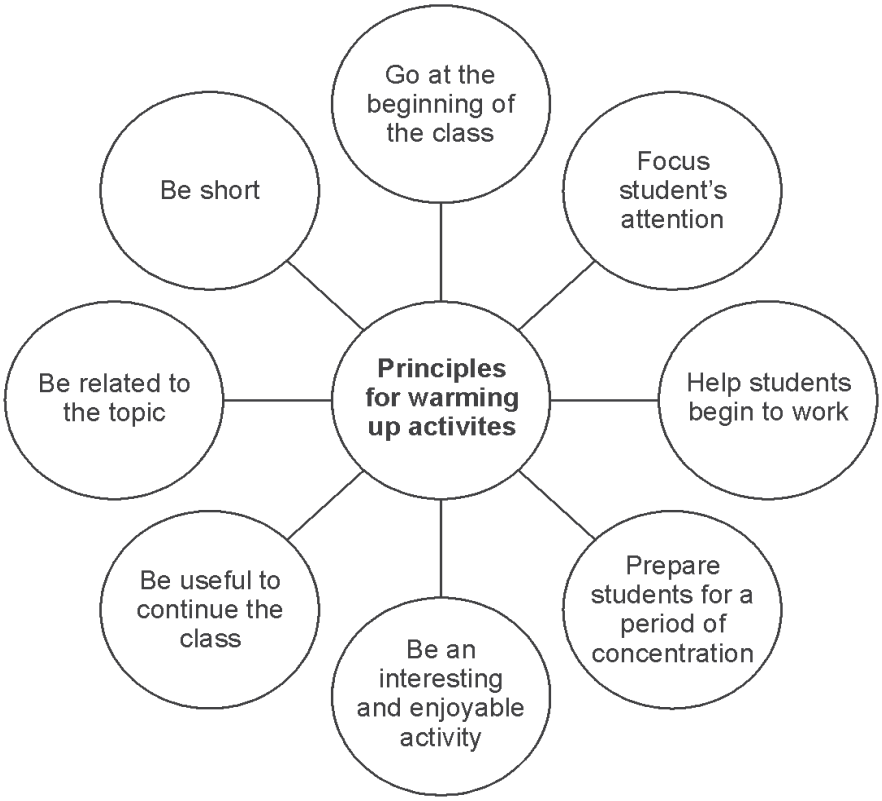


Figure 2.2 Aspects to be considered in a warm up activity (Velendia, 2008, p.13)

Warming up activities must be short, interesting and related to the lesson topic so that learners can predict what the lesson will tackle; warm up activities can be a kind of games, brainstorming, eliciting activities and so on. The rest stages of a lesson plan will be addressed in details in the coming sections.

2.3.2.3 Content

Different researchers agree on the fact that content is the most significant part of the lesson; for that reason, EFL teachers especially those who are teaching under CBLT framework must consider a range of strategies and techniques when preparing the content of a lesson. As a first step, the flow of the lesson has much to do with its plan. That is why, tasks and activities must be well organised to ensure the lesson will move smoothly from one part to another.

In addition to that, Sárosdy et al. (2006) suggest that FL teachers ought to keep different kinds of balance:

- The balance of work forms (frontal, group, pair)

- The balance of skills (receptive/productive – oral/written)
- The balance of activities (warm-up, 3 Ps, feedback)
- The balance of stirring and settling activities.

Responding to the recent curriculum demand, EFL teachers are asked to incorporate communicative tasks that position learners at the centre of learning process and enhance their expressiveness. In other terms content and activities selected should encourage students' involvement so that they become active in teaching-learning process.

Equally important, problem-solving, critical and lifelong learning activities are recommended for more efficient and effective teaching under CBA principles. Another noteworthy idea is concerned with adaptation, i.e. adaptation is the process of adjusting teaching techniques, strategies and approaches or making the content of a lesson or course suitable for learners' needs and abilities. Brown (2003) states that FL teachers' primary role is not following the curriculum but rather adapt it in accordance with students' abilities and interests. Therefore, even if the content of every lesson is dependent on the textbook, EFL teachers do not have to follow it slavishly.

2.3.2.4 Materials

Using materials in English language classroom, be they authentic or non- authentic, is a necessity; materials are of prime importance as they are one of the building blocks of a lesson. Tomlinson (2011) give a comprehensive definition by stating that materials are anything designed and use for facilitating language teaching-learning process. They can in written or visual. Richards (2001) declares that "instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training…they provide ideas on how to plan and teach lessons as well as formats that teachers can use" (p.251).

According to the aforementioned quote, materials lead to effective teaching in the sense of assisting novice teachers to adopt several strategies and innovative techniques. In the same line, Cunningsworth (cited in Richards, ibid) agrees that materials are beneficial for both teachers and students; on the one hand, materials encourage and raise novice teachers' self-confidence. On the other hand, materials offer learners activities and tasks for practice and interacting with each other.

Mishan and Timmis (2015) point out some key benefits of integrating materials in language classroom:

- Materials play a vital role in terms of learners' psychological aspects in that they help EFL teachers to foster learners' motivation.
- Materials can provide different sources of target language.
- Materials offer opportunities to expose learners' to various aspects of the target culture.
- Materials support autonomous learning since they aid learners to self-direct their learning.

As the researcher is more concerned with teaching English under CBA framework, it is imperative to address the main principles of selecting and designing materials. The selection of materials must undergone according to lesson objectives; matching materials to aims. EFL teachers have to take into consideration different types of learners and various learning styles as well as learners' level. Moreover, EFL teachers should exhibit anticipation by having different types of materials required for learning to occur 'authentic and non-authentic'. The former are anything created from real context of the target language and used for teaching and learning purposes (Ciornei & Diana cited in Damayanti et al, 2018). To mention just few examples of authentic materials newspapers, films, TV programmes and ads, magazines and brochures. While non-authentic materials are specifically designed for teaching purposes such as textbooks, handouts, worksheets and so on.

Since CBA centres on developing communicative competence, bringing authentic materials into the classroom is a must. In fact, many scholars agree on the fact that authentic materials are an integral part of learning any foreign language for their role in introducing learners to real context of language. Tomlinson and Masuhara (cited in Widyastuti, 2017) see that "authentic materials are designed not to transmit declarative knowledge about the target language but rather to provide an experience of language use" (p.4).

Worth noting is the fact that authentic materials develop students' critical thinking and help them solve problems in real contexts in that authentic materials help link the English classroom with the outside world (Rao, 2019).

The following lesson plan sample is an example of reading/listening lesson plan for EFL secondary school students adopted from the inspectors' memoire (Boumerdas, 2022).

Planning a ……. (Reading/Listening) Lesson

Prepared by:

Class Profile Unit Sequence	
Main Aim	
Subsidiary aims	
Learning outcomes	
Materials and Resources	
Assumptions	

Anticipated problems:	**Possible solutions**

Stages and objectives	**Procedure**	**Instructions**	**Timing**
Stage1:Before			
Stage 2: While			
Stage 3: Post (Assessment of learning)			

To conclude, lesson planning is quite challenging competency that takes time to master as it includes careful steps and so many elements, but developing and improving this competency regularly is worth the effort.

2.3.3 Motivation

Motivation has always sparked researchers' attention in several disciplines, including psychology, human development, sociology, business and education; however, this research is concerned with motivation in language classroom. In this sense, Dörnyei (2001) claims that motivation is one of the most fundamental components of human mind; most educators and academics concur that it plays a crucial role in determining success or failure in any endeavour of learning circumstances. Motivation represents a key element in teaching and learning English as a foreign language, as Sun states: motivation is one of the most crucial elements in second language acquisition. EFL teachers' first concern should be motivating students as put by Dörnyei (ibid) "teacher skill in motivating learners should be seen as central to teaching effectiveness" (30).

Scheidecker and Freeman (1999), in their turn, emphasise that "motivation is, without question, the most complex and challenging issue facing teachers today" (116). In this regard, most researchers and methodologists come to the view that traditional method of teaching is quite demotivating because it focuses on the nuts and bolts of the languages trying to get learners pronounce correctly at an early stage or trying to get learners remember grammatical patterns at an early stage and this seems extremely difficult to do and make learners frustrated. Consequently, CBA become the dominant way of teaching since it considers motivation as the most important element in language learning success. Put it simply, as CBA is learner-centred approach, it seems to be the most motivating approach to teaching; leaners are highly motivated when they are involved in the teaching and learning processes.

Indeed, EFL teachers should focus on how to motivate learners and what are the main areas and strategies that are helpful and effective for the teacher to motivate students. Eccles and Wigfield (1995) assert that "it is difficult, if not impossible, to understand students' motivation without understanding the contexts they are experiencing" (p.10). What they claim is that EFL teachers should establish a good rapport with students by creating a supportive context. Being supportive teacher is the cornerstone to motivate learners sufficiently; "if students feel valued and respected, this will result in good rapport" (Scrivener & Thornbury, 2012: 120). Furthermore, a good relationship between EFL teachers and students can be achieved through students' needs analysis. That is, if teachers are aware of their students'

interests and needs, they will easily promote motivation. Besides, trigger the learners' interest and curiosity, as well as provide a positive impression of the course would be very helpful motivational technique (Dörnyei, 2001). Scrivener and Thornbury (ibid) add that remembering and calling students by their names would positively affect their level of motivation.

Another point worth noting by Harmer (2007) is that motivation can come from 'outside' and 'inside' factors; that is extrinsic and intrinsic motivation. In the following section, the researcher will address briefly the difference between extrinsic and intrinsic motivation and provide some sufficient techniques to foster extrinsic and intrinsic motivation.

2.3.4 Extrinsic and Intrinsic Motivation

Extrinsic motivation is driven by external factors like rewards, grades or praise. Slavin (2005) defines extrinsic motivation as "a reward that is external to the activity, such as good grade" (348). According to Harmer (2007), extrinsic motivation is the result of a variety of external factors. Teachers can foster extrinsic motivation by increasing students' participation through activities such as brainstorming, eliciting and think-pair-share activities.

In contrast, intrinsic motivation "comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better" (Harmer, ibid: 98). Many scholars agree on the fact that intrinsic motivation yields to better results than extrinsic motivation. In the same line of thought, Salvin (2005) declares that "classroom instruction should enhance intrinsic motivation as much as possible" (p.336).That is to say, EFL teachers should use sufficient strategies to increase intrinsic motivation. Researchers point out some critical strategies to encourage intrinsic motivation:

- Make learning relevant. Young learners need to understand why an activity or concept is important or how it benefits them. (Why should I learn this?)
- Provide an environment that allows young learners to freely interact and make reasonable choices within the learning setting. This helps gain a sense of self independence.
- Provide challenging activities that are within the abilities of the learners.
- Respond to learners' needs in a consistent and predictable manner. This allows them to develop a sense of self-importance and to feel that they are a part of the social structure.

- Guide their problem- solving activities with carefully constructed questions that lead them toward correct solutions rather than just giving those answers.
- Give them opportunities to evaluate their own activities. For example, when they ask their teacher "what you think of my work?"; the teacher should turn it around and ask them what they think of it.

The following figure provides an explanation of motivational strategies in FL classroom:

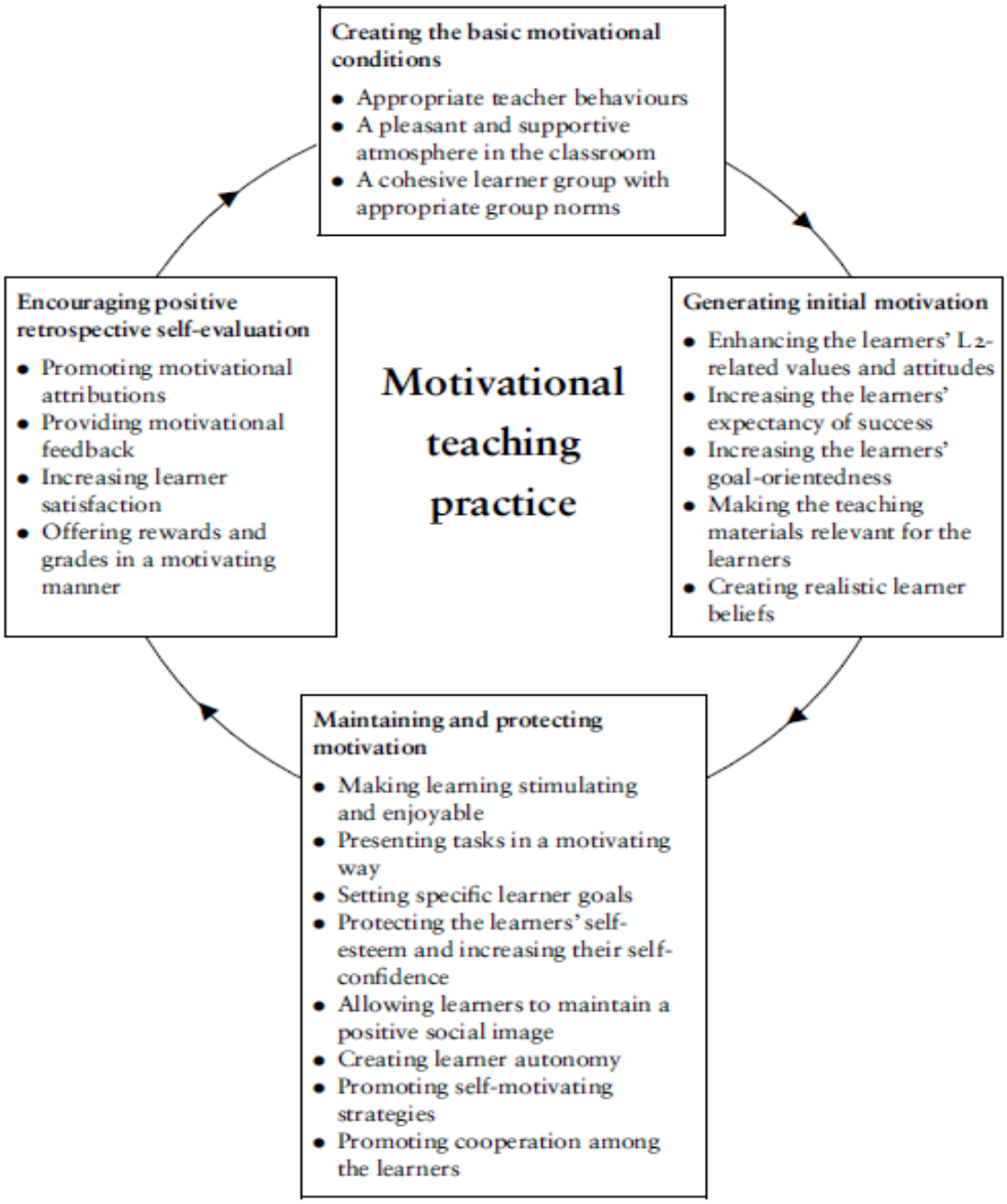


Figure 2.3 The components of motivational teaching practice in the L2 classroom (adopted from Soraya et al., 2018, p.287)

All in all, it cannot be denied that motivation is at the heart of teaching and learning English; EFL teachers' primary role is being good motivators.

2.3.5 Classroom Management

Managing classrooms successfully is the foundation to everything teachers do in class. Numerous studies have demonstrated that classroom management is one of persistent issues for teachers especially novice teachers. Scrivener and Thornbury (2012) define classroom management as the manner in which teachers organise and manage activities in their classrooms in order to manage students' learning. Richards et al. add that managing a language classroom involves "how a teacher organises and controls student conduct, movement, integration, etc., during a class to provide the most successful teaching" (cited in Xu et al., 2023, p. 1649).

Therefore, effective classroom management is required for creating conducive learning environment and improving learners' learning outcomes. In fact, managing classes encompasses a number of overlapping elements. The most prominent ones are healthy atmosphere, time and space management, disruptive behaviour, group dynamics.

2.3.5.1 Healthy Atmosphere

Establishing rapport with students is the main component of creating healthy learning environment; teachers can maintain relationship learners based on trust and respect by being supportive and approachable, praising learners and showing appreciating for their achievement and progress so that they will not feel stressed and inhibited. Teachers' interaction with learners is a significant factor for building a successful relationship. According to Harmer (2009), effective interaction with students is closely related to the following characteristics:

- **Recognising learners'** names, age and characters.
- **Listening to learners** by paying attention to learners' points of view, concerns, interests and needs.
- **Respecting learners** by providing constructive criticism as well as well as considering their different preferences when it comes to corrective feedback.
- **Being even-handed** by dealing with learners fairly and impartially.

Brown (2000) adds that building rapport with learners makes them feel confident, competent and creative. He stresses that establishing such relationship hinges on the strategies below:

- Being interested in each learner as a person.
- Providing feedback on each learner development.
- Encouraging collaboration and teamwork not only between learners, but also between teachers and learners.
- Developing a sense of humour and joy in the classroom based on respect.

On the other hand, teachers who are highly organised and prepared gain their students confidence. Such confidence builds good relationship between teachers and learners; and thence, promotes a good learning atmosphere (Harmer, 2009).

In a nutshell, EFL Teachers must be multi-skilled in creating and maintaining a good learning environment and enhancing a safe micro- community in the classroom to ensure the effectiveness of their teaching practices.

2.3.5.2 Time and Space Management

Time and space management are key aspects for organised teaching and learning; teachers who are competent in managing classroom time and space can maximise their productivity as well as their students' productivity. McLeod et al. (2003) concur that efficient utilising of time and space is a vital factor in assisting learners to achieve learning goals and establishing a favourable learning place. In this sense, maintaining an effective managing of classroom time and pace depends on some considerations as stated by Bak et al. (2010). To begin with, educators should set clock-time within the lesson into different stages and arrange space according to the lesson objectives. Besides, it is essential to consider that different activities require different techniques of time and space management.

On the other hand, arranging learning time and space should be undergone according to different learners' needs. Another point worth noting is that managing learning space in the classroom includes both physical space and intellectual and affective space. Equally important, time management involves taking into account the available assigned time for each stage of the lesson and learners' interaction duration.

2.3.5.3 Disruptive Behaviour

Managing disruptive behaviour in language classroom is another crucial aspect for optimal learning environment; EFL teachers need to exhibit greater control in maintaining

learners' discipline. Indeed, managing such situations requires wisdom and foresight to identify the reasons of disruptive behaviour and find practical solutions to prevent behaviour issues.

Harmer (2009) believes that educators should deal with classroom problems immediately as unchecked misbehaviour at the very beginning makes it very difficult to manage. He adds that it is necessary to set clear behaviour norms and expectations at the beginning of the school year. Furthermore, as teachers adopt different teaching methods according to different learners' learning styles, they have to implement a variety of discipline strategies related to the learner and the situation (Peach Corps Information Collection and Exchange, 2008)

2.3.5.4 Grouping Students

As a result of current practices in education, adopting the most effective strategies for grouping students has intrigued teachers and policymakers for years. In fact, many experts are disenchanted with the idea of finding a best grouping configuration for all students. Many have concluded that some students are best served by homogeneously grouping, while others learn best when heterogeneously grouped, while still others require one-on-one interventions in a resource room. Ireson and Hallam (2001) point out that the quick adoption by educators in various points of history of ability grouping practices which have widely disparate educational results can be directly connected to the fundamental neglect of practical advice on this crucial part of educational responsibility. Indeed, newest research reinforces the view that the design of a grouping plan for the educational venture is critical to the educational results. The guidelines that are used to form groups for instruction are important in considering achievement gains. Put differently, EFL teachers must determine which grouping strategies are most appropriate and effective for their learners.

In conclusion, the aforementioned classroom management elements complete each other; they are integral parts of supportive and effective learning setting. Hence, classroom management much attention in teachers' training programme.

2.3.6 Assessment

Before diving into the meaning of assessment, it is imperative to address the difference between these terms which are sometimes thought of as synonymous: assessment, testing and evaluation. Brown (2003) emphasises that tests are form of assessment, and that assessment

incorporates a variety of procedures and test is one of these procedures. He adds that a test "is a method of measuring a person's ability, knowledge, or performance in a given domain" (p.03).

On the other hand, the difference between assessment and evaluation lies in the fact that the former is one part of an evaluation that focuses directly on the students; while evaluation is a broad concept which focuses on different components of a course (Sárosdy et al, 2006). They state that evaluation consists of a set of procedures aiming at gathering information for making decisions. That is to say, evaluation is a decision-making process. Nunan (1992), in his turn, declares that assessment "refers to the processes and procedures whereby we determine what learners are able to do in the target language… Evaluation, on the other hand, refers to a wider range of processes which may or may not include assessment data" (p. 185).

From the discussion above, one can say that assessment is a vital tool that offers a clear and detailed indication of students' abilities and progress. Richards and Schmidt (2002) state that "assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence" (p. 35).

Assessment plays a pivotal role in that it reports information to teachers, students, curriculum designer, and administrators and employers. It then serves as a means of communication (McAlpine, 2002). He clarifies that there are five main features to take into consideration in order to make the communication meaningful and useful:

- The purpose of assessment should be demonstrated in accordance with students' needs.
- The assessment should be valid in that it reflects what learners have been taught; and reliable in terms of the results that would be achieved.
- The assessment should provide a comparison to which it is measured, this comparison can be with other candidates, objective criteria, or the candidates' own performance in another area.
- The assessment items should be at the candidates' level. That is, " a good assessment ought to be at about the difficulty level of average candidate" (McAlpine, 2002: 5)
- The grading of assessment should be clear and easy to comprehend.

The teacher should consider various requirements before planning any assessment to make it effective including: “the information that you want to get out of the task, the uses that you will put that information to, how much time and effort you are able to devote to it, what information you wish to convey to students and others” (McAlpine, 2002:6).

2.3.6.1 Basic Principles of Assessment

Falchikov (2005) points out seven basic principles of assessment in education that a competent teacher should take into consideration:

1. Why assess?
2. How to assess?
3. What to assess?
4. When to assess?
5. Who assesses?
6. How well do we assess?
7. What do we do or where do we go next?

The first pillar ‘why assess’ is concerned with the purposes of assessment and how to use these purposes to improve learners’ educational progress. Falchikov (2005) claims that the purposes of assessment can be divided into two categories: summative and formative. The summative purposes contain selection, accountability, and effective monitoring. On the other hand, formative purposes include diagnosis, motivation, feedback, and learning development.

The second pillar ‘how to assess’ is related to the ways of assessment. In fact, various contrasts have been proposed concerning the subject of assessment modes: qualitative vs. quantitative, process vs. product, continuous vs. terminal, convergent vs. divergent, idiographic vs. nomothetic, internal vs. external and obtrusive vs. unobtrusive. Quantitative approaches to assessment are analytic and dependent on the amount of the right answers which determine the grade, while the qualitative approaches are referenced to as assessment criterion via description and degree of match between objectives and student achievement. Products cover traditional academic activities such as examinations, tests, and lab reports. Process assessment contains classroom participation, group process analysis, presentations, and so on. Another distinction is related to continuous and terminal assessment. The former mode of assessment occurs regularly, and the latter is limited to the end of module or course. Internal assessment takes place inside the institution by teacher and student, while external assessment is done outside the institution by supervisors.

Another contrast of assessment refers to convergent and divergent which is derived from Hudson's study (cited in Falchikov, 2005) "a convergent test is one which has correct or predictable answers, while a divergent test has many possible answers, relying on the creativity and interpretation of the testee" (p.07). Idiographic method of assessment includes diary keeping, portfolio building, records of achievement; it focuses on dynamic process. Nomothetic approach deals with large population using descriptive statistics. The last division is associated to obtrusive and unobtrusive modes: the obtrusive assessment "is clearly signalled and learners are aware that they are being assessed" (p.08). On the other hand, the unobtrusive assessment is carried out without informing the students.

The third point "what to assess" involves different methods of assessment combining the traditional assessments and alternative ones. The next pillar "when to assess?" is linked to summative assessment or terminal assessment, and formative assessment or continuous assessment. The fifth pillar is concerned with the sources of assessment or those who are responsible for the assessment. These sources can be teachers, self, or peer. The sixth standard answers the question how well do we assess? This section refers to the characteristics of assessment containing: reliability, validity and standards. The last pillar is related to the following step after assessment: what do we do or where do we go next? It has to do with planning better procedures in the future to give students the best possible learning experiences.

2.3.6.2 The Importance of Assessment

Although teaching takes place, learning might not forcefully occur, so that teachers should periodically check their learners' progress by means of assessing their abilities and skills. Assessment then is a primordial competency a teacher must possess. In this regard, Wiliam (2013) confirms that "only through assessment that we can discover whether the instructional activities in which we engaged our students resulted in the intended learning. Assessment really is the bridge between teaching and learning" (p.15). To put it another way, assessment provides teachers with an ongoing profile of students' learning; it aids teachers to determine whether their instruction is effective or not and to ascertain the extent to which their teaching methods, techniques and strategies are paying off.

Lazaro (n.d.) identifies three critical purposes of language assessment including:

- Giving FL teachers the chance to check their students' progress.

- Fostering and improving students' learning by having the students know their strengths and weaknesses.
- Providing FL teachers with opportunities to check their instruction.

Brown (2003) agrees with Lazaro's view by pointing out the following advantages of assessment in language classroom:

- Periodic assessment, formal be it or informal, can promote students' motivation.
- Assessment assists students to retain information and use it in the future.
- Assessment is advantageous as it gives FL teachers hints on both learners' areas of strengths and areas that still require improvement.
- Assessment helps to ensure periodic closure to different modules of a curriculum.
- Assessment reinforces autonomous learning by supporting self-evaluation and leading students to set their own goals.
- Assessment can help FL teachers reflect on their teaching practices; it an impactful way to evaluate teaching effectiveness.

Assessment represents one of the fundamental aspects of English language teaching and learning because it is the only way to gather evidence and provide information about gaps in knowledge, what students have learned, what they have struggled with and how to improve teaching and learning processes.

Worth noting is the fact that utilising more than one type and source in assessing learners permits teachers to have an accurate feedback on learners' level.

2.3.6.3 Types of Assessment

In order to make language assessment more efficient and effective, many scholars agree on the fact that FL teachers should adopt different types of assessment: informal vs. formal, summative vs. formative assessment.

2.3.6.3.1 Informal Vs. Formal Assessment

Informal assessment is a type of assessment that occurs spontaneously; it includes classroom observations, comments or suggestions such as "nice work", "good job", "excellent" and the like. Brown (2003) declares that "informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student" (p.5). Informal assessments are not concerned

with grades; they can be just “marginal comments on papers, responding to a draft of an essay, advice about how to better pronounce a word, a suggestion for a strategy for compensating for a reading difficulty, and showing how to modify a student's note-taking to better remember the content of a lecture” (Brown, 2003: 5-6).

Formal assessment, in contrast, is a thoughtfully prepared and designed process to offer teachers and learners evidence about learners’ achievement. According to Brown (2003), formal assessment is a series of systematic observations on the frequency of student’s participation in class.

Indeed, this form of assessment seems to be confused with tests; nonetheless, all tests are considered formal assessments but not all formal assessments are tests.

2.3.6.3.2 Summative Vs. Formative Assessment

Summative assessment or assessment of learning, an expression reflects its literal meaning, is a type assessment which is usually done at the end of unit, course or term to check what objectives have been achieved. Bloom et al. (quoted in Cizek, 2010) state that summative assessment “is made about the student, teacher, or curriculum with regard to the effectiveness of learning or instruction after the learning or instruction has taken place” (p.5). Summative assessment is a formal process used for assessing what learners have learned and achieved, it is non-interactive since it takes forms of tests and final exams (Sárosdy et al, 2006).

On the other hand, formative assessment or assessment for learning is an alternative way of assessment used to improve learning and teaching, as it is done during the learning process. In recent years, Formative assessment (henceforth FA) has become an essential part of teaching and learning English due to its significance in covering all the aspects of teaching-learning process.

Bloom et al. (quoted in Cizek, 2010) claim that FA is “the use of systematic evaluation in the process of curriculum construction, teaching and learning for the purpose of improving any of these three processes” (p.6). William (2013) argues that FA is any assessment that is utilised to answer the following questions: Where the learner is right now, where the learner needs to be, how to get there. Moreover, Gattullo (2000) propose a comprehensive definition by stating that formative assessment ‘‘is an ongoing multi-phase process that is carried out on a daily basis through teacher-pupil interaction, (b) it provides feedback for immediate action, and (c) it aims at modifying teaching activities in order to improve learning processes and results” (p.279).

FA has various functions: to diagnose learners' strengths and weakness, to aid instructors in planning better future instruction; to help learners in managing and controlling their own learning and developing self-assessment skills; and therefore, FA encourages learning autonomy (Cizek, 2010).In fact, there are several features which serve as the defining framework of FA. As listed by Greenstain (2010):

- FA is learner-based approach, i.e., "students become personally involved in monitoring and adjusting how they are attempting to learn" (Stiggins & Popham, quoted in Greenstain, 2010, p.142).
- FA is goal-oriented; "in a formative classroom, learning is regularly compared to goals, and instruction is adjusted accordingly" (p.150).
- FA is a reporting-in process since it is done inside the classroom.
- FA assessment is done through varied methods and forms such as class discussions, self-assessment, peer-assessment and feedback.

Drawing from these features, we can say that FA is highly recommended in the prevailing teaching methodology in today's world "Competency-Based Approach". Therefore, in what follows is an explanation of FA types and techniques.

a. Feedback

Feedback is a key element of FA; Irons (2008) insists that FA is "any task or activity which creates feedback (or feed-forward) for students about their learning" (p.7). Feedback is any information, comments or suggestions given to students after doing certain tasks and activities. Sárosdy et al. (2006) claim that "feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement" (p.121). Ramaprasad (1983) adds that ''Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way'' (p.4).

As a matter of fact, feedback seems to be a challenging task for the majority of EFL teachers as it serves motivational purposes in addition to informational purposes. Giving good feedback as a part of FA requires effective strategies, as Brookhart (2008) asserts: feedback can be very fruitful if done appropriately; she claims that "Good feedback gives students information they need so they can understand where they are in their learning and what to do next" (p.2). Sárosdy et al. (ibid) confirm that EFL teachers should take into consideration "at what stages the teacher should correct, how much correction should be made, how the student can be corrected without being de-motivated" (p.121-122).Therefore, feedback should be

well-time, achievable and linked to learning and success criteria; EFL teachers should avoid criticisms and make sure that their words are not misinterpreted.

Furthermore, Shute (2007) outlines more appropriate and effective ways that EFL teachers have to consider when providing feedback in the table below:

Table 2.2 Ways of effective feedback (adopted from Shute, 2007)

To Do	To Avoid
Focus feedback on the task, not the learner.	**Do not give normative comparisons.**
Provide elaborated feedback to enhance learning.	**Be cautious about providing overall grades.**
Present elaborated feedback in manageable units.	**Do not present feedback that discourages the learner or threatens the learner's self-esteem.**
Be specific and clear with feedback messages.	**Use praise sparingly, if at all.**
Keep feedback as simple as possible but no simpler (based on learner needs and instructional constraints).	**Try to avoid delivering feedback orally.**
Reduce uncertainty between performance and goals.	**Do not interrupt the learner with feedback if the learner is actively engaged.**
Give unbiased, objective feedback, written or via computer.	**Avoid using progressive hints that always terminate with the correct answer.**
Promote a learning goal orientation via feedback.	**Do not limit the mode of feedback presentation to text.**
Provide feedback after learners have attempted a solution.	**Minimise use of extensive error analyses and diagnosis.**

Last but not least, EFL teachers must provide feedback that encourages learners in the sense of raising their self-confidence and self-esteem. In other terms, the feedback should be constructive as it "enables students to be assured what aspects of their work are satisfactory and to focus their limited processing capacities on aspects needing improvement" (Topping, 2010: 61).

b. Self-Assessment and Peer Assessment

Self-assessment is a means for learners to participate in assessing their own progress and learning (Falshikov, 2005). Andrade (2010) define self-assessment as "a process of formative assessment during which students reflect on the quality of their work, judge the

degree to which it reflects explicitly stated goals or criteria, and revise accordingly" (p.92). On the other hand, peer assessment is the process in which learners assess or comment on one another's work. According to Topping (2010), peer assessment is a tool used to assist students collaborate with one another to plan their learning, pinpoint areas for improvement, and generate better products or performances.

Indeed, self-assessment and peer assessment are crucial areas of CBA, for that reason implementing such types of FA needs a careful preparation from the part of the teachers. In this context, Brown (2003) outlines four guidelines which assist FL teachers adopt self and peer assessment effectively:

- *Tell students the purpose of the assessment:* the teacher should state clearly the objective behind self or peer assessment.
- *Define the task clearly:* ensure that the learners are aware of what is exactly expected from them.
- *Encourage impartial evaluation of performance or ability:* the teacher should identify the advantages of being honest and objective; having defined assessment standards can greatly help to promote objectivity.
- *Ensure beneficial washback through follow up tasks:* a systematic follow-up can be achieved by doing additional self-analysis, reflection or feedback from the teacher.

Equally important, Goodrich (cited in Andrade, 2010: 93) summarises the essential elements for effective students' self-assessment:

Table 2.3 Necessary Elements for Effective Student Self-Assessment (adopted from Andrade, 2010)

Awareness of the value of self-assessment
Access to clear criteria on which to base the assessment
A specific task or performance to assess
Models of self-assessment
Direct instruction in and assistance with self-assessment, including feedback
Practice
Cues regarding when it is appropriate to self-assess
Opportunities to revise and improve the task or performance

To sum up, implementing summative assessment and varied types of formative assessment provides a comprehensive understanding of learners' progress and supports their learning journey effectively.

2.3.7 Designing Tests

In the history of language teaching, testing has been thought of as a key competency that any teacher should possess. A test, then, is a way for getting information about one's knowledge, skills and progress in a particular area. This definition devotes the main components of a test which are method and purpose. The former is a variety of technique, procedures and items that comprise a test. The latter is the purpose of the test (Brown, 2000). Hughes and Hughes (2020) claim that identifying the purpose of testing must be the starting point of designing a test. They summarise the purposes of tests as follows:

- To measure language proficiency "proficiency tests".
- To discover how successful students have been in achieving the objectives of a course of study "achievement tests".
- To diagnose students' strengths and weaknesses, to identify what they know and what they don't know "diagnostic tests".
- To assist placement of students by identifying the stage or part of a teaching programme most appropriate to their ability "placement tests" (Section 2).

Equally important, designing a good language test within the communicative approach is a source of challenge for test designers; it requires considering some basic principles including reliability, validity and authenticity.

2.3.7.1 Reliability and Validity

In constructing language tests that can ethically and cognitively be defended as 'fair' and 'reliable', entities upon whom the responsibility falls tend to adopt attitudes of entrenchment: balancing fairness, authenticity, and reliability is an insurmountable task. Put simply, to take reliable, valid, and unbiased results, testing information and a thorough arrangement are needed to be performed during the test designing procedure. This main stage of the testing will secure cost-effective and productive language programs. The important point is to equip trainees, who are prospective language testers, with necessary testing knowledge and skill and let them modify abrupt standard tests and shape the pre-test versions of them to fit local needs.

The importance of a test design indicates that testing is not simply an exchange of questions and answers, but determines the direction to be followed by most of the processes of testing. In other words, it is a powerful machine which controls language learning, teaching, and even the evaluation of learners' acquisition and finally the quality of all of them. The subject of this unit, test designing, is one of the most important stages of this complex and responsible process to reach the relevant and fair results in the complex nature of the language acquisition. Misleading test results are unjustifiable towards the learners, teachers and implementation, operational efficiency and economy of the language programmes in that exhibiting that fluctuated test design leads to failure of the process entirely.

Tests and assessments are used to classify and select individuals or groups of individuals for specific schools or programs, and to make personnel decisions or certification decisions. Tests are also used to help direct and guide policy and to help educators make important instructional decisions. All of these uses involve making important decisions about individuals. But the ability of tests to help us make good decisions is compromised if the test data fail to reflect students' true abilities, or if the test-takers consider the test unfair, so that they fail to produce responses that reflect their true abilities.

Likewise, there is recognition that certain levels of task difficulty. That is, what Bachman (1990) called task difficulty optimization, are both necessary and fair if they are to act as checks on learners' level. One of the advantages of the test as an exercise is not just that it is norm-referenced, but that it is 'fixed' instead of relatively moving. From an assessment point of view, the fixed nature of tests is much to be desired, whilst some level of invariant measure is to an extent the currency of the realm. From a learning perspective, the implementation of authentic and fair tests is in its essence to enhance the acquisition of skills rather than to ban the learners' progress.

In recent years, authenticity has been a central concept in a wide range of EFL/ESL teaching materials and methodology. Authentic texts and listening material (including newspapers, television and radio news) have been developed, and trials with authentic assessment, especially in the sphere of speaking, have made some progress. The appeal of authenticity relates not only to the cognitive benefits of genuine contact with real-world usage; but also the potential for enhanced motivation resulting from such contact. These aspects of authenticity are also relevant to language testing more generally, since students can also be perceived as being faced with an artificial medium.

To wrap up, Test items and tasks should reflect language use so that the students can demonstrate their language function and their language competence. In this way, effective communication with the students takes place as a needs assessment action. If items are not boring and tiresome, validity is served. Using interesting texts can also ensure that construct-irrelevant difficulty does not interfere with the item. A content outline of the expected range of content, represented in terms of functions or structures of language, is important to ensure that every aspect of language skill is represented in the test. Conversely, an item is not fair to elements that are not mentioned on the content outline. On the other hand, to address the potential for pretesting to interfere with the security of items on their administrations, tests should adhere to the principle of pooling or combining. Over testing of items is done to ensure that items are of comparable difficulty. The use of resource material ensures that items are of a consistent level of difficulty. Devices and procedures, some of which have already been mentioned - cloze tests, multiple choice, matching tasks, gap-filling items and dictation - are all helpful in the administration of tests, because the tasks can readily be scored by machine assistance. Being confident of consistent marking procedures enables the test administration to maintain reliability.

2.3.7.2 Key Components of Test Specifications

Regardless of the type of test - a multiple-choice test, a final essay examination, a classroom quiz, or even a performance appraisal at work - one needs to focus on several important aspects of the test design itself. From the broadest perspective, the writing of effective test specifications may involve many individuals across many months. But for the actual writing of test specifications, one or more content area experts must be engaged, often with the support of psychometric experts and educational measurement professionals.

2.3.7.2.1 Test Objective

Test specifications, blueprints - these terms were probably unheard of when you were going through school. They are critical to the development of any assessment, yet often not widely understood by the non-technical audience (Davidson & Lynch, cited in Owen, 2018).

An objective provides a clear direction for the development of test items and ensures alignment with the broader goals of the assessment. Test objectives define the domain to be assessed. They are an operational definition of the understandings, skills, and abilities that are

the outcome of instruction. The relationship between objectives and test items is foundational to test development. An objective provides a general audience of test developers with specific guidance on what is to be tested.

The relationship between objectives, or the test blueprint, and the tests is bidirectional. In numerous cases, for a learner to be skilful - that is, to produce what is done in everyday life - the desired behaviour is an amalgam of more than one test objective. It is the performance as a whole upon which we are really reporting. It is important to note that single performances may also represent multiple constructs. The act of reading and understanding a technical paper, for example, may require both understanding and use of critical reasoning. The point is not that the performance of understanding and using are truly constructs, but that we probably consider a construct present if it is impossible for a learner to show only one aspect of the performance.

2.3.7.2.2 Test Scope

According to Brown (2003), scope refers to who will participate and what is included in the test and what is to be tested. Scope, as a general description of the population, may also offer information about any subgroups to be tested. For a given population, we should identify the subgroups to be tested separately from the combination of the components of all the subgroups. If there is a subgroup with a large number of examinees, it is reasonable to build a test to cater to the largest subgroup.

A test should cover a test model; that is, it should reflect the specification of the study domain. The test should contain the items to reflect the general study domain—in other words, to possess some face validity, according to the intentions of the teacher or the curriculum of the department. Within the test, the model should be consistent and congruent with the model. If we choose a multiple-choice test, we should assess objectives and items. Finally, we should select a content addition model, which includes the correlation estimation model and the validation model. Only in this manner can we determine the correlation between the observations of this model and the certain state of the learner. Such information can be helpful to the learner.

2.3.8 Integration of ICT

ICT is an increasingly important area in the field of ELT; it has positively affected the teaching and learning of English to a great extent. ICT ensures the effectiveness of teaching by providing innovative teaching methods and various resources, engaging learners, encouraging collaboration and team work and preparing learners with the necessary 21st century skills. Indeed, ICT is a key component of teaching within CBLT framework.

Nevertheless, incorporating ICT in the classroom is still a source of challenge for teachers. Tanveer (2011) asserts that the main hindrances of successful integration of ICT in EFL classroom are lack of e-learning resources, lack of technical training for teachers and learners and insufficient time management. Srimshow (cited in Sari et al., 2017) states that teachers' lack of awareness, capability and self-confidence are significant factors that impact the implementation of ICTs. Admittedly, training educators to appropriately use ICT in teaching is necessary and requires careful planning. Indeed, ICT teachers' training can take different forms as suggested by Jung (2005) who insists that ICT training must be categorised into four main types:

- Training teachers to use ICT appropriately in their classes.
- Training teachers via implementing ICT in the training.
- Using ICT to deliver the training programme online.
- Using ICT to encourage teachers to engage in international professional development.

To put in a nutshell, integrating ICT in the classroom is a requisite competency that every language teacher have to master to develop 21st century teaching competencies; and thence, to cope with the global development.

Conclusion

After examining the core teaching competencies within CBA framework, the researcher came to confirm certain points: first, CBA proves to be the appropriate teaching method since CBA main objective is preparing learners to become motivated and competent in front of real-life situations.

On the other hand, teaching competencies are crucially indispensable to enable teachers to perform their job appropriately and thereby to promote learners' achievement. In

other words, it is imperative that EFL teachers demonstrate such teaching competencies and attributes in the classroom for teaching necessitates monitoring the classroom, controlling students, consolidating their responses and assessing their progress.

Therefore, in-service EFL teachers' training programme must help teachers greatly in planning their lessons, motivating their students, managing their classes and assessing their learners' performance in an effective way.

Chapter Three

The Experimental Design and Research Methodology

Introduction

The present chapter explains the methodological procedures used in this research. It first deals with the research design of this study where an explanation of quantitative and qualitative research is offered. Besides, this chapter provides an overview of case study and triangulation methods. Then, a detailed description of data collection methods and instruments is provided (i.e., sampling, the questionnaire, the semi-structured interview and the quasi-experimental design).

3.1 Research Design

Since the purpose of this study is to address several objectives, the researcher opted for both quantitative and qualitative approaches to achieve the best results and answers to research questions as Denscombe (2007) states: "good research tends to use parts of approaches" (p.247). In the following section, a brief description of both approaches is provided.

3.1.1 Quantitative and Qualitative Research

Quantitative research "involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods" (Dörnyei, 2007: 24). Quantitative research depends on analysing and interpreting data using numerical and statistical methods; it can be conducted via questionnaires, test, evaluation grids and experiments. Dörnyei (ibid) adds that the quantitative approach is "systematic, rigors, focused, tightly controlled, involving precise measurement and producing reliable and replicable data that are generalizable to other confects" (p.34). Another point worth noting is that quantitative method is suitable for gathering data from large population.

On the other hand, qualitative research depends on "words or images as a unit of analysis" (Denscombe 2007: 248); it is carried out though different tools such as interviews, semi-structured interviews, observations and focus groups. Also, the qualitative approach is characterised by its flexibility in gathering data; it provides more comprehensive analysis.

To put in a nutshell, as the researcher used different tools for collecting data, implementing the two methods of analysis is a necessity. Indeed, the two approaches complete each other and using them both is advantageous.

3.1.2 Case Study

Case study is a research method that is defined by Yin (2015) as "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context" (p.109). Case study involves an in-depth exploration of a single case or multiple cases within a real-life context (Coombs, 2022). According to Coombs (ibid), case studies can be categorised into three main types based on the research purpose, structure and scope. These types are: single instrumental case study, multiple case study and intrinsic case study.

- *The single instrumental case study:* involves exploring a specific issue by selecting one clearly defined case to represent that issue. It is suitable when studying a single individual, group or setting within a bounded context.
- *The multiple case study:* incorporates examining several cases to better understand a central issue. The purpose of this approach is to compare and contrast cases to identify patterns, relationships, or common themes (Creswell & Poth, cited in Coombs, ibid).
- *The intrinsic case study:* focuses on the case itself because the case presents an exceptional situation. This type of case study aims to obtain a deep understanding of the case itself (Creswell & Poth, cited in Coombs, ibid).

Having addressed the main types of case study research, it is essential to state that the current study adopts a single case study, as this approach is appropriate for investigating a specific, bounded group: EFL secondary school teachers in the Wilaya of Guelma.

3.1.3 Triangulation

The term triangulation was produced by the methodologists Donald Campbell and Donald Fiske in 1959; it was used employed to obtain more valid results. Indeed, as stated by Noble and Heale (2019): "triangulation can enrich research at it offers a variety of data sets to explain differing aspects of a phenomenon of interest" (p.67).

Denzin (quoted in Kelle et al., 2019) suggests four forms of triangulation: theory, data, investigator and methodological triangulation.

- *Theory triangulation:* entails the use of more than one theory to study a phenomenon.
- *Investigator triangulation:* requires multiple researchers in gathering and analysing data.

- *Data triangulation:* involves collecting data from different sources (times, spaces, persons).
- *Methodological triangulation:* is the employment of a variety of research methods to gather data.

In this study, the researcher adopted the methodological triangulation as it better suits the objectives of the study and it assists the researcher to grasp the topic from different angles.

3.2 Data Collection

In what follows is an explanation of data collection methods and procedures:

3.2.1 Research Population

The target population of this study comprised EFL secondary school teachers and inspectors in the Wilaya of Guelma.

a. Teachers

The sample teachers in this study are 115 in-service teachers at secondary schools including experienced and novice teachers with varying experiences. The participant' degrees were Licence or Master; they graduated from universities and Higher Normal Schools "Ecole Normale Supérieure".

b. Inspectors

As EFL secondary school teachers in Guelma have only two inspectors (supervisors), the two inspectors are the target participants of the study.

3.2.2 Data Collection Instruments

To gather research data, the researcher designed and administered questionnaire to EFL teachers to collect their views and attitudes towards training. In addition to that, an evaluation grid is adopted to assess teachers' needs and the role of INST in developing teaching competencies. Besides, the researcher implemented a semi-structured interview to the inspectors to investigate the significance of assessing teachers' needs before designing any training course.

3.2.2.1 Teachers' Questionnaire

"A questionnaire is simply a list of mimeographed or printed questions that is completed by or for respondent to give his opinion" (Roopa & Rani, 2012: 273). Questionnaires are beneficial because they are easy to arrange, low budget and not time consuming; they are suitable for small or large samples (Denscombe, 2010).

Questionnaire can be closed or open-ended. The former refers to the one in which researcher provides participants with multiple opinions from which they have to determine the appropriate response. According to Nunan (1992), closed-ended questions are "easier to collect and analyse …" (p.143). Open-ended questions, on the other hand, are the ones in which the participant have to give their answers to the questions.

Notwithstanding, designing a questionnaire necessitates following some criteria as listed by Denscombe (ibid):

- The questionnaire should be restricted to the research topic; the researcher should avoid unnecessary details.
- The wording of the questionnaire should be simple and clear.
- The wording should suit the target group, i.e. questions directed to teenagers should be different from those directed to adults in term of complexity.
- Questions should move from straight forward to more complex questions "from general to specific".

As for this research, the questionnaire has been distributed to 115 to EFL teachers; it was delivered in the first term (October 2021). The questionnaire is composed of 27 it was divided into four sections starting with an introduction that includes the topic of the study and an explanation of the research objectives.

The sections of the questionnaire are designed as follows:

Section one: (items 1, 2, 3)

The first section contains background information, gender and teaching experience.

Section two: (items 4 - 14)

The second section deals with the importance of INST. It investigates teachers' beliefs and awareness about the significance of training.

Section three: (items 15 - 22)

This section seeks to explore teachers' opinions about the framework of the training implemented by the Ministry of National Education.

Section four: (items 23 - 27)

The last section tries to elicit how teachers are satisfied with their current training location and time allocated to training.

3.2.2.2 Inspectors' Interview

Semi-structured interviews seem to be the most in-depth instruments of gathering data; they are appropriate for answering the "why" questions (Miles & Gilbert, 2005). According to Ruslin et al. (2022), interview is "the most common ways and recognised forms of qualitative research methods" (p.24). Ruslin et al., here are supporting the claim of Cohen and Crabtree (2006) who emphasise that semi-structured interviews supply reliable and comparable qualitative data.

Furthermore, semi-structured interviews are flexible in terms of responses i.e. respondents are given the opportunity to express their opinions and views in their own words.

In the present work, the researcher addressed a semi-structured interview to the two EFL teachers' inspectors in Guelma. In fact, the aim behind conducting face to face interview was to have an objective and constructive discussion to gain more accurate data which serve the objectives of the study.

The interview took place at the end of the seminar that was held before the first term examinations. When interviewing, participants have been recorded, the two recording sessions lasted 40 minutes.

The interview encompasses twenty open-ended questions to foster interviewees' expressiveness about their opinions and beliefs. The first three questions are introductory questions which elicit inspectors' professional information. While the rest questions are about the implementation of CBA in training, the role of needs analyses, teachers' motivation and inspectors' suggestions.

3.2.2.3 Quasi- Experimental Design

Experimental research is the most used method in educational area. Experimental research is a scientific research method that implies manipulating treating one or more independent variables and applying them to one or more dependent variables to ascertain their effect on the latter (Zubair, 2022).

As highlighted by Campbell and Stanley (1963), there are two main types of experimental research: true-experimental design and quasi-experimental design. The former involves assigning two groups randomly: control group and experimental group, i.e., the control group is exposed to normal conditions, and the experimental group is exposed to new and exceptional conditions (Kothari, 2004).

The quasi-experimental design is similar to true-experimental design in every step; the primary difference is including only one group which is not randomly assigned.

The present research, therefore, is a quasi-experimental research that incorporates pre evaluation grid, training sessions and post evaluation grid.

a. Pre Evaluation Grid

The evaluation grid serves as tool to assess EFL teachers' needs. The grid consists of six major sections pertaining to the core teaching competencies: lesson planning (format, materials and content), feedback, classroom management, motivation (extrinsic motivation and intrinsic motivation), assessment and evaluation and designing tests.

For the sake of distributing the evaluation grid during the first trimester (2021/2022), the researcher has visited several secondary, after taking the permission of the Director of Education in Guelma.

When meeting teachers, we have explained the aim of the pre evaluation grid then we made them self-evaluate their core teaching competencies according to the following scoring rubric:

5 – Excellent – strong evidence in the teacher's performance

4 – Good – good evidence in the teacher's performance

3 – Average – some evidence in the teacher's performance

2 – Needs improvement – little evidence in the teacher's performance

1 – No evidence in the teacher's performance

In fact, the aim of pre and post evaluation grid is twofold: Firstly, it emphasises the crucial role of training in ameliorating teaching competencies. Secondly, it tries to prove the significance of needs analysis in designing effective training course.

After obtaining the pre evaluation grid results, we have designed training sessions based on teachers' needs that were elicited from the pre evaluation grid.

b. Training Sessions

The training sessions are made up of lectures, an online workshop and group discussions. Lectures were sent to teachers via emails and the workshop was conducted on 18th June 2022 via Google Meet. The workshop was presented by the researchers and English teacher for International Students and Career Planning Trainer.

On the other hand, the researcher have created a Facebook group 'EFL Secondary School Teachers in Guelma' to have some kind of research. The group discussion was really fruitful as it was flexible in the sense that teachers were able to answer and join the discussion whenever they could; they were able to share, add and express their opinions and suggestions freely. In fact, as it was teachers' first time being trained that way, this kind of training opened up new opportunities for teachers to get used to new technologies especially video conferencing platforms.

c. Post Evaluation Grid

After the training course which lasted for three months, the post-evaluation grid was distributed by the Training and Inspection Department- Directorate of Education 'Service de Formation et Inspection- Direction de l'Éducation' due to time constraints because the COVID -19 pandemic. The post-evaluation grid, which was equivalent in structure and content to the pre-evaluation grid, was implemented to assess the development of teachers' instructional practices after the training sessions. This alignment allowed for a direct comparison of teachers' performance before and after the training, thereby supporting a reliable measurement of the training's impact.

Conclusion

This chapter has thoroughly elaborated the methodological framework of this study. It discussed research methods and instruments appropriate for answering the research questions and testing the hypotheses. It provided an explanation of mixed methods which were selected for more validity and reliability of results.

The current chapter has also revolved around the various data collection instruments were employed including the questionnaire, the interview and the evaluation grids. Both questionnaire and quasi-experimentation provide quantitative data, whereas the interview offers qualitative data. The next chapter is devoted to data analysis and discussion of the findings.

Chapter Four

Data Analysis, Discussion and Interpretation

Introduction

This chapter endeavours to analyse and interpret the results obtained from the three data collection tools. The findings are presented, discussed and interpreted in relation to the research hypotheses and objectives.

Therefore, the present chapter is divided into three sections. The first section is related to the analysis of data collected to elicit teachers' attitudes towards their INST. The second and the third sections are concerned with the inspectors' interview findings and analysis and discussion of data gathered from the experiment.

4.1 Teachers' Questionnaire

As stated earlier, this section is dedicated to the analysis and discussion of the findings obtained from EFL teachers' questionnaire. Indeed, the results are quantitatively analysed using Microsoft Excel Programme.

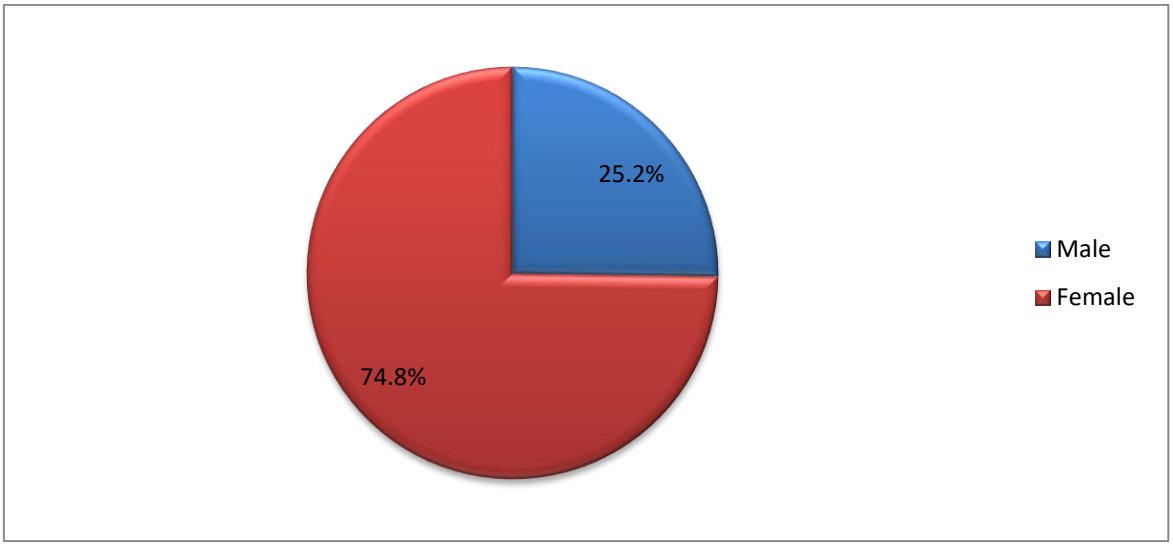
4.1.1 Analysis of the Results

- **Section One: Background Information**

Question 01: Gender

Table 4.1 Teachers' Gender

Gender	**Male**	**Female**	**Total**
Number	29	86	115
%	25.2%	74.8%	100



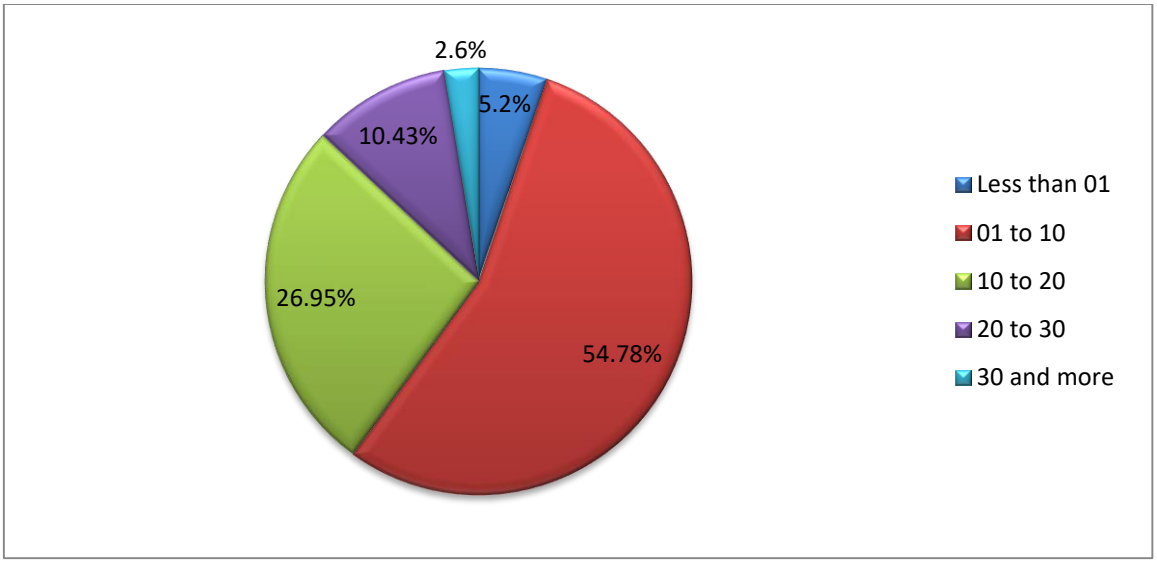
Graph 4.1 Teachers' Gender

Table 4.1 presents the teachers' gender. Most of them are females, representing 74.8% of the total number, only 25.2% are males.

Question 02: how many years have been teaching English?

Table 4.2 Teachers' Experience

Option	Less than 01	01 to 10	10 to 20	20 to 30	30 and more
Number	6	63	31	12	3
%	5.2 %	54.78%	26.95%	10.43%	2.6%



Graph 4.2 Teachers' Experience

The table and graph show that 54.78% of the teachers have been teaching English for 1 to 10 years, whereas only 26.95% have more than ten years of experience and 10.43% have been in the field for more than twenty years. However, only 5.2% of teachers have been teaching English for less than one year; and the least percentage (2.6%) represents the respondents with 30 years and more of experience. This reveals that participants have different professional teaching experience.

As a matter of fact, having both experienced and novice teachers will enrich the findings of our research as one would expect that teaching experience can affect teachers' attitudes and competencies.

Question 03: how do you describe your experience in teaching English?

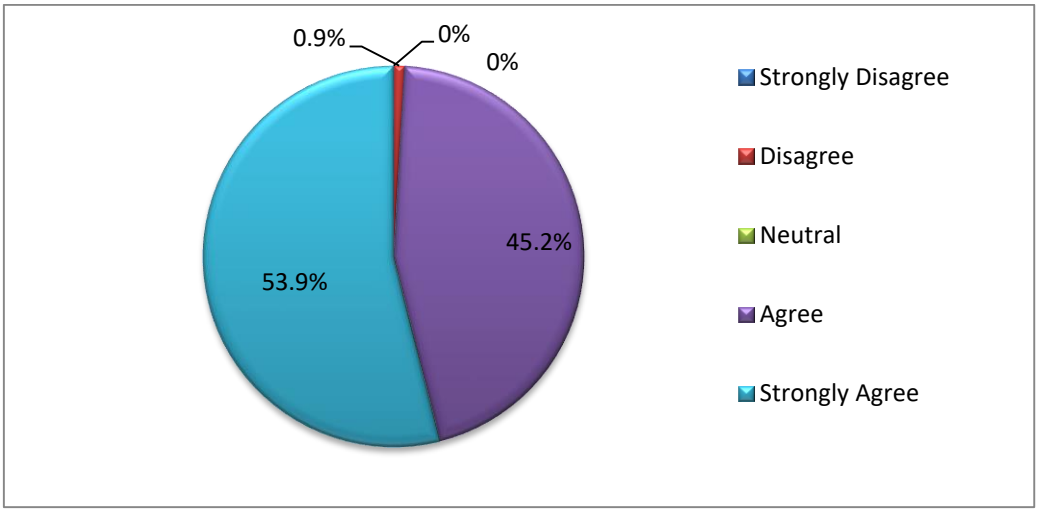
Concerning teachers' experience in the field of ELT, teachers have different opinions. A considerable number of EFL teachers find the teaching profession wonderful and enjoyable experience that brings to them so many opportunities for lifelong learning. Besides, other teachers claim that teaching is a very hard and challenging task that requires efforts and working hard. On the other hand, a small number of teachers see that teaching is similar to any job that *"assists us to financially support ourselves"*.

- ## Section Two: Benefits of In-service Training

Item 04: In-service training is crucial for developing and building your competencies.

Table 4.3 In-service Training Implications

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	0	1	0	52	62	115
%	0%	0.9%	0%	45.2%	53.9%	100



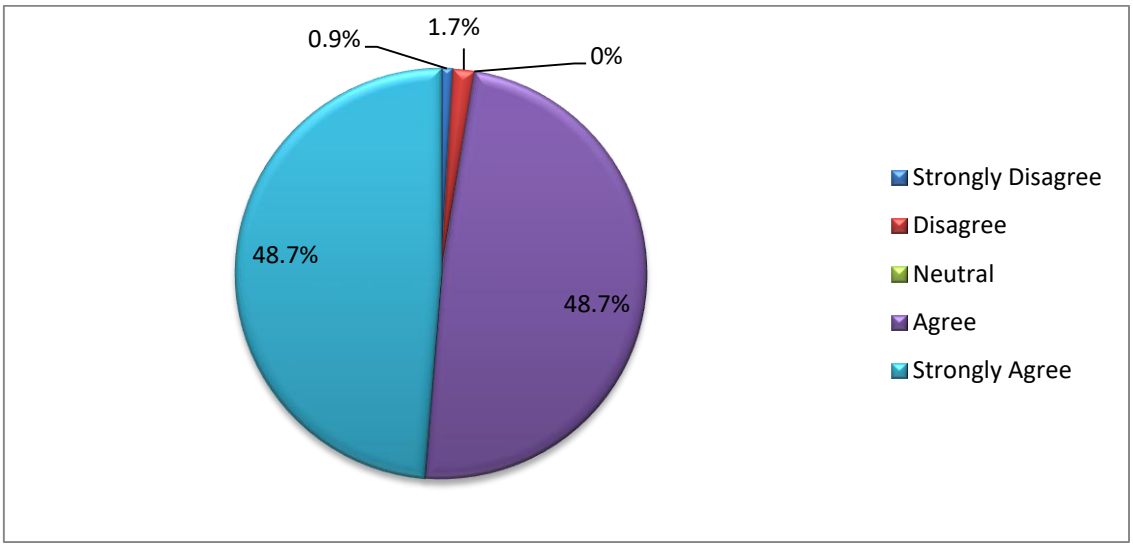
Graph 4.3 In-service Training Implications

Apart from one teacher, all teachers find INST necessary for developing their teaching competencies.

Item 05: In-service training is a fundamental tool for keeping teachers abreast of everything new in education.

Table 4.4 Training Authenticity

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	1	2	0	56	56	115
%	0.9%	1.7%	0%	48.7%	48.7%	100



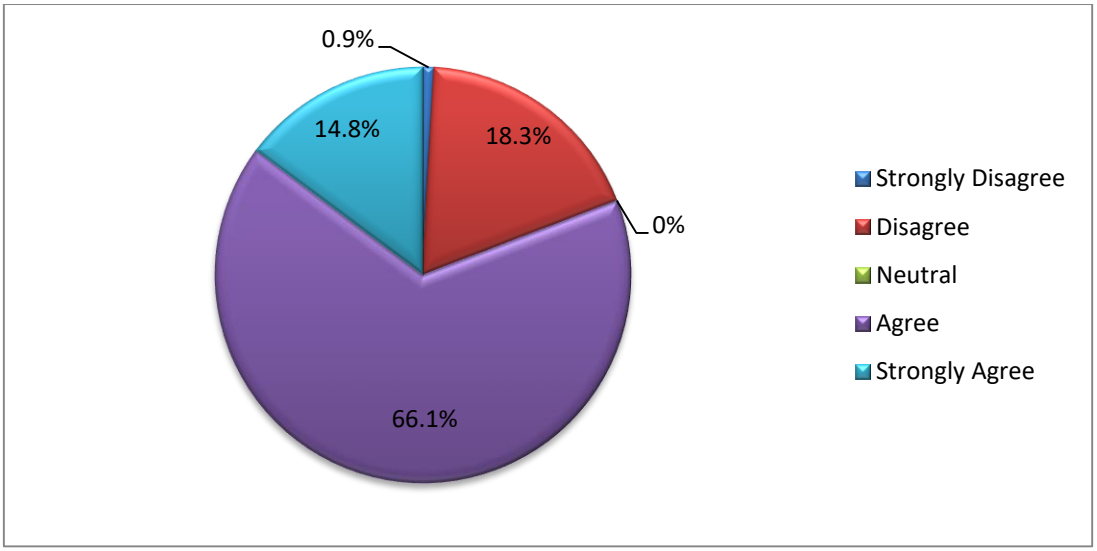
Graph 4.4 Training Authenticity

Results reveal that almost all the trainees agree on the fact that INST keeps them up to date with everything new in the field of pedagogy.

Item 06: In-service training helps achieve teaching goals without any hinders.

Table 4.5 Teaching Goals Achievement

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	1	21	0	76	17	115
%	0.9%	18.3%	0%	66.1%	14.8%	100



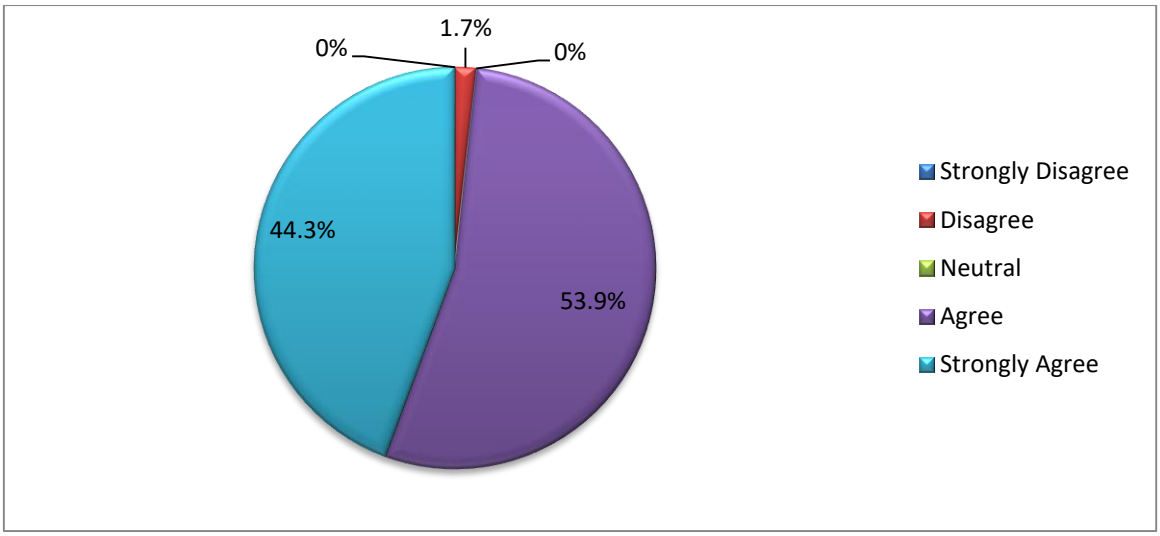
Graph 4.5 Teaching Goals Achievement

According to the table and the graph above, 66.1% of the participants believe that INST is a step forward to the achievement of the underlined goals. This implies that the majority of teachers are well aware of the vital role of INST in enhancing their performance. Indeed, being competent and qualified teachers enables learners to reach higher level of English proficiency.

Item 07: In-service training provides opportunities for discussing, sharing, exchanging ideas and asking questions.

Table 4.6 In-service Training Advantages

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	0	2	0	62	51	115
%	0%	1.7%	0%	53.9%	44.3%	100



Graph 4.6 In-service Training Advantages

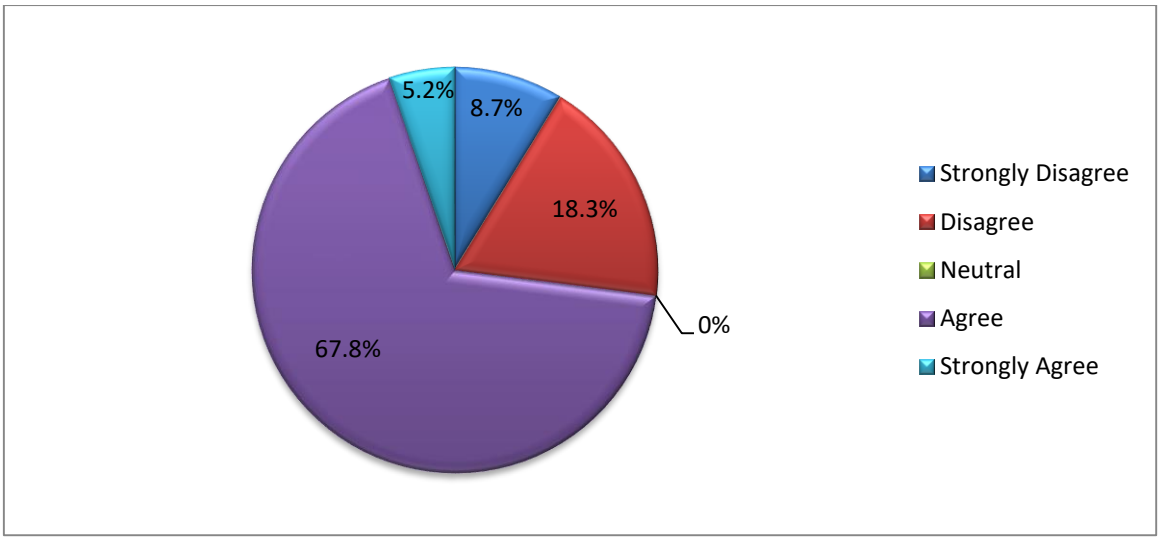
As it is shown in the above table and graph, 98.2% of the respondents declare that INST opens up new learning opportunities. This percentage is equally divided into two options: agree (53.9%) and strongly agree (44.3%).While only 2 respondents express different opinion.

It noticeable that teachers believe that INST encourages collaborative learning 'teamwork' in the sense that it seems to be an effective way to exchange points of view and experiences through investigating and discussing the challenges that teachers face in the classroom, then trying to find practical solutions.

Item 08: In-service training raises teachers' motivation, self-confidence and self-esteem.

Table 4.7 Teachers' Motivation

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	10	21	0	78	6	115
%	8.7%	18.3%	0%	67.8%	5.2%	100



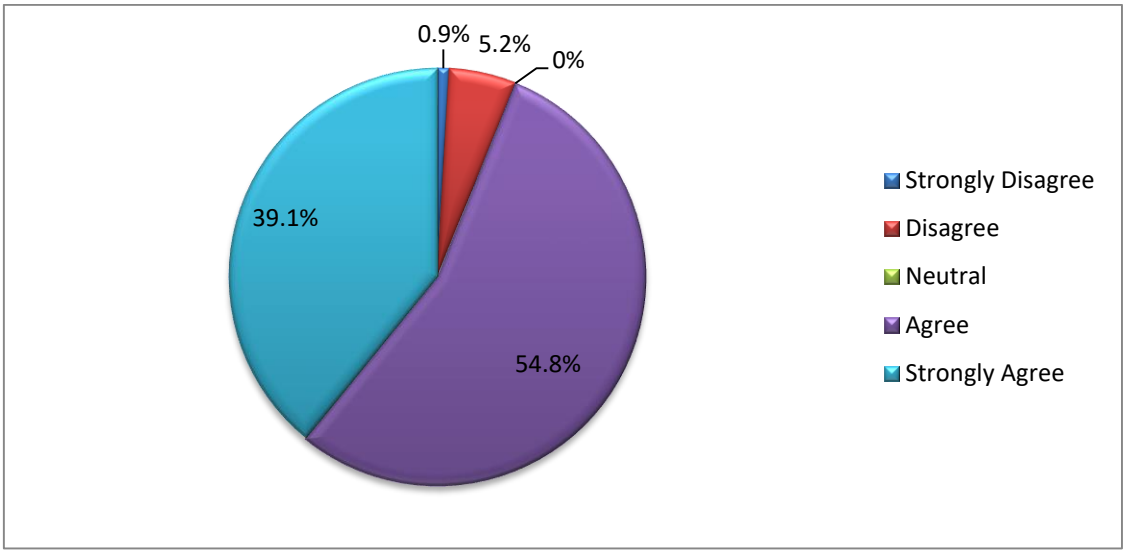
Graph 4.7 Teachers' Motivation

Results reveal that more than the half of the trainees (67.8%) agrees on the fact that training motivates them to a good extent and 18.3% of the trainees claim foster their motivation to some extent. The rest of the trainees who are the minority (8.7%) agree that training do not motivate them at all.

Item 09: In-service training reinforces the idea of lifelong learning.

Table 4.8 Lifelong learning

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	1	6	0	63	45	115
%	0.9%	5.2%	0%	54.8%	39.1%	100



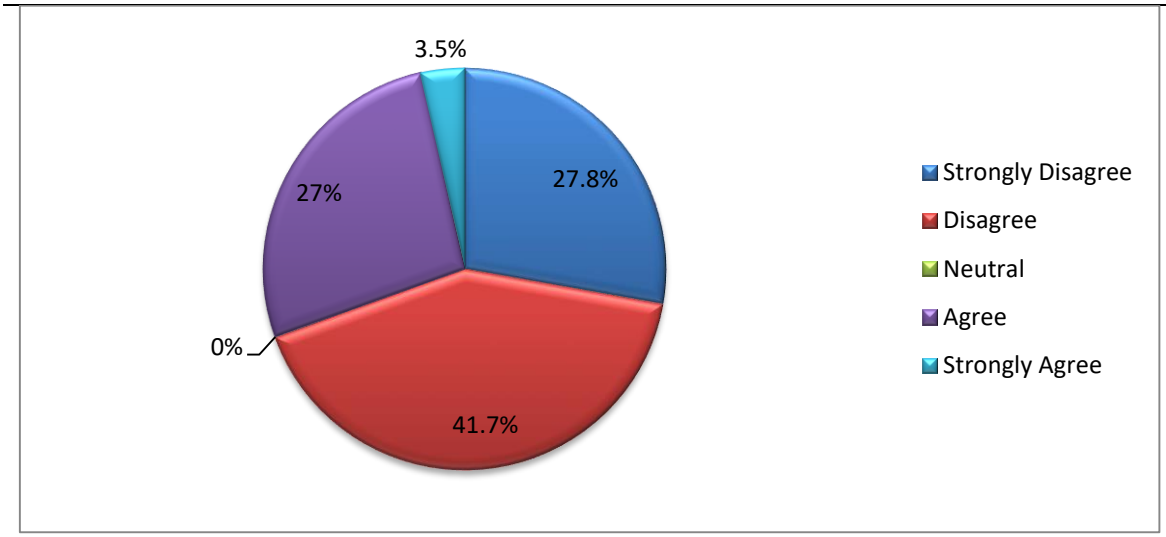
Graph 4.8 Lifelong learning

A quick look at the table and chart indicate that the vast majority of the participants believe that INST is the stepping stone for lifelong learning.

Item 10: In-service training helps teachers keep pace with the development of educational technology.

Table 4.9 In-service Training and Educational Technology

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	32	48	0	31	4	115
%	27.8%	41.7%	0%	27%	3.5%	100



Graph 4.9 In-service Training and Educational Technology

The table displays that 41.7% of the respondents do not agree that training keeps them in accordance with the development of educational technology. Besides, a noticeable percentage (27.8%) says that training does not assist them at all. However, those who agree on the role of training in providing them with any new educational technology development represent 27% of the respondents.

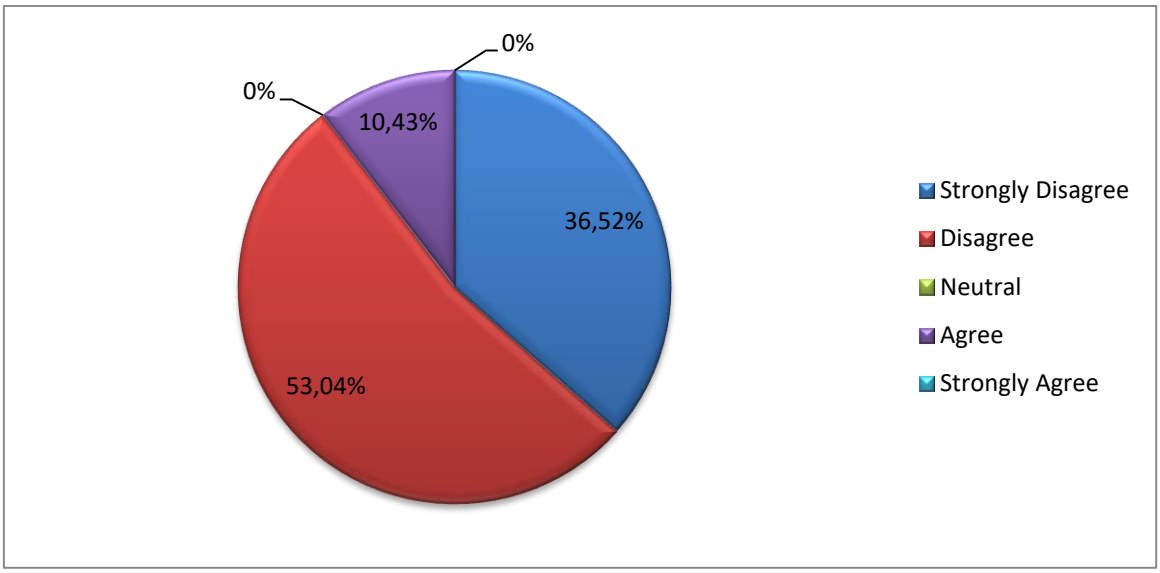
Here, we reach the point which indicates that teachers who do not believe in training as a means for keeping them hand in hand with the development of educational technology rely only on the training designed and executed by the Ministry of National Education (MNE), while the minority of teachers rely on additional training such as online training. By dint to this fact, one has to mention that teachers do not fully grasp the notion of training and its methods.

- **Section Three: In-service Training Content and Methodology**

Item 11: In-service training is done according to teachers' needs.

Table 4.10 Teachers' Needs

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	42	61	0	12	0	115
%	36.52%	53.04%	0%	10.43%	0%	100



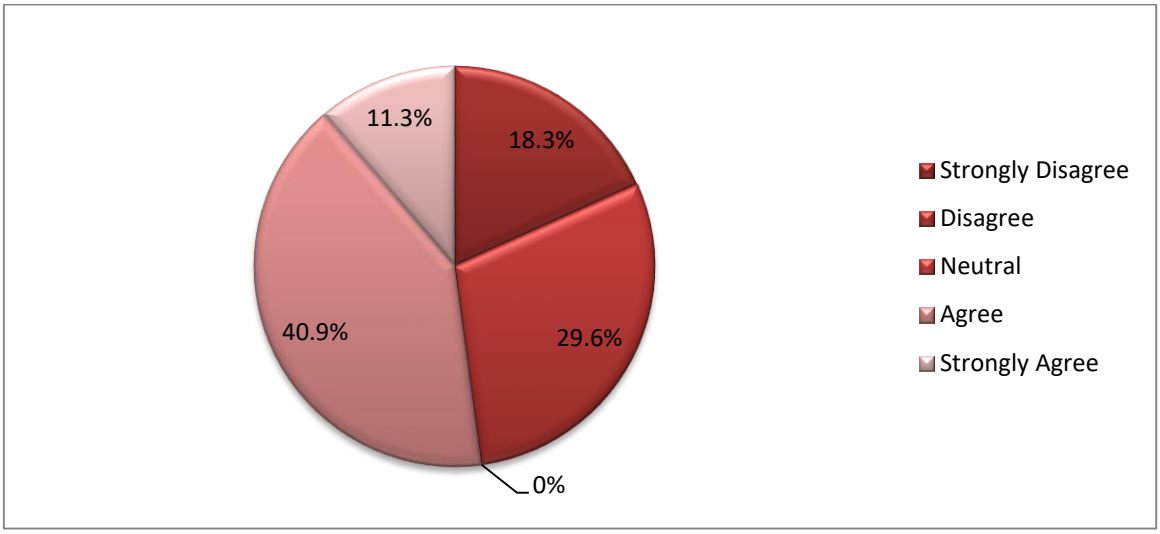
Graph 4.10 Teachers' Needs

89.56% of the participants argue that INST tends to not focus much more on teachers' needs, interests and expectations. This percentage is divided into two options: strongly disagree (36.52%) and disagree (53.04%). On the contrary, only 10.43% of the respondents emphasise that INST fulfils their need to good extent.

Item 12: Inspectors and trainers take into account teachers' different level of experience.

Table 4.11 Teachers' Level of Experience

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	21	34	0	47	13	115
%	18.3%	29.6%	0%	40.9%	11.3%	100



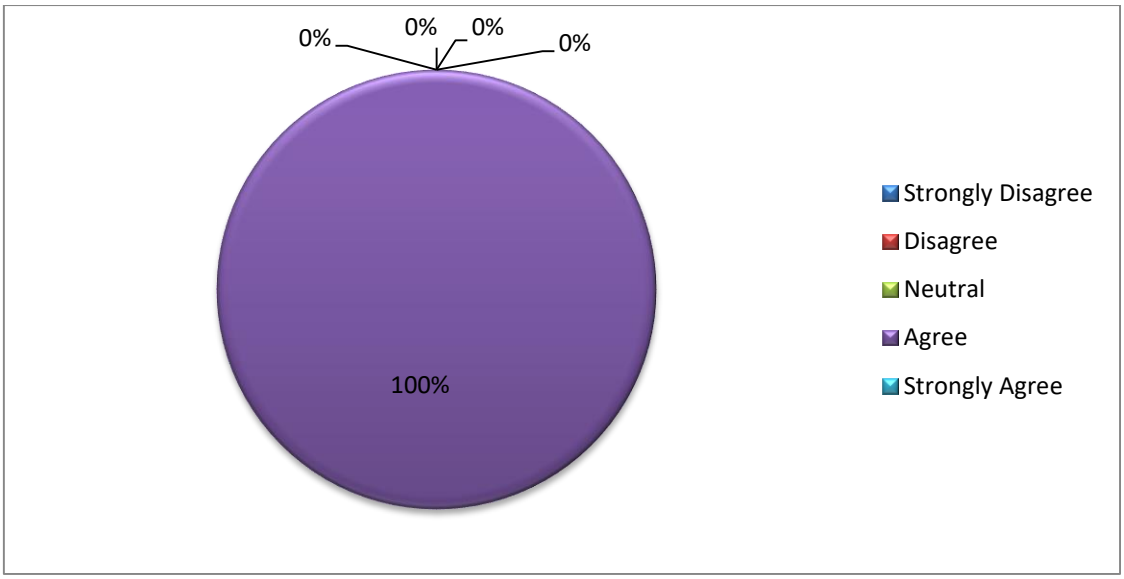
Graph 4.11 Teachers' Level of Experience

As it is shown in the above table, the answers of the trainees varied between the ones who agree (40.9%) and strongly agree (11.3%) that trainers consider teachers' experience when designing training sessions, but 29.6% of trainees disagree and 18.3% strongly disagree. The researcher notices that the majority of teachers confirm that inspectors take into account teachers' experience as there are seminars that are addressed only for experienced or novice teachers.

Item 13: The objectives of each session are clearly stated.

Table 4.12 Objectives of Training

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	0	0	0	115	0	115
%	0%	0%	0%	100%	0%	100



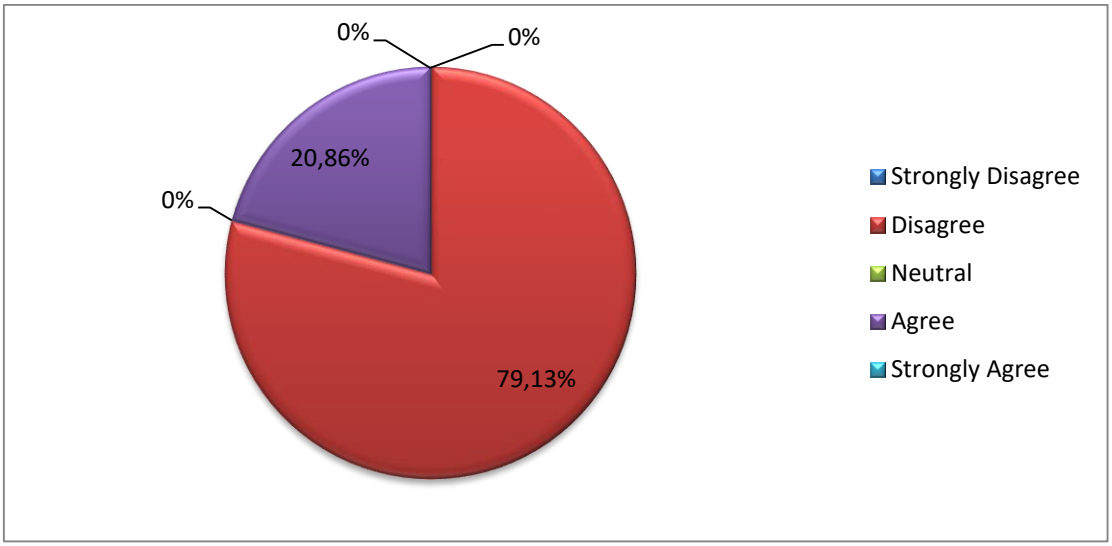
Graph 4.12 Objectives of Training

A quick glance at the table shows that all the participants agree on the fact that the objectives of each training session are clearly presented at the very beginning of the session.

Item 14: Inspectors and teacher trainers implement alternative methods and ways of instruction.

Table 4.13 Teaching Methods

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	0	91	0	24	0	115
%	0%	79.13%	0%	20.86%	0%	100



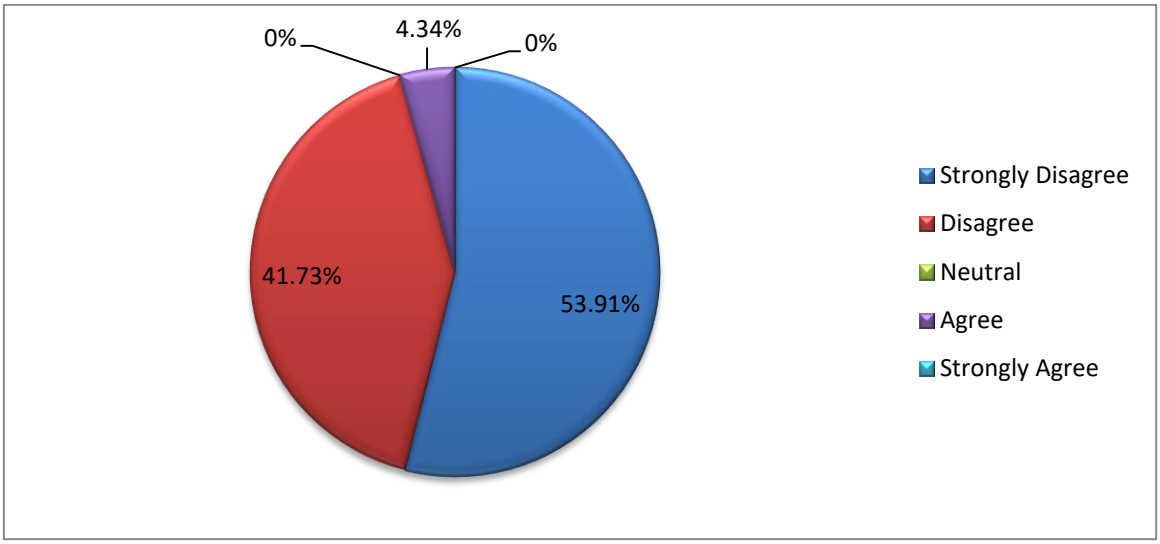
Graph 4.13 Teaching Methods

What can be observed from the answers to this item is that 73.86% of the trainees assert that trainers do not adopt recent methods and approaches of instruction, i.e. inspectors adhere to traditional teaching and training methods. Nevertheless, 20.80%of trainees agree that trainers are always trying and working on bringing new and modern pedagogical strategies and techniques.

Item 15: The current training is competency-based training.

Table 4.14 Competency-Based Training

Option	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
Number	62	48	0	5	0	115
%	53.91%	41.73	0%	4.34%	0%	100



Graph 4.14 Competency-Based Training

The vast majority of informants (110) responded to this question from the perspective of linking theory to practice. They confirm that their current training is not a competency-based training; and only 5 participants out of 115 declare that their INST is, to a certain degree, a competency-based.

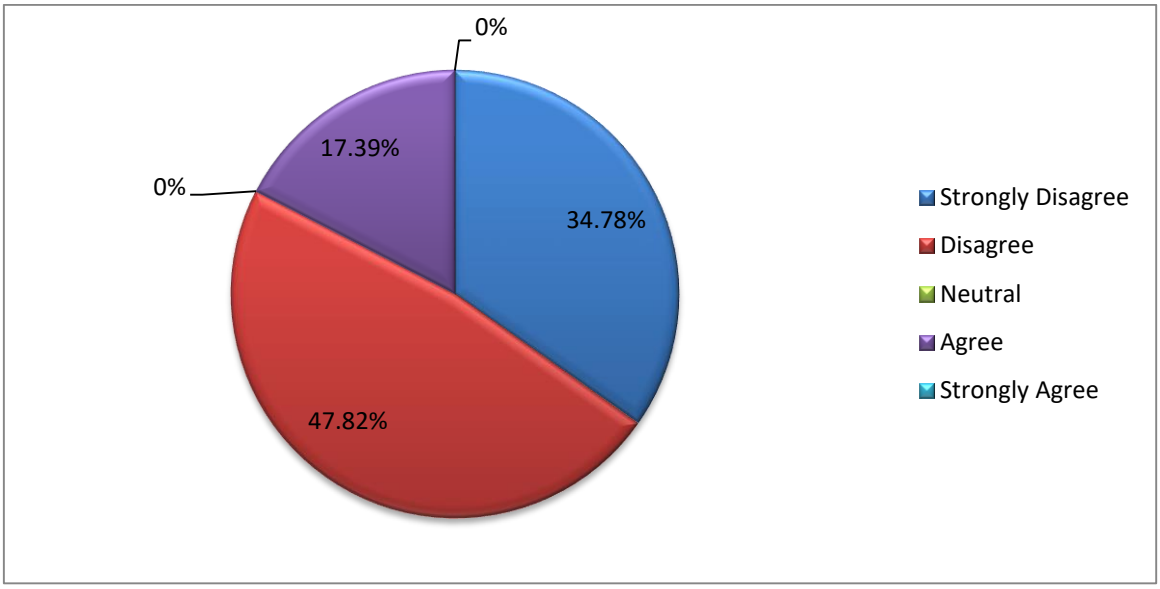
Theoretically speaking, INST deals with CBA principles, and how to implement it effectively in the classroom.

At the level of practice, INST is not based on CBA; as it has been mentioned in the previous question that much time is devoted to theory over practice. Indeed, CBA implies learning by doing, i.e. involving learners in the teaching and learning processes by designing so many practical tasks and activities.

Item 16: In-service training is more practical than theoretical.

Table 4.15 Practice in Training

Option	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
Number	40	55	0	20	0	115
%	34.78%	47.82%	0%	17.39%	0%	100



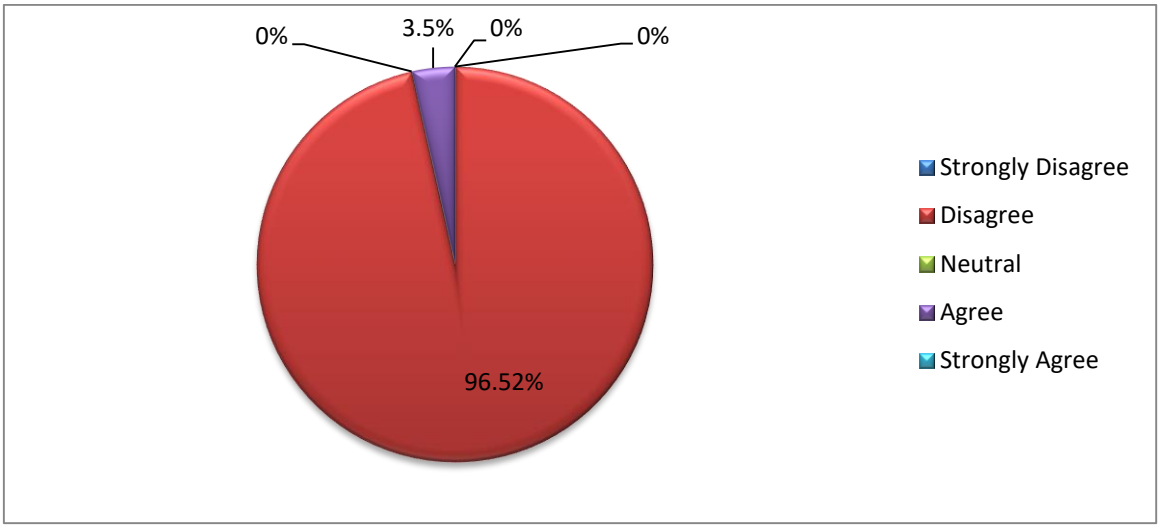
Graph 4.15 Trainees' Practice

Almost all the participants (82.6%) affirm that the training course lacks practice to a great extent claiming that the inspectors and teacher trainees are the authority; trainees are partially involved. In fact, this percentage is divided into two options: strongly disagree (34.78%) and disagree (47.82%). On the other hand, the rest who represent the minority (17.39%) admit that training sessions offer some practical tasks.

Item 17: Inspectors and trainers adopt various materials (ICTs).

Table 4.16 the Use of Educational Aids

Option	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
Number	37	62	0	12	4	115
%	0%	96.52%	0%	3.5%	0%	100



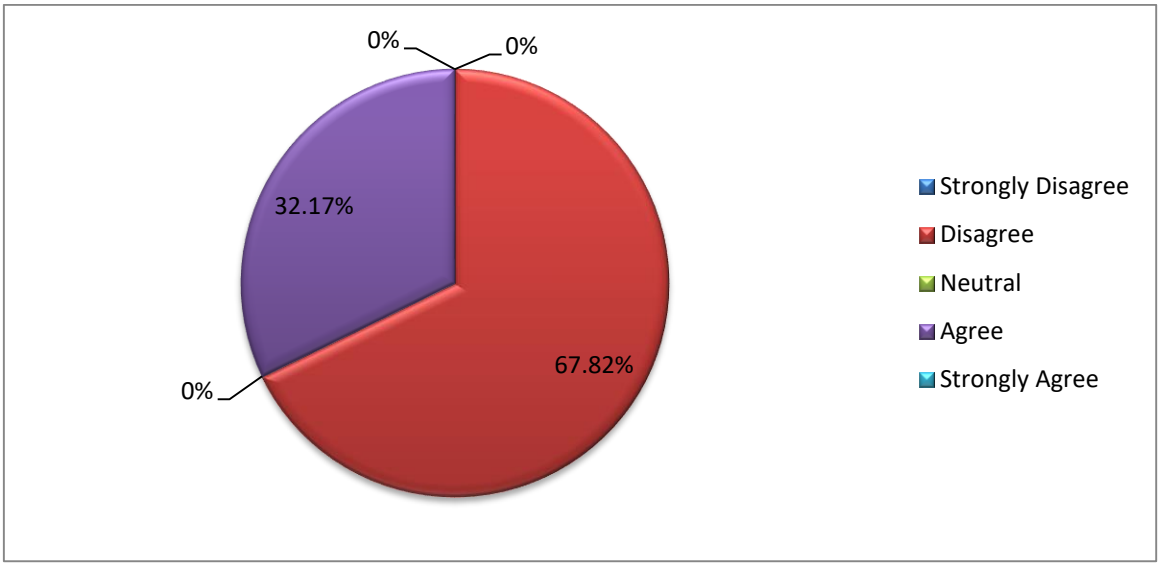
Graph 4.16 the Use of Educational Aids

Nearly a total majority of teachers (96.52%) assert that ICT is not integrated in their training; because trainers are not familiar with using ICT in their classes. However, only 3.5% of the trainees declare that inspectors integrate varied teaching materials. What can be observed from the results is that there is a need of designing ICT training sessions for the benefit of inspectors and teacher trainers.

Item 18: Inspectors use some kinds of formative assessment in every session.

Table 4.17 Formative Assessment

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	0	78	0	37	0	115
%	0%	67.82%	0%	32.17%	0%	100



Graph 4.17 Formative Assessment

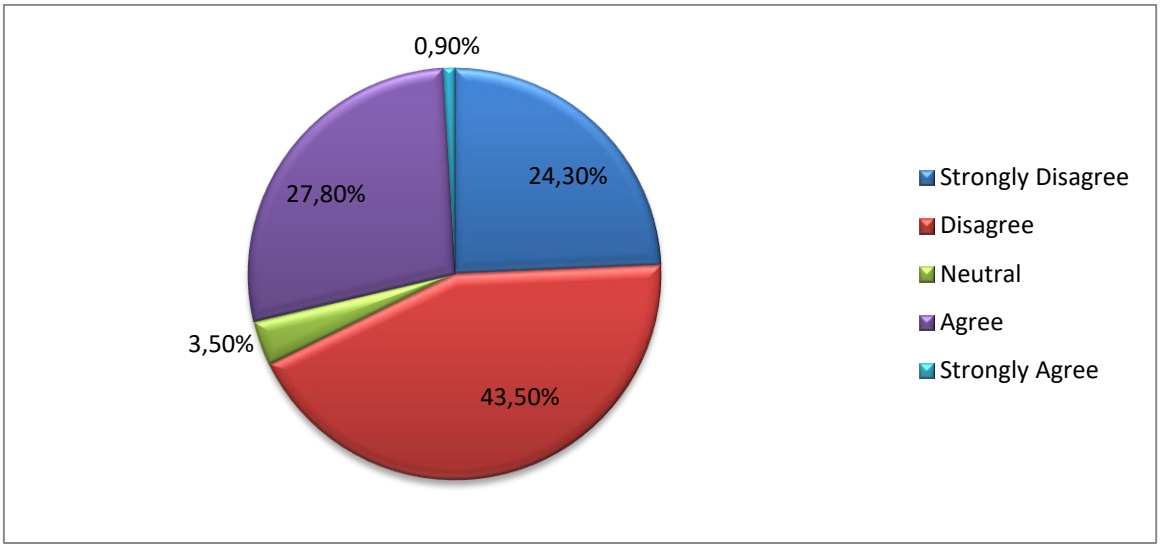
With reference to the notion of formative assessment, 32.17% of the informants agree that there is an implementation of formative assessment in training sessions to some extent while more than half of the respondents (67.82%) say that inspectors employ traditional ways of assessment instead of applying various type of formative assessment.

- ## Section Four: In-service Training Sessions

Item 19: Teachers are keen to attend regularly the training sessions.

Table 4.18 Teachers Attendance

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	28	50	4	32	1	115
%	24.3%	43.50%	3.50%	27.8%	0.9%	100



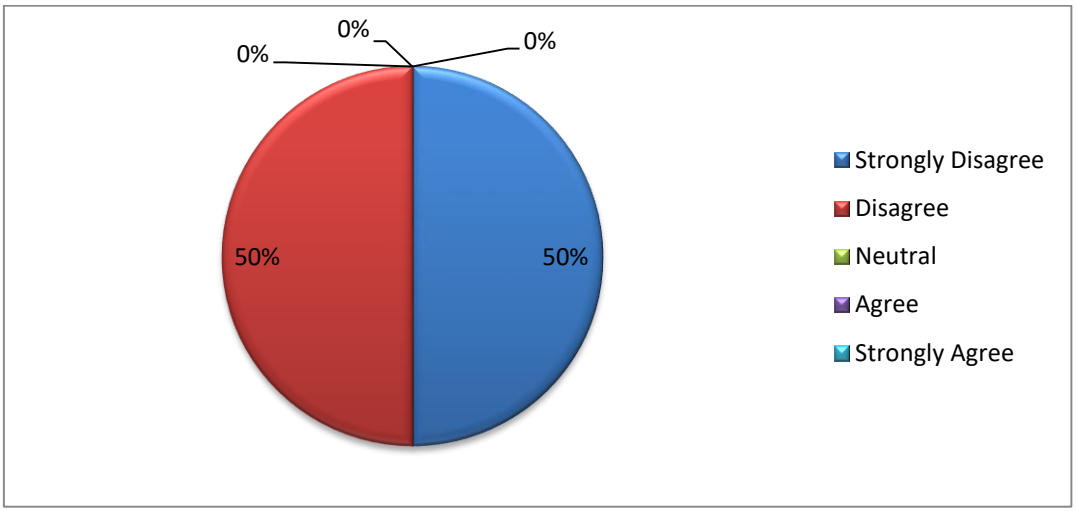
Graph 4.18 Teachers Attendance

According to table above, 67.8% of the participants insist that teachers are not keen to attend, yet attending training sessions is compulsory for all teachers. On the other hand, 27.8% of the respondents agree that teachers are motivated to attend to a good extent.

Item 20: The training sessions are often postponed or cancelled.

Table 4.19 Training Sessions Schedule

Option	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
Number	50	50	0	0	0	115
%	50%	50%	0%	0%	0%	100



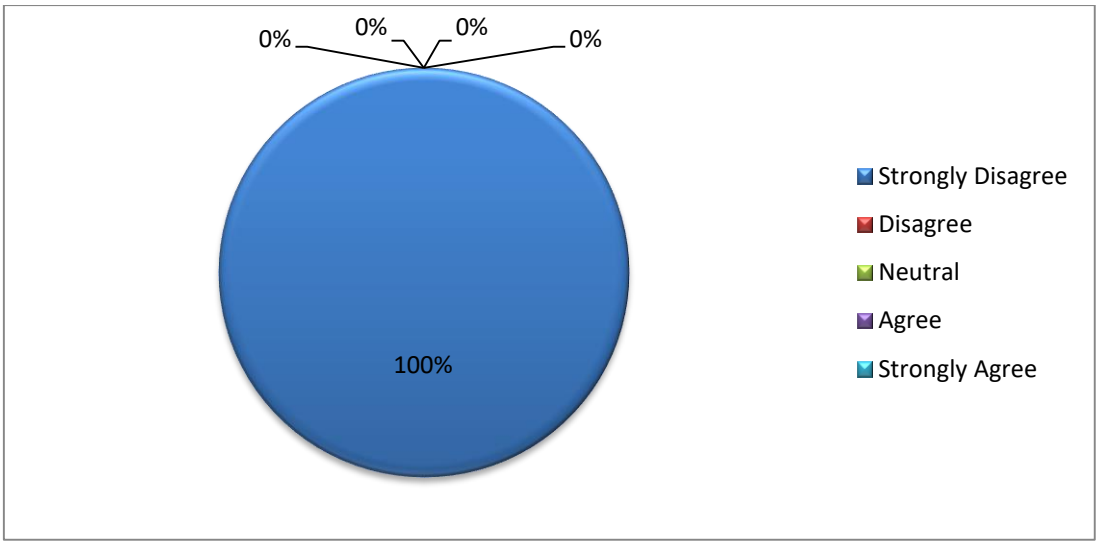
Graph 4.19 Training Sessions Schedule

This item reveals that all the teachers (100%) assert that training sessions are not highly organised claiming that they are often cancelled. This percentage is equally divided into two options: strongly disagree (50%) and disagree (50%).

Item 21: The timing and location of In-service training are appropriate.

Table 4.20 Timing and Location of Training

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	100	0	0	0	0	115
%	100%	0%	0%	0%	0%	100



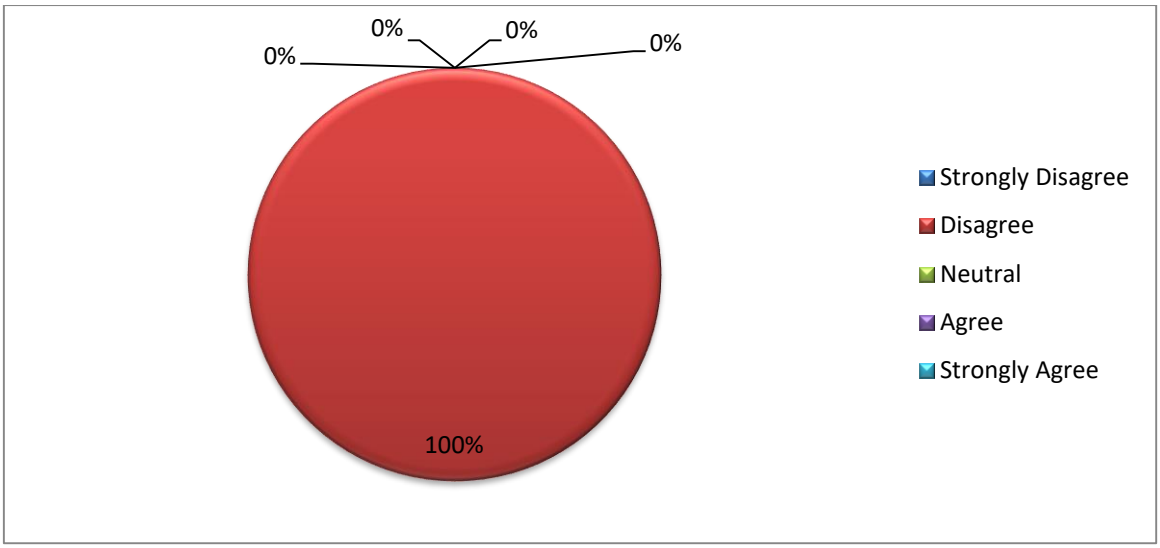
Graph 4.20 Timing and Location of Training

All the participants (100%) strongly disagree on the timing and location of training. These results give a clear demonstration that timing and location are one of the factors that make EFL teachers reluctant to take training.

Item 22: The training centres classrooms are equipped with the necessary teaching aids for different training activities (games, pair group work…) and different kinds of training (workshops, seminars, microteaching, etc.).

Table 4.21 Training Centres

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	0	0	0	0	0	115
%	0%	100%	0%	0%	0%	100



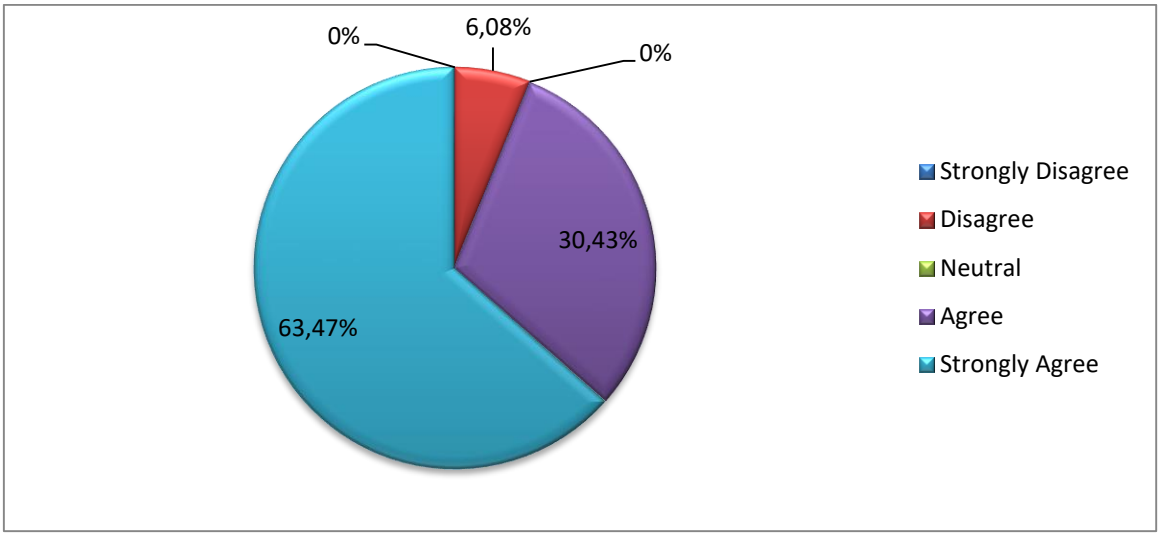
Graph 4.21 Training Centres

As for the training centres, all the teachers (100%) complain that there are no specific centres for training teachers; teachers are being trained in the educational institutions in conferences rooms which are, in fact, not equipped in terms of the necessary teaching aids.

Item 23: The time allocated to INST is not enough to develop and improve teaching competencies.

Table 4.22 the Time Allocated to Training

Option	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	0%	7	0	35	73	115
%	0%	6.08%	0%	30.43%	63.47%	100



Graph 4.22 the Time Allocated to Training

Results reveal that the overwhelming majority of teachers (108) believe that authorities must devote plenty time for training both experienced and novice teachers. The rest who represent the least percentage (6.08%) are satisfied with the time allotted to training.

4.1.2 Discussion and Interpretation of the Results

The analysis of data obtained from the teachers' questionnaire revealed enough information about teachers' conceptions and attitudes concerning in-service teachers' training and its role in ameliorating teaching competencies. In this regard, since the majority of teachers are females, one can posit that there is no correlation between teachers' gender and their attitudes towards training. By contrast, teachers' level of experience seems to be a variable that affects the results. Further, in question 3, we notice relative difference of teachers' viewpoints about their experience in the field of ELT. In fact, teachers' attitude towards teaching is a factor affecting their attitudes towards INST.

For questions 4, 5, 6 and 7, there is a consensus among teachers about the significance of INST as an integral part of their professional development. Put it differently EFL teachers are convinced about the usefulness of INST and its relationship to promote their teaching competencies; and thus, to achieve the teaching goals. However, one has to indicate that only a minority are complacent with their performance in class; and hence, they see that training is not of prime importance. Furthermore, teachers view INST as an effective means through which they collaborated with, discuss, share information and exchange their experience.

Therefore, in-service teachers' training is one of the pivotal methods for lifelong learning (see item 8).

From trainees' responses to items 12 and 13, INST programme is not in accordance with their needs and beliefs. Put differently, training includes almost the same patterns and procedures without adaptation to EFL teachers' needs, level of experience and educational changing circumstances. Here, one has to mention that the flaw is not in the principle of being trained but on how the content of training was selected; i.e. assessing teachers' needs have to be the starting point of designing any training programme. The stakeholders must take into account adults' background knowledge, their schemata, their learning styles and their experience when selecting and designing a training course.

Concerning the training objectives, teacher trainers (inspectors) are conscious of the significance of explicit course objectives for effective teaching and learning. In fact, learning objectives allow learners to glean information in an efficient way; and pave the way for learners to understand what is expected from them.

On the basis of the participants answers to questions 15, 16 and 17, inspectors prefer teacher-centred approach to teaching in which instructor is the authority and learners passively receive information. Still one has to mention that a noticeable percentage of participants see that the trainer is using recent methods but they are not necessarily with reference to CBA. This leads to suggest that the current EFL teachers' training is more theorizing rather than offering opportunities for real-world practice and activities. Indeed, without real practice, training teachers will still decontextualized. Accordingly, we can say that lack of practice is one of the most emphasised constraints of INST.

Regarding the use of ICTs, ICT is not highly implemented due to two main reasons: lack of training i.e. designing ICTs training for the benefit of inspector, teacher trainers and teachers as well is a necessity. On the other hand, technological tools inadequacy is another key issue that prevent trainers from using ICTs.

As far as formative assessment is concerned, the analysis reveals a remarkable contradiction in teachers' answers when referring back to formative assessment integration in training sessions. A considerable number of teachers agree that inspectors adopt some kinds of formative assessment whereas others state that trainers use formative assessment

techniques but they are not. This is indicative enough that EFL teachers do not master the literature and terminology of formative assessment.

In response to most questions of the last section, INST in Algeria is conducted via seminars only; such method of training has become boring; and thus, it is not fruitful. This calls for conducting INST in a variety of modes and methods as each method aims at improving particular competencies. Furthermore, INST has to show some flexibility in terms of timing and location. In fact, time allotted to training and the location of training of INST are important factors that affect teachers' attitudes towards INST. Put it another way, INST could be interesting and beneficial if the timing of training is appropriate; and location of training is well-equipped with the necessary tools. Last, training sessions should be reviewed in terms of the number of sessions and content of training.

Furthermore, the training programmes see; to be confined solely to the use of texts and tasks of the textbook and the exams rubrics which made the process monotonous and mechanical without active contribution of the teachers. Consequently, the teachers started to show negative attitudes towards such training since they were not involved in designing the content of training and their real needs are neglected. On the other hand, textbooks, teaching methods, and exams are decided upon outside the classroom, but the teacher is the only one who actualises the decisions which are not necessarily reflecting the real performance of both teachers and learners. The gap between theory and practice is hindering the effective role of training as a roadmap to enhance the teaching competencies.

4.1.3 Practical Recommendations

Based on the teachers' questionnaire, the following recommendations are put forward.

1- Providing teachers' with opportunities to discuss the training programme content and the teaching practices during the whole year.
2- Selecting appropriately the timing and the duration of the training so that the teacher can focus on their competencies with eagerness.
3- Blending between face to face training and online training.
4- Encourage the teachers to take part in the training programmes by suggesting activities emerging from the challenges encountered in the classrooms.
5- Organizing regular group discussions among teachers to exchange experiences and raise awareness about the importance of training.

6- -Providing the logistic supports that facilitate the use of material effectively.
7- Rethink the place of training in the curriculum and the administration as an integral part of the teaching process.

4.2 Inspectors' Interview

This section is devoted to the analysis and interpretation of the interview findings.

4.2.1 Analysis of the Results

Question 01: How many years have you been teaching English?

Question 02: How many years have you been working as an inspector/ trainer?

	Trainer 01	Trainer 02
Teaching experience	28	25
Training experience	10	07

The above table indicates that the two EFL teacher-trainers (inspectors) have almost the same teaching and training experiences. We can clearly notice their experience as inspectors is from 07to 10 years which can be considered acceptable to very good.

Question 03: How do you describe your experience in training teachers?

Both of the inspectors describe their experience in training as a good and interesting experience.

Question 04: As an inspector/ a trainer, what is your role?

What can be observed from the interviewees' answers to this question is that they aware of their roles in preparing and developing teachers' skills and knowledge by supporting, monitoring and guiding them.

Question 05: Do you receive regular trainings as EFL teachers' inspector / trainer?

Interviewees reported that they receive trainings from "experienced teachers and experts in the British Council.

Question 06: Does the ministry provide you with any guidelines concerning the training programme?

According to the inspectors' responses, inspectors are partially involved in the process of selecting and planning the content of in-service teachers' training; interviewee 01 claims that "the content of the yearly training is not our responsibility; we are given a readymade training course".

Question 07: Do you implement CBA as framework for training? Please justify your response?

Interestingly, the reported answers to this question reveal that inspectors view that the CBT is the suitable framework for training teachers to cope with the challenges of the current educational system. Interviewee 01 states that she adopts CBA as "it is the approach which the most used in Algeria". Besides, interviewee 02 declares that "the CBA is one of the approaches that I use most of the time in training, because it helps increase interaction and engaging trainees".

Question 08: Do you think that teachers are knowledgeable about CBA principles?

The interviewees' answers denote that CBA principles are a real challenge for most teachers as interviewee 01 admits "some teachers are knowledgeable about the principles of CBA, while the majority have little knowledge".

Question 09: So, what's wrong there concerning teachers' classroom practices regarding implementing CBA?

Interviewee 01 affirms that teachers "lack of necessary materials and support as well as training leads to difficulties and problem when teaching within CBA". On the other hand, interviewee 02 emphasised that "the main issue is that teachers have not been trained to the CBA in their instruction; yes, they may know the principles of CBA, but when it comes to practice, I don't think so". Accordingly, lack of practical and authentic training is a key hindrance of implementing the CBA in the classroom appropriately. In other terms, CBA as an educational reform in Algeria is still a problematic issue for EFL teachers and teacher-trainers as well.

Question 10: What are the core competencies that the training focuses on developing?

The core teaching competencies that are more targeted to enhance are: classroom management, designing critical thinking activities, assessment.

Question 11: It is claimed that teachers' needs analysis contributes to the effectiveness of training to a great extent as needs analysis determines what needs to be accomplished to reach the training objectives. What do you think?

Both the interviewees strongly agree that needs analysis contributes to effective and successful training programme interviewee declared "we cannot build knowledge and develop skills if we do not pre-collect data concerning teachers' needs and interests. Needs analysis "provide not only a good but effective training".

Question 12: Do you use any kind of teachers' needs analysis? If yes, give some examples?

The responses of the inspectors indicate that they try to make some kind of teachers' needs analysis. In fact, they use questionnaires, coordination meetings and classroom observation as tools for assessing teachers' needs.

Question 13: How can assessing teachers' needs help you plan and select the most appropriate training tasks and materials?

Assessing teachers' needs help trainers explore the weaknesses and strengths of teachers. In other terms, identifying trainees' needs and interests assists teacher-trainers to select appropriate content and activities as well as adopt the suitable teaching strategies and methods. Therefore, needs assessment contributes to effective teaching-learning and foster motivation. As stated by interviewee 01: "it is the trainee who gives us hints to consider when planning a training session as teachers are more aware of the classroom difficulties and challenges. In fact, it is via considering teachers' needs' and beliefs that we can improve class practices".

Question 14: Do you think that needs assessment is a helpful tool to explore more about teachers' motivation?

In relation to the previous answers, interviewees agree that defining teachers' lack, necessities makes them involved and engaged and this in turn creates a healthy educational environment and raises confidence; and hence, promotes teachers' motivation and readiness.

Question 15: Do you think that teachers are highly motivated to take in-service training?

Based on inspectors' responses, teachers' attitudes to take part in training vary between the ones who see INST as a springboard for their professional development and achievement of the underlined goals; and the ones who hold negative attitude towards training claiming that "INST is just a waste of time since assigns extra work".

Question 16: How do you motivate your trainees to develop and improve their pedagogical knowledge?

Trainees confirmed that raising teachers' awareness about the focal role of enhancing teaching competencies for better classroom practices would encourage and motivate teachers to a great extent to improve their knowledge and skills continuously.

Question 17: In your opinion, why do teachers sometimes not accept to attend the training sessions?

Teachers show some reluctance to attend training sessions due to passive teaching methods, i.e. lack of interaction; trainees are not sufficiently involved, the trainer is the authority. Besides, the content of the training can be another reason that makes teachers do not accept to take training, i.e. EFL teachers see that the content of training is "repetitive; it is not refreshed.

Question 18: Reflecting on your response to the previous question, what would be the most productive way to move towards a more positive vision on training?

Teacher-trainers reported that to foster a more positive attitudes towards INST, we should consider the following key aspects:

- Raising teachers' awareness about the focal role of INST in promoting teachers' professional growth and keeping them aligned with any development in teaching and learning approaches and methods.
- Design and adapt the content of training to trainees' needs and challenging.
- Involve teacher-trainees in sessions by increasing classroom interaction, i.e. maximising trainees talk during the session.
- Provide a variety of training modes such like conferences, workshops, peer-to-peer training and so on.

- Inspectors have to show some creativity and adopt varied instructional methods in order that teacher would be interested and motivated.
- Give teachers the chance to provide feedback on the training they receive.

Question 19: Do you reflect on your teaching by the end of each training session?

As far as reflective teaching is concerned, interviewees confirmed that they regularly assess their teaching through receiving feedback from trainees. Inspector 01 said "yes, this helps to know what worked well and what did not". Inspector 02 added: "I do reflect on my way of teaching because this helps me consider what worked and to improve in the coming sessions, and to what extent my objectives were achieved".

Question 20: Any suggestions recommended?

Trainers offered some suggestions for future INST programmes, their suggestions are summarised below:

- Providing clear guidelines and setting clear objectives.
- Providing regular training for trainers.
- Involve trainers in the process of designing the training programmes as they are conscious of the challenges faced by teachers.
- Providing the required teaching and educational aids.
- Implementing ICTs training for both trainers and teacher-trainees.

4.2.2 Discussion and Interpretation of the Results

The analysis of the interview reveals significant facts on inspectors' views regarding the role of in-service teachers' training, the extent to which teachers' needs analysis contributes to successful and effective training and some suggestions as gist of inspectors' experience in training.

From question 3 answers, it is obvious that training is vital for the interviewees, which implies that in-service EFL teachers should regularly take training programmes supervised by the inspectors and curriculum developers.

For question 4, 5 and 6, guiding and coaching teachers is the main tasks of inspectors. This is quite logical since inspectors used to be teachers too. They can dig deeper in the

classroom practices in a reflective way, i.e. they would recall the several teaching situations and the way they could handle them.

Concerning question 7, data gathered indicates that he researcher's choice of CBA is confirmed by the inspectors since it develops teaching and training. It is believed that CBA was not firstly introduced to language classrooms. Later, language scholars introduced CBA as a language teaching-learning process as they are convinced that even language learners should develop life skills beside language skills. For question 8, teachers' lack knowledge about CBA which leads to non-satisfying teaching experience, "we teach the way we were taught" should be improved by "we teach the way we were trained and interacted". Training programmes and workshops are prepared beforehand; but they, in no way, can be beneficial and effective if they are not held in an interactive way. This is in fact the essence of CBA that encourages communicative skills both in teaching and in training.

The aforementioned benefits of CBA training are once again linked to teachers' attitudes and views. From question 9 answers, a certain number of teachers even if they are novice ones, tend to ignore the training programmes. Consequently, teachers' attitudes greatly affect their readiness for training programmes. Negative attitudes lead to neglecting of training. On the other hand, the objectives and the content of training programmes can affect teachers' attitudes. As a result, the CBA framework to teachers training programme should implement teachers objective needs to motivate them actively integrate in the training and to constructively suggest solutions and strategies for classrooms (see Q11).

As far as needs analysis is concerned, inspectors believe that needs analysis must be the cornerstone of designing training course. That is to say, as teachers are adult learners, taking into consideration their lacks, interests and preferences when planning a training course will foster greater involvement and motivation; and thence, will ensure engaging, relevant and effective teaching (see Q12, Q13, Q14).

In responses to questions 15, 16, 17, and 18, EFL teachers show some reluctance to training due to some factors including trainer-centred training, the content of training and methods of training.

For question 20, EFL teachers are vital stakeholders of the training programmes since they can suggest the content and the strategies according to the different teaching styles.

In short, training programmes should reflect a clear image of teaching competencies to be developed.

4.3 Analysis of the Experiment Results

The experiment focuses mainly on the role of INST in improving teaching competencies and the importance of needs analysis for designing successful and effective training programme as well. Therefore, the following section is devoted to the analysis and discussion of the results of the experiment.

4.3.1 Pre-Evaluation Grid

Before designing the training sessions, the researcher has administered an evaluation grid to assess how well EFL teachers master the core teaching competencies. The evaluation grid was according to the objectives of this study.

4.3.1.1Analysis of the Results

- **Section One: Lesson Planning**

Table 4.23 Format

Items	Very poor	Poor	Average	Good	Excellent
1. SMART objectives are clearly structured using Bloom's taxonomy (create, evaluate, analyse, apply, understand, remember).	0.9%	6.1%	28.7%	44.3%	20%
2. The lesson plan includes the target competencies that the lesson tackles.	0%	3.5%	7%	54.8%	34.8
3. The lesson moves smoothly from one part to another.	0%	1.7%	13%	45.2%	40%
4. The lesson usually starts with warm-up activities and/or review activities to trigger motivation for a better learners' engagement.	1.7%	9.6%	29.6%	28.7%	30.4%

Primarily, there are remarkable divergences among trainees in mastering the teaching competencies. In regard to lesson planning, almost all participants show some to good evidence in their performance. When examined in depth, the researcher notices a substantial lack of performance concerning setting SMART objectives with reference to Bloom's taxonomy. For the target competencies, the overwhelming majority of the teachers show good to strong evidence in their performance (good = 45.2%, excellent = 40%). As far as lesson coherence is concerned, 85.2% of the teachers present from good to excellent level of performance. On the other hand, designing warm-up activities seems to be a challenging task for almost all the teachers (104). Teachers confirm that they do not include icebreakers due to the overcrowded classes and time constraints.

Table 4.24 Materials

Items	Very poor	Poor	Average	Good	Excellent
1. Using authentic and non-authentic materials with regard to hybrid learning.	4.3%	13.9%	56.5%	24.3%	0.9%
2. The selection of materials is undergone according to lesson objectives.	1.7%	2.6%	21.7%	44.3%	29.6%
3. Materials address different types of learner.	1.7%	6.1%	37.4%	33.9%	20.9%
4. Materials address various learning styles.	0.9%	5.2%	35.7%	44.3%	13.9%

Adopting varied materials is, also, considered as a problematic issue for the vast majority of teachers (98). They claim that they are struggling in selecting different types of materials for different types of learners of learning styles. On the other hand, lack of necessary materials in their institution is another factor that prevents trainees from using and varying materials. In fact, only materials prepared beforehand such as handouts and worksheets are employed by teachers.

Table 4.25 Content

Items	Very poor	Poor	Average	Good	Excellent
1. Scaffolding relevant tasks designed according to students' needs.	0.9%	1.7%	37.4%	40.9%	19.1%
2. Designing lifelong learning activities for a more efficient and effective learning (higher-order skills).	0%	14.8%	64.3%	19.1%	1.7%
3. Problem-solving, analytical spirit and critical thinking activities are prompted.	0%	13.9%	60%	24.3%	1.7%
4. Activities are designed to mixed ability classes.	0.9%	18.3%	39.1%	36.5%	5.2%
5. Content is more accessible by adaption.	0.9%	13.9%	45.2%	33.9%	6.1%

For content selection, adaptation and designing for mixed ability classes, trainees present from poor to average level of performance. Thus, trainees face problems in planning and adapting tasks according to their students' needs and level. Nevertheless, other teachers admit that following the textbook strictly is compulsory.

- **Section Two : Feedback**

Table 4.26 Feedback

Items	Very poor	Poor	Average	Good	Excellent
1. Providing feedback by the end of every lesson.	1.7%	13%	22.6%	40.9%	21.7%
2. Providing constructive feedback in a way that raises learners' self-confidence and self-esteem.	0.9%	3.5%	20%	42.6%	33%
3. Providing effective feedback that focuses on improving learners' performance.	0.9%	4.3%	18.3%	50.4%	26.1%
4. Taking into account when and how much correction should be made.	0%	4.3%	34.8%	47.8%	13%

5. Implementing various feedback strategies with regard to the kind of error, the activity and learners' level and personality.	0.9%	10.4%	37.4%	44.3%	7%
6. Providing opportunities for learners to receive feedback from different sources (self, peer…).	0%	16.5%	25.2%	41.7%	16.5%

Providing effective and constructive feedback is of good mastery by the majority of teachers. For adopting various feedback strategies, 81.7% of the trainees show average to good evidence in their performance. On the other hand, 77 teachers present from average (3) to good (4) level of performance concerning incorporating self and peer feedback and this indeed, due to the crowded classrooms and time constraints.

- **Section Three: Classroom Management**

Table 4.27 Classroom Management

Items	Very poor	Poor	Average	Good	Excellent
1. Leading the classroom as social group by creating a healthy atmosphere for learning.	0.9%	3.5%	11.3%	32.2%	52.2%
2. Adjusting teachers' talk and maximizing classroom interaction patterns to increase participation.	0%	3.5%	27.8%	47.8%	20.9%
3. Better management of disruptive behaviours by switching to other roles (psychologist, motivator, social worker and a friend).	1.7%	5.2%	20%	41.7%	31.3%
4. Selecting group dynamic according to the objectives and timing.	0%	8.7%	53%	25.2%	13%

Managing classroom by creating comfortable atmosphere, maximising classroom interactions and maintaining classroom discipline, more than half of the teachers prove good evidence. Further, a large number of teachers (poor = 10, average = 61) find difficulty in

selecting group dynamics according to the objectives and timing. In fact, classroom sizes in the Algerian schools are the biggest obstacle that hinders pair work, small group work and whole class engagement.

- **Section Four: Motivation Strategies**

Table 4.28 Effective Motivation Strategies

Items	Very poor	Poor	Average	Good	Excellent
1. Using effective strategies to motivate students in the classroom.	0%	5.2%	22.6%	36.5%	35.7%

Table 4.29 Extrinsic motivation

Items	Very poor	Poor	Average	Good	Excellent
1. Increasing students' participation by planning warm up activities such as brainstorming, eliciting, think pair share activities, and so on.	0%	14.8%	36.5%	31.3%	17.4%

Table 4.30 Intrinsic motivation

Items	Very poor	Poor	Average	Good	Excellent
1. Sharing the pedagogical objectives with the learners (purposiveness of learning).	1.7%	11.3%	40.9%	39.1%	7%
2. Presenting tasks in a way that enhances self-confidence and self-esteem.	0%	2.6%	28.7%	48.7%	20%

Regarding motivating, trainees prove some evidence in performance in general. For extrinsic motivation, teachers present average level of performance. They really have problems with designing warm-up activities that trigger learners' motivations, for instance: eliciting, brainstorming think pair shares activities, etc. In addition to that, intrinsic motivation seems to be of good command by more than the half of the participants.

- **Section Five: Assessment**

Table 4.31 Assessment

Items	Very poor	Poor	Average	Good	Excellent
1. Assessment methods and tools are authentically and continuously used.	0.9%	21.7%	65.2%	11.3%	0.9%
2. Preparing formative and summative tasks.	0.9%	25.2%	60.9%	12.2%	0.9%
3. Encouraging self and peer assessment techniques within CBA framework to assess learners' performance in tasks and projects such as evaluation grids and rubrics.	13.9%	41.7%	42.6%	1.7%	0%
4. Discrimination between language-based assessment and skills-based assessment.	0.9%	29.6%	58.3%	10.4%	0.9%

As for regular authentic assessment, 86.9% of the trainees show poor to average evidence in their performance. Moreover, more than half of the teachers encounter difficulties in preparing formative and summative tasks. Likewise, concerning integrating self and peer assessment techniques within CBA framework, almost all teachers show little performance in their performance; they are not familiar with innovative techniques of assessment (rubrics, grids…). Furthermore, language-based assessment and skills-based assessment can be considered as a pressing issue since the overwhelming majority of the teachers present little to some evidence in their performance. Hence, we can say that assessment is a real challenge for EFL teachers.

- **Section Six: Designing tests**

Table 4.32 Designing tests

Items	Very poor	Poor	Average	Good	Excellent
1. The layout (format) of the test is valid in that it consists of a set of different activities and tasks (face validity).	0.9%	1.7%	10.4%	27%	60%
2. The content of the test reflects what learners have been taught (content validity).	2.6%	1.7%	0.9%	32.2%	62.6%
3. The test is reliable in that it realistically reflects learners' level.	2.6%	3.5%	10.4%	43.5%	40%

According to the table above, teachers seem to be competent to great extent in designing valid and reliable examinations. This is maybe because they have readymade format of tests.

4.3.1.2 Discussion and Interpretation of the Results

Results of teachers' needs analysis reveal many facts on the main difficulties EFL encounter in teaching under CBA framework. First of all, there is a significant lack of performance concerning setting SMART objectives; teachers are not well aware of the importance of SMART objectives in the process of teaching/learning as they pave the way to successful lesson. SMART objectives are one of the key standards for measuring and assessing to what extent a teacher is competent; they assist teachers to select the appropriate content as well as the appropriate activities and assessment tools. On the other hand, teachers' lack of understanding of bloom's taxonomy is another difficulty that impedes teachers to set SMART objectives appropriately.

The use of authentic materials has sparked much attention in the field of language teaching due to its crucial role in facilitating teaching and learning by motivating learners, compensating the lack of native speaker teachers and saving time and energy. Still one has to say that the success and effectiveness of materials is closely related to some factors: selection of materials corresponding to the lesson objectives and matching different types of learners and learning styles. Indeed, if we examine the grid, we notice that employing a variety of

materials is a challenging teaching factor; and this calls again for recycling the training programme and trying to provide the necessary teaching materials. As far as content selection is concerned, EFL teachers encounter difficulties in planning tasks and activities for teaching the content: they are not capable enough to prepare lifelong activities, problem-solving activities and critical thinking activities; they do not have the competency to design and adapt tasks according to learners' needs. Consequently, this implies that there is a need to provide more practical training sessions on that.

Constructive feedback leads to good learners' performance and productivity, increase learners' motivation and boosts their self-confidence. This can be clearly noticed in the results of the grid; all teachers confirm the positive impacts of constructive feedback in students' learning journey. Yet, one has to mention that EFL teachers need more training about different feedback strategies to use with crowded classes.

Regarding classroom management, we notice that nearly the majority of EFL teachers have the competency for creating a healthy atmosphere for learning, increasing classroom interaction and dealing with disruptive behaviours. However, pair work and small group work seem to be a problematic issue for almost all teachers, i.e. teaching large classes can negatively affect teaches' role in managing classes; and thereby, affect learners' progress. By dint of this fact, we suggest that the stakeholders should reconsider the number of students in the classroom, which necessitates restructuring the educational institutions in terms of the number of classrooms.

The data denotes the inference that raising students' motivation is another complicated task for teachers to some extent. Apparently, designing brainstorming, eliciting, modelling, icebreakers, think pair share and five-minute activities are sources of challenge for teaching, indicating that these activities must be included and focused on the training programme.

The analysis reveals a considerable misconception about assessment types, methods and innovative techniques. Put differently, though assessment in general and formative assessment in particular is a key factor for effective and successful teaching especially teaching within CBA framework, EFL teachers are still not giving much attention and importance to it. Apparently, this problematic issue has grown due to an incredible lack of teachers' awareness about summative and formative techniques; and therefore, a significant lack of training. Consequently, one has to say that it is a necessity to develop and promote the assessment competency of in-service EFL teachers via cyclic training. As for designing valid

tests, teachers are given readymade templates of examinations, which facilitate the task for them. Besides, test reliability is a key criterion of good tests. This can be clearly noticed in the results. Indeed, validity and reliability are requirements for assessing in a communicative approach.

To wrap up, the researcher has noticed in general that the aforementioned weaknesses in the core teaching competencies of in-service teachers are related to the following conditions:

- Teachers' negative attitudes towards teaching; and thence, towards their INST.
- Lack of teachers' cyclic and regular needs assessment, i.e. teachers are not involved in the process of designing and executing the training course.
- INST is more theoretical than practical.
- Training sessions are stereotyped in terms of training method, content and teaching methods, i.e. INST takes the form of seminars only, there is no variation regarding methods of training; training sessions are not authentic and updated; teacher trainers adhere strictly to traditional methods of teaching without trying innovative and creative methods.
- Relying only on the training executed by the National Ministry of Education, i.e. teachers do not try to develop their knowledge and skill by themselves "lack of self-training".
- Teachers' significant lack of knowledge about basic terminological distinctions in the field of didactics. This can be traced back to their educational experience as former students who have taken courses only from books and articles that do not suit the Algerian context. In this vein, it is noteworthy to say that there are remarkable divergences among EFL teacher who graduated from the Normal and Higher School "Ecole Normale Supérieure", teachers who have Master Degree in Applied Linguistics and those who have Master Degree in Literature.
- CBA as an education reform in Algeria has faced some reluctance by the majority of the workers in this sector for they have not been well introduced to this approach; they do not grasp the principles and objectives of CBA
- Lack of discrimination between the syllabus and textbooks.
- Teaching via CBA requires a considerable amount of authentic materials which are still unenviable at the level of the education institutions.

- Teachers in the Algerian context have so many tasks to do: lessons plans, assessment, testing, correcting examinations, invigilating. In addition to that, teaching overcrowded classes, loaded programmes and busy schedules.
- CBA has come to encourage teamwork and collaborative teaching, but there are no clear landmarks to do so.

4.3.2 Training Sessions

After detecting the main deficiencies in EFL teachers' teaching competencies, the researcher designed a training course that is based on teachers' needs, i.e. needs assessment was the starting point of designing that course.

The course started in April and ended in June, 2022; it was composed of a set of lectures, an online workshop and online discussion via a Facebook group. In fact, the researcher defines the goals of the course via emails so that teachers would had have a clear vision about what they would learn and do; and hence, they feel engaged and motivated to take part in the training.

Concerning the content of training, each topic was selected for a given purpose as it is summarised in the following section.

The course consisted of seven lectures: Bloom's taxonomy, warm up activities, feedback, how to be a good teacher, the eclectic approach, feedback and self-assessment samples and lesson plans samples (see appendix G). The lectures are shown in the following table:

Table 4.33 Lectures

Title of the lecture	Objectives
Blooms' Taxonomy	- Providing teachers with a comprehensive view regarding Blooms' taxonomy. - Identifying the role of Blooms' taxonomy in providing a framework for learning. - Raising teachers' awareness about the importance of setting SMART objectives.
Warm up Activities	- Understanding the vital role of warm up activities in increasing classroom interaction; and thereby, fostering learners' motivation. - Providing teachers with various warming up activities.
Feedback	- Discriminating between constructive and non-constructive feedback.
How to Be a Good Teacher?	- Identifying the characteristics of a good teacher.
The Eclectic Approach	- Defining the principles of the eclectic approach. - Identifying the main advantages and disadvantages of the eclectic approach.
Reflective Teaching: 1. Lesson Planning Support Sample 2. Students' Feedback on Teachers' Performance Sample	- Providing teachers with techniques to engage in reflective teaching.
Lesson plans Samples	- Providing teachers with different formats of lessons

Furthermore, the online workshop **"Formative Assessment"** as it is one of key concepts in the field in ELT. The objectives of the workshop were:

- Understanding the difference between summative and formative assessment.
- Identifying the characteristics and types of assessment.
- Offering some strategies to incorporate formative assessment regularly in the classroom (see appendix F).

Moreover, we opted for online group discussion in order to train and encourage teachers to depend on such innovative mode of training as a kind of **"self-training"**. On the other hand, the group discussion was adopted to discuss the key points of the lectures, share real classroom scenarios and provide practical suggestions (see appendix H).

To sum up, the training sessions were, to a good extent, beneficial and fruitful as well as enjoyable. Teachers were pleased with the way the course was executed particularly the workshop and group discussion.

4.3.3 Post-Evaluative Grid

After three months of training, it was vitally important to assess teachers' progress for the purpose of proving the efficacy of teachers' needs-based training. For this reason, we addressed a post-evaluative grid that includes the same items as the ones in the pre-evaluative grid.

4.3.3.1 Analysis of the Results

Predominantly, there is a respectable improvement in the trainees' competencies from the pre-evaluative grid to the post-evaluative grid. The results of the post-evaluative grid are displayed in the tables below:

- **Section One: Lesson Planning**

Table 4.34 Format

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. SMART objectives are clearly structured using Bloom's taxonomy (create, evaluate, analyse, apply, understand, remember).	0.9%	6.1%	28.7%	44.3%	20%	0%	0%	0%	57.4%	42.6%
2. The lesson plan includes the target competencies that the lesson tackles.	0%	3.5%	7%	54.8%	34.8%	0%	0%	0%	48.7%	51.3%
3. The lesson moves smoothly from one part to another.	0%	1.7%	13%	45.2%	40%	0%	0%	6. 1%	56.5%	37.4%
4. The lesson usually starts with warm-up activities and/or review activities to trigger motivation for a better learners' engagement.	1.7%	9.6%	29.6%	28.7%	30.4%	0%	0%	9.6%	51.3%	39.1%

It appears that all the participants in the study succeeded in getting better performance concerning SMART objectives, target competencies, coherence and warm-up activities.

Table 4.35 Materials

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. Using authentic and non-authentic materials with regard to hybrid learning.	4.3%	13.9%	56.5%	24.3%	0.9%	0%	17.4%	46.1%	35.7%	0.9%
2. The selection of materials is undergone according to lesson objectives.	1.7%	2.6%	21.7%	44.3%	29.6%	0%	0%	0%	55.7%	44.3%
3. Materials address different types of learner.	1.7%	6.1%	37.4%	33.9%	20.9%	0%	1.7%	27.8%	55.7%	14.8%
4. Materials address various learning styles.	0.9%	5.2%	35.7%	44.3%	13.9%	0%	0%	33%	53%	13.9%

As the above mentioned table indicates, teachers show some to good evidence in their performance concerning the use of authentic and non-authentic materials in comparison to the pre-evaluative grid results. Besides, there is a significant enhancement in selecting material in accordance with lesson objectives. On the other hand, implementing materials that suit

different types of learners and learning styles has witnessed a remarkable improvement. Still, one has to mention that the unavailability of material is still the main hindrances.

Table 4.36 Content

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. Scaffolding relevant tasks designed according to students' needs.	0.9%	1.7%	37.4%	40.9%	19.1%	0%	0%	33%	47.8%	19.1%
2. Designing lifelong learning activities for a more efficient and effective learning (higher-order skills).	0%	14.8%	64.3%	19.1%	1.7%	0%	10.4%	53%	34.8%	1.7%
3. Problem-solving, analytical spirit and critical thinking activities are prompted.	0%	13.9%	60%	24.3%	1.7%	0%	11.3%	44.3%	42.6%	1.7%
4. Activities are designed to mixed ability classes.	0.9%	18.3%	39.1%	36.5%	5.2%	0.9%	18.3%	39.1%	36.5%	5.2%
5. Content is more accessible by adaption.	0.9%	13.9%	45.2%	33.9%	6.1%	0.9%	7.8%	52.2%	33%	6.1%

According to the table 4.36, trainees present from average (3) to good (4) level of performance in selecting, designing and adapting the content of lesson to their students' needs, preferences and learning styles. These results are acceptable in comparison to the pre-evaluation grid in which teachers show little to some evidence in their performance.

- **Section Two : Feedback**

Table 4.37 Feedback

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. Providing feedback by the end of every lesson.	1.7%	13%	22.6%	40.9%	21.7%	0%	0%	0%	55.7%	44.3%
2. Providing constructive feedback in a way that raises learners' self-confidence and self-esteem.	0.9%	3.5%	20%	42.6%	33%	0%	0%	7%	55.7%	37.4%
3. Providing effective feedback that focuses on improving learners' performance.	0.9%	4.3%	18.3%	50.4%	26.1%	0%	0%	11.3%	59.1%	29.6%
4. Taking into account when and how much correction should be made.	0%	4.3%	34.8%	47.8%	13%	0%	0%	21.7%	65.2%	13%

5. Implementing various feedback strategies with regard to the kind of error, the activity and learners' level and personality.	0.9%	10.4%	37.4%	44.3%	7%	0%	0%	28.7%	64.3%	7%
6. Providing opportunities for learners to receive feedback from different sources (self, peer…).	0%	16.5%	25.2%	41.7%	16.5%	0%	0%	0%	82.6%	17.4%

Having a look at the results, we deduce a significant improvement in providing constructive feedback using different effective strategies and techniques; which means, again, that the intervention was efficient.

- **Section Three: Classroom Management**

Table 4.38 Classroom Management

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. Leading the classroom as social group by creating a healthy atmosphere for learning.	0.9%	3.5%	11.3%	32.2%	52.2%	0.9%	3.5%	11.3%	32.2%	52.2%

2. Adjusting teachers' talk and maximizing classroom interaction patterns to increase participation.	0%	3.5%	27.8%	47.8%	20.9%	0%	3.5%	27.8%	47.8%	20.9%
3. Better management of disruptive behaviours by switching to other roles (psychologist, motivator, social worker and a friend).	1.7%	5.2%	20%	41.7%	31.3%	1.7%	5.2%	20%	41.7%	31.3%
4. Selecting group dynamic according to the objectives and timing.	0%	8.7%	53%	25.2%	13%	0%	8.7%	48.7%	28.7%	13.9%

Concerning classroom management, results were stable; there is no change except for group dynamics in which teachers achieve some improvement. In fact, overcrowded classes and time constraints are the reason behind such lack of performance.

- **Section Four: Motivation Strategies**

Table 4.39 Effective Motivation Strategies

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. Using effective strategies to motivate students in the classroom.	0%	5.2%	22.6%	36.5%	35.7%	0%	0%	0%	60.9%	39.1%

Table 4.40 Extrinsic motivation

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. Increasing students' participation by planning warm up activities such as brainstorming, eliciting, think pair share activities, and so on.	0%	14.8%	36.5%	31.3%	17.4%	0%	0%	26.1%	56.5%	17.4%

Table 4.41 Intrinsic motivation

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. Sharing the pedagogical objectives with the learners (purposiveness of learning).	1.7%	11.3%	40.9%	39.1%	7%	0%	0%	19.%	44.3%	36.5%
2. Presenting tasks in a way that enhances self-confidence and self-esteem.	0%	2.6%	28.7%	48.7%	20%	0%	0%	17.4%	62.6%	20%

The table above indicates that more than half of the participants got better results regarding extrinsic and intrinsic motivation after the training sessions.

- **Section Five: Assessment**

Table 4.42 Assessment

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. Assessment methods and tools are authentically and continuously used.	0.9%	21.7%	65.2%	11.3%	0.9%	0%	0%	35.7%	47.8%	16.5%

2. Preparing formative and summative tasks.	0.9%	25.2%	60.9%	12.2%	0.9%	0%	0%	29.6%	60%	10.4%
3. Encouraging self and peer assessment techniques within CBA framework to assess learners' performance in tasks and projects such as evaluation grids and rubrics.	13.9%	41.7%	42.6%	1.7%	0%	0%	0.9%	29.6%	67.8%	1.7%
4. Discrimination between language-based assessment and skills-based assessment.	0.9%	29.6%	58.3%	10.4%	0.9%	0%	9.6%	24.3%	65.2%	0.9%

The results displayed in the table reveal very satisfactory results; teachers' performance was enhanced from little evidence to good evidence in level of performance. This is indicative enough that the training course was effective and fruitful.

- **Section Six: Designing tests**

Table 4.43 Designing tests

Items	Pre-evaluative Grid					Post-evaluative Grid				
	Very poor	Poor	Average	Good	Excellent	Very poor	Poor	Average	Good	Excellent
1. The layout (format) of the test is valid in that it consists of a set of different activities and tasks (face validity).	0.9%	1.7%	10.4%	27%	60%	0%	0%	8.7%	26.1%	65.2%
2. The content of the test reflects what learners have been taught (content validity).	2.6%	1.7%	0.9%	32.2%	62.6%	0%	0%	0%	28.7%	71.3%
3. The test is reliable in that it realistically reflects learners' level.	2.6%	3.5%	10.4%	43.5%	40%	0%	0%	6.1%	50.4%	43.5%

Teachers' progress in designing tests was satisfactory to a good extent comparing to the pre-evaluation grid. This is because, as it has been previously mentioned, teachers are given ready-made test templates. On the other hand, ensuring test reliability seems to be a challenging task with mixed ability classes.

4.3.3.2 Discussion and Interpretation of the Results

The analysis of the post-evaluative reveals an acceptable development of some teachers' teaching competencies due time constraints, i.e. the period of the training was short to tackle so many different topics and improve more teaching competencies; and therefore achieving better results. Yet, one has to mention that the obtained results underscore the efficacy of training based on teachers' needs; and, on the other hand, the training sessions could change teachers' views and opinions towards training. This implies that the findings validate our hypotheses.

In fact, taking into consideration teachers' beliefs, expectations, learning styles and level of experience is a key factor ensuring engaging and effective training. Besides, needs assessment reflects the operational pedagogical objectives that EFL teachers will be able to achieve by the end of each training course.

Furthermore, Competency-based training (CBT) framework proves its crucial role in bridging the gap between theory and practice by involving EFL teacher-trainees in training and ensuring that they are well-prepared to apply what they have learned in real classroom situations. On the other hand, CBA stresses ongoing assessment that allows identifying areas of growth and the main weaknesses and providing guidelines for improvement. Consequently, CBA seems to be the appropriate framework for training teachers.

Conclusion

This chapter presented the major findings of the research; this was followed by an extensive discussion and interpretation of results combining the qualitative and quantitative results.

Therefore, results of the teachers' questionnaire and the inspectors interview significant facts concerning teachers' attitudes towards training. Interestingly, in-service EFL teachers show positive attitudes towards training; the only reservation they hold is that the lack of practical and authentic training, the content of training and the way it is executed. Besides, the insufficient time appears to be a key deficiency of the current training.

On the other hand, the experiment results have added valuable support to our aim since they provide insightful implication for future training. The experiment has yielded

compelling evidence about the role on in-service teachers' training in developing teaching competencies particularly training derived from teachers' beliefs and needs.

Chapter Five

Pedagogical Implications

Introduction

The aim of this chapter is to provide a feasible framework for teachers' training within CBA. Departing from the practical part of this research work, EFL teachers have to start bridging the gap between theory and practice as far as training is concerned. The design of teachers' training seems to harmonize with communicative language teaching, yet it is not an easy task to be implemented in EFL classrooms without considering teachers' needs.

Recent orientations in the educational reform are focusing on the training as a core element to integrate the newly recruited teachers in the institutions and in the pedagogical groups for optimal practices and better competencies.

A plethora of factors has led to the embarking on a series of training programmes for teachers such as the rapid growth of science and knowledge, the explosion of technology and the abundance of digital content, the continuous updating of curricula and courses, the shift towards distant learning mainly in the post-Covid era, Globalization and enhancement of 21st Century skills…etc.

5.1 Training Teachers to Teach within CBA

EFL teachers find it challenging to identify their teaching goals within CBA because they are not only influenced by their beliefs and cultural background, but because they have received no training about CBA as a framework of teaching and assessment. To project the latter idea on language, one finds that teachers believe that teaching a foreign language is related to teach the communicative competence. In fact, language teachers teach content and skills which makes the methods differ and thus the assessment more complex without training. Besides, training programmes proved their inefficacy if they are designed without assessing teachers' needs. That is, teachers' needs analysis must be the corner stone of designing any training programme. According to Hutchinson and Waters (1987), "…any course should be based on an analysis of learner need" (p.53).

Furthermore, eclecticism suggests that INST should be acquainted with the different methods and strategies related to the different teaching approach. Thus, teachers' development is tied to taking training on the different teaching methods so that the teachers will be able to cope with the challenging learning situation. Notwithstanding, CBLT puts emphasis on communicative skills and competencies. Broadly speaking, CBLT escapes the

traditional ways of language teaching and learning in the sense that the learners do not only develop the mere language skills and functions; but they develop high order skills such as critical thinking, problem solving, creative use of language and analytical power. Ultimately, CBLT classrooms will turn to be vivid contexts for life skills development. Ideally, then, CBLT is a suitable framework for adult learning that enhances lifelong learning.

5.1.1 Needs Assessment Samples

It is indisputable that identifying teachers' needs allows the stakeholders to select the appropriate content and methods of training; and thence, contributes to sufficient and effective training experience for teachers. In this context, the researcher provides a set of samples for collecting teachers' views, opinions, interests and needs.

a. Sample One: Pre-observation Form

What would you like the observer to give you feedback on? Please tick all that apply:

1. How I interact with students	
2. How I set student-centred activities to help students encounter and clarify target language or text/genre features	
3. How I set up student-centred activities that help students remember and internalize target language	
4. How I set up student-centred opportunities to use target language and any other language/skills to complete a communicative, real-world task	
5. How I vary different lesson activities	
6. How I monitor students and respond to and give feedback on student strengths and challenges	
7. How I set up individual, pair, group and whole-class work	
8. How I give instructions, model activities and check student understanding	
9. How I check and clarify student understanding of meaning, form and use in language courses, or core concepts in content courses	
10. How I elicit ideas, information, language from students and respond to them	
11. How I manage the learning process (timing and pacing)	
12. How I use resources, visuals, blackboard, etc.	
13. How I implement self and peer assessment with regard to time constraints	

b. Sample Two: Questionnaire

We are very interested to know how useful this training has been for you so far and would appreciate your feedback. lease help us to better understand your needs by answering the following questions thoughtfully. Thank you!

- **Section One: PREVIOUS TRAINING**

1. Please complete the following sentences

a) In the previous trainings, I learned about..... and I find it useful because

.....

b) I became aware of..... and I find it important because

.....

.....

.

c) I don't think we devoted enough time to..... I think this is relevant to us because.....

d) I don't think..... was particularly useful because .....

.....

2. In the previous trainings, we discussed and evaluated many teaching ideas and activities. We would like to hear more about how you have incorporated these ideas in your teaching.

a) Have you used any activities and ideas from the training? What did you use? What happened?

b) Ideas /activities that you are planning to implement

1. .....
2. .....
3. .....

- How will they help your learners?

c) Did you try something but found that it didn't work? If so, can you give some examples?

3. This is what you wrote in April. Would you like to add anything to this? Change? Why?

(If they didn't participate, we could ask them to tell us what they had learned from their colleagues about the training)

- **Section Two: Your goals**

1) What are your professional goals? Where do you see yourself 3-5 years from now?

2) How do you think this training can help you achieve these goals?

3) Where do you see the English Department 3-5 years from now? Will the department be training graduates for the same employment opportunities? Will the focus of your teaching be different?

4) How can these trainings (or other resources and opportunities) help prepare you to be ready for a changing teaching context?

- **Section Three: Future trainings**

1) Please review the proposed training program schedule (attached to this e-mail) carefully and answer the following questions:

a) Does it meet your needs? Why/Why not?

b) What would you change? Why?

c) What is missing? What should be included? Why?

d) What do you think we need to take into consideration when planning future activities?

Thank you.

c. Sample Three: Teachers' Feedback on Training Course

1-Does the course reflect your needs and interests?	Yes	Partially	No
2- Are there enough authentic materials?	Yes	Partially	No
3- Are there clear guidelines and objectives?	Yes	Partially	No
4- Is your overall impression of the contents and layout of the course favourable?	Yes	Partially	No
5- Is the content of the training presented in a creative manner?	Yes	Partially	No
6- Does the current training help you bridging the gap between theory and practice?	Yes	Partially	No
7- Do you think that the training programme is appropriate for, or liked by your colleagues?	Yes	Partially	No
8- Does the training implement ongoing assessment?	Yes	Partially	No
9- Does the course encourages incorporating different types of formative assessment?	Yes	Partially	No
10- Does the course encourage collaboration and team work?	Yes	Partially	No

Conclusion

The present chapter sketched the core principles of training teachers' with the CBA framework. In fact, as teaching within CBA centres on learners; assessing their needs regularly is a necessity. For that reason, the researcher designed and offered a set of needs analysis samples that could be implemented for identifying teachers' needs, preferences and their futuristic views based on their reflective work.

General Conclusion

General Conclusion

Not surprisingly, that EFL teachers display different attitudes towards training since their teaching methods reflect their beliefs.

The study's literature reviews puts that although the concepts of teaching and training are interrelated, they are not viewed as core criteria for better quality of education since they have been decontextualized i.e. the teachers adjust take active role in curriculum development, syllabus design, textbooks writing, assessment methods design and content selection. On the other hand, pre-service and in-service teachers develop resistance to change due to their prior unfruitful experiences in training.

Hence, the study attempted to investigate the correlative relationship between EFL teachers' attitudes and INST. Besides, it casts light on the importance of INST in enhancing modern teaching competencies. In addition, the study endeavours to demonstrate the crucial role of EFL teachers' needs assessment in designing successful and effective training courses. Accordingly, the research was guided by four main hypotheses. The first proposed that implementing relevant training through a variety of methods would positively influence teachers' attitudes towards INST; and thus, towards teacher's professional development. The second hypothesis suggested that training designed to meet teachers' needs would contribute to effective and fruitful training. In addition to that, tailoring training programmes to accommodate teachers' beliefs, preferences, and expectations is likely to significantly enhance their professional competencies. On the other hand, the last hypothesis assumed that competency-based training highlights the significance of ongoing professional development for teachers; and therefore, supports the principle of lifelong learning.

In terms of methodology, this study opted for triangulation as a suitable research design to collect data for analysis. Teachers' questionnaire revealed that if the training programmes were designed according to their needs and perspectives, and according to suitable timing and duration, they would positively respond to the training. Recently, the shift has begun to systematically focusing on reforming teaching methods and assessment in context. Moreover, very few teachers keep their negative attitudes towards training because they develop negative attitudes towards teaching as a profession. The collected data were analysed through various ways with relevance to the instruments.

A number of limitations were encountered during the implementation of research design. They hindered the smooth conduct of the study. First, the sample or the group of respondents have shown resistance and negative attitudes towards the experiment because of the lack of knowledge of training and because of their misconception about teachers' teaching competencies and roles. Second, the training sessions were designed online due to the pandemic of Corona virus and due to the busy schedules of the teachers. The third problem raised from the CBA framework adopted to train the teachers. The CBA framework presents both pedagogical and psychological challenges for trainees, which influenced their responses. Some other limitations are addressed implicitly in the section of the study to extract implications.

Textbooks represent an area of confusion and challenge for EFL teachers since the textbooks focus more on competencies rather than performance. Besides, textbooks do not afford workable plans for the integration of skills in a clear way which calls for the need of training. Not only, the textbooks were designed without the consent of the teachers, but they have received no specialized training about how to use material and textbook adequately.

Developing any teaching competency stresses the impact of some factors that paint the general scheme of the education system. The first factor is the lack of real and authentic teaching goals that should cope with general assumptions and policy of the country. For more than two decades, Algeria has embarked on CBA as a general framework in education. Notwithstanding, among it appears as a fertile areas of teaching expertise, it is the least welcome framework in EFL context.

The fact that may lead EFL teachers avoid training and taking parts in experiments is that they do not see their practical implications simply because such trainings did not show the ways to implement knowledge and assess it. Ultimately, as parts in teaching/learning process they turn to be the weakest link.

The teachers' views are supported by the inspectors' ones in the sense that the stakeholders are still far away from providing a homogeneous alternative models for teaching and training in the Algerian context since both the inspectors and the teachers are still struggling with the teaching methodology and training content.

Quasi-experiment results show acceptable improvement in some teaching competencies due to the short period of training. Yet, the evaluative grid could change the

teachers' attitudes towards training by fostering a reflective approach. Future research perspectives should focus on more practical forms of training delivered separately, i.e. training for material development, training for content selection, training for assessment, training for classroom management,….etc.

To avoid teachers' reluctance towards training and team working, they must be included as active consultant as far as the content and the techniques of training are concerned. That is to say, if teachers are the link between the authorities and the learners, they best know what suits their learners.

It is therefore vital for design makers in the Algerian education system to rethink the place of teachers' needs and its role in preparing authentic and relevant training programmes; and to revisit the best classroom practices that enhances their development. Consequently, EFL teachers would regularly develop positive attitude towards training and teaching as a whole within CBA.

By accepting the fact that the study's context is limited to the case of secondary school teachers in a given district; it is, on the other hand, of paramount importance that the training is unescapable.

Recommendations for future research call for reforming the whole system by the inclusion of other stakeholders such as ICT experts, Artificial Intelligence (AI) experts; and the awareness about ethical concerns.

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Appendices

Appendix A: Teachers' Questionnaire

Dear EFL teachers,

The present study endeavours to investigate in-service EFL teachers' attitudes towards training. We would be so grateful if you could answer this questionnaire to offer this research useful realistic view.

Please put a tick (√) in the appropriate box and complete the statement where necessary.

Thank you in advance for your cooperation.

Section one: Background Information

1. Gender:
   Male ☐
   Female ☐
2. How many years have you been teaching English?
   …….....
3. How do you describe your experience in teaching English?
   ……...

Section two: Benefits of In-service Training

4. In-service training is crucial for developing and building your competencies.
   1. Strongly disagree ☐
   2. Disagree ☐
   3. Neutral ☐
   4. Agree ☐
   5. Strongly agree ☐
5. In-service training is a fundamental tool for keeping teachers abreast of everything new in education.
   1. Strongly disagree ☐
   2. Disagree ☐
   3. Neutral ☐
   4. Agree ☐
   5. Strongly agree ☐
6. In-service training helps achieve teaching goals without any hinders.
   ☐

1. Strongly disagree
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly agree ☐

7. In-service training provides opportunities for discussing, sharing, exchanging ideas and asking questions.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐
8. In-service training raises teachers' motivation, self-confidence and self-esteem.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐
9. In-service training reinforces the idea of lifelong learning.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐
10. In-service training helps teachers keep pace with the development of educational technology.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐

- **Section Three: In-service Training Content and Methodology**

11. In-service training is done according to teachers' needs.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐

12. Inspectors and trainers take into account teachers' different level of experience.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐

13. The objectives of each session are clearly stated.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐

14. Inspectors and teacher trainers implement alternative methods and ways of instruction.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐

15. The current training is competency-based training.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐

16. In-service training is more practical than theoretical.
    1. Strongly disagree ☐

2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly agree ☐

17. Inspectors and trainers adopt various materials (ICTs).
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐
18. Inspectors use some kinds of formative assessment in every session.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐

Section Four: In-service Training Sessions

19. Teachers are keen to attend regularly the training sessions.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐
20. The training sessions are often postponed or cancelled.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐
21. The timing and location of In-service training are appropriate.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    ☐

4. Agree
5. Strongly agree ☐

22. The training centres classrooms are equipped with the necessary teaching aids for different training activities (games, pair group work…) and different kinds of training (workshops, seminars, microteaching, etc).
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐
23. The time allocated to INST is not enough to develop and improve teaching competencies.
    1. Strongly disagree ☐
    2. Disagree ☐
    3. Neutral ☐
    4. Agree ☐
    5. Strongly agree ☐

Appendix B: Inspectors' Interview

Dear inspector,

This interview is a part of a research that aims at identifying how teachers' needs assessment contributes to the effectiveness of in-service training.

I would be so grateful if you could answer the following questions.

1. How many years have you been teaching English?
2. How many years have you been working as an inspector/ trainer?
3. How do you describe your experience in training teachers?
4. As an inspector/ a trainer, what is your role?
5. Do you receive regular trainings as EFL teachers' inspector / trainer?
6. Does the ministry provide you with any guidelines concerning the training programme?
7. Do you implement CBA as framework for training? Please justify your response?
8. Do you think that teachers are knowledgeable about CBA principles?
9. So, what's wrong there concerning teachers' classroom practices regarding implementing CBA?
10. What are the core competencies that the training focuses on developing?
11. It is claimed that teachers' needs analysis contributes to the effectiveness of training to a great extent as needs analysis determines what needs to be accomplished to reach the training objectives. What do you think?
12. Do you use any kind of teachers' needs analysis? If yes, give some examples?
13. How can assessing teachers' needs help you plan and select the most appropriate training tasks and materials?
14. Do you think that needs assessment is a helpful tool to explore more about teachers' motivation?
15. Do you think that teachers are highly motivated to take in-service training?
16. How do you motivate your trainees to develop and improve their pedagogical knowledge?
17. In your opinion, why do teachers sometimes not accept to attend the training sessions?
18. Reflecting on your response to the previous question, what would be the most productive way to move towards a more positive vision on training?
19. Do you reflect on your teaching by the end of each training session?

20. Any suggestions recommended?

Appendix C: Pre and Post Evaluation Grid

The following evaluation grid aims at investigating the role of in-service training in developing teaching competencies; it serves as a tool for assessing EFL teachers' needs. We would be so grateful if you could self-evaluate by putting a tick in the appropriate box according to the scoring rubric below:

5	**Excellent:** strong evidence in the teacher's performance.
4	**Good:** good evidence in the teacher's performance.
3	**Average:** some evidence in the teacher's performance.
2	**Poor:** little evidence in the teacher's performance.
1	**Very poor:** No evidence in the teacher's performance.

1. **Lesson planning**

a. The format

- SMART objectives are clearly structured using Bloom's taxonomy (create, evaluate, analyse, apply, understand, remember).

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- The lesson plan includes the target competencies that the lesson tackles.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- The lesson moves smoothly from one part to another.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- The lesson usually starts with warm-up activities and/or review activities to trigger motivation for a better learners' engagement.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

b. Materials

- Using authentic and non-authentic materials with regard to hybrid learning.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- The selection of materials is undergone according to lesson objectives.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Materials address different types of learner.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Materials address various learning styles.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

c. Content

- Scaffolding relevant tasks designed according to students' needs.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Designing lifelong learning activities for a more efficient and effective learning (higher-order skills).

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Problem-solving, analytical spirit and critical thinking activities are prompted.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Activities are designed to mixed ability classes.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Content is more accessible by adaptation.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

2. Feedback

- Providing feedback by the end of every lesson.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Providing constructive feedback in a way that raises learners' self-confidence and self-esteem.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Providing effective feedback that focuses on improving learners' performance.

5☐ 4☐ 3☐ 2☐ 1☐

- Taking into account when and how much correction should be made.

5☐ 4☐ 3☐ 2☐ 1☐

- Implementing various feedback strategies with regard to the kind of error, the activity and learners' level and personality.

5☐ 4☐ 3☐ 2☐ 1☐

- Providing opportunities for learners to receive feedback from different sources (self, peer…).

5☐ 4☐ 3☐ 2☐ 1☐

3. Classroom management

- Leading the classroom as a social group by creating a healthy atmosphere for learning.

5☐ 4☐ 3☐ 2☐ 1☐

- Adjusting teachers' talk and maximizing classroom interaction patterns to increase participation.

5☐ 4☐ 3☐ 2☐ 1☐

- Better management of disruptive behaviours by switching to other roles (psychologist, motivator, social worker and a friend).

5☐ 4☐ 3☐ 2☐ 1☐

- Selecting group dynamic according to the objectives and timing.

5☐ 4☐ 3☐ 2☐ 1☐

4. Motivation

- Using effective strategies to motivate students in the classroom.

5☐ 4☐ 3☐ 2☐ 1☐

a. Extrinsic motivation

- Increasing students' participation by planning warm up activities such as brainstorming, eliciting, think pair share activities, and so on.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

b. Intrinsic motivation

- Sharing the pedagogical objectives with the learners (purposiveness of learning).

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Presenting tasks in a way that enhances self-confidence and self-esteem.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

5. Assessment and evaluation

- Assessment methods and tools are authentically and continuously used.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Preparing formative and summative tasks.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Encouraging self and peer assessment techniques within CBA framework to assess learners' performance in tasks and projects such as evaluation grids and rubrics.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- Discrimination between language-based assessment and skills-based assessment.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

6. Designing Tests

- The layout (format) of the test is valid in that it consists of a set of different activities and tasks (face validity).

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- The content of the test reflects what learners have been taught (content validity).

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

- The test is reliable in that it realistically reflects learners' level.

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

Appendix D: Welcoming Teachers Email

Dear EFL teachers,

I am Bochra Cherairia. I am a PhD student and a teacher at the Institute of Electric and Electronic Engineering- University of Boumerdas.

I am writing to inform you that there will be an online training sessions for you. In fact, these training sessions are based on the analysis of the evaluation grid that you have already answered.

The training sessions consist of lectures (we will send them via emails), group discussions and an online workshop.

This is the Facebook group 'EFL Secondary School Teachers in Guelma'.

In this group we will discuss, share and exchange information and ideas.

Please join it as soon as possible.

Best regards.

Appendix E: Online Workshop Email

Dear Teachers,

I hope this email finds you well.
As you all know that we are going to have an online workshop.

The session will be presented by an English teacher for International students and Career Planning Trainer Soundous Bencheikh and I.

The session is one hour long. We will use Google meet (You have received an invitation to access the link) to facilitate the workshop and have interactive activities and discussion. The session is on Saturday 18th June from 15:00 to 16:00.
Note: For teachers who received that the workshop will be from 16:00 to 17:00. Sorry for this technical error. The workshop is from 15:00 to 16:00. Please use this link to attend meet.google.com/epp-ftfc-jik

Please let me know if you received the invitation and this email
Best regards,
Bochra Cherairia

Appendix F: Online Workshop

Objectives:

By the end of this workshop, trainees will be able to:

- Understand the main differences between summative and Formative assessment.
- Identify the key features of formative assessment.
- Distinguish between types of formative assessment.

Assessment is broadly defined as the process of measuring learners' proficiency or achievement. It is also the process of measuring the extent to which learners have achieved the objectives of the course.

Assessment leads to make informed decisions about the progress of learners' performance based on concrete evidence that is collected from through varied forms of tests, activities and tasks.

Richards and Schmidt (2002) declare that assessment is "a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence" (p.35).

Types of Assessment

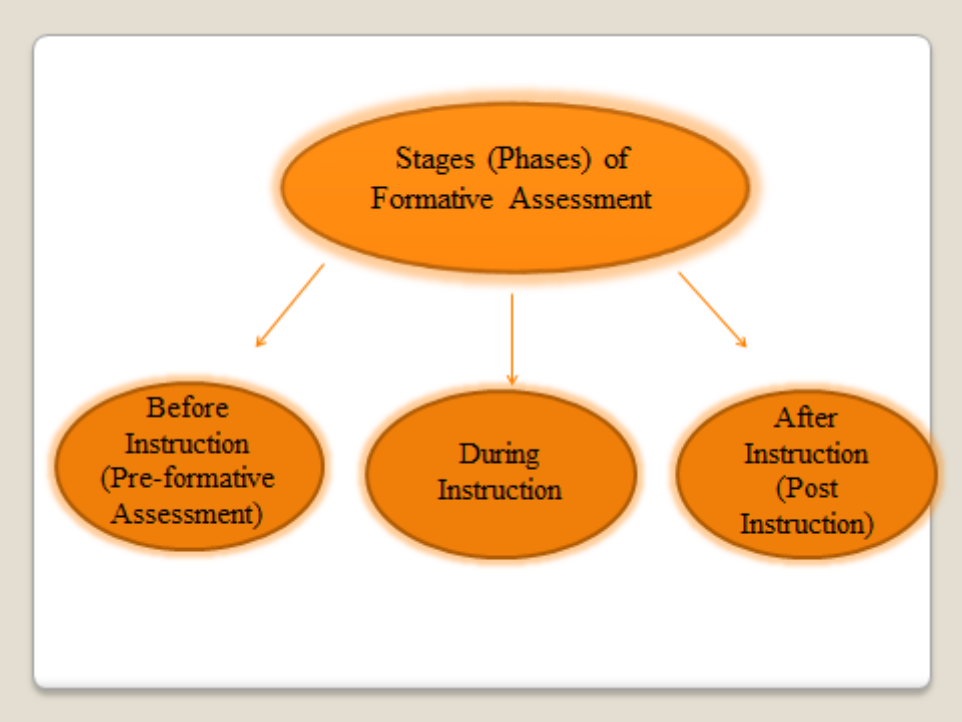
- Informal Vs. Formal Assessment
- Summative Vs. Formative Assessment

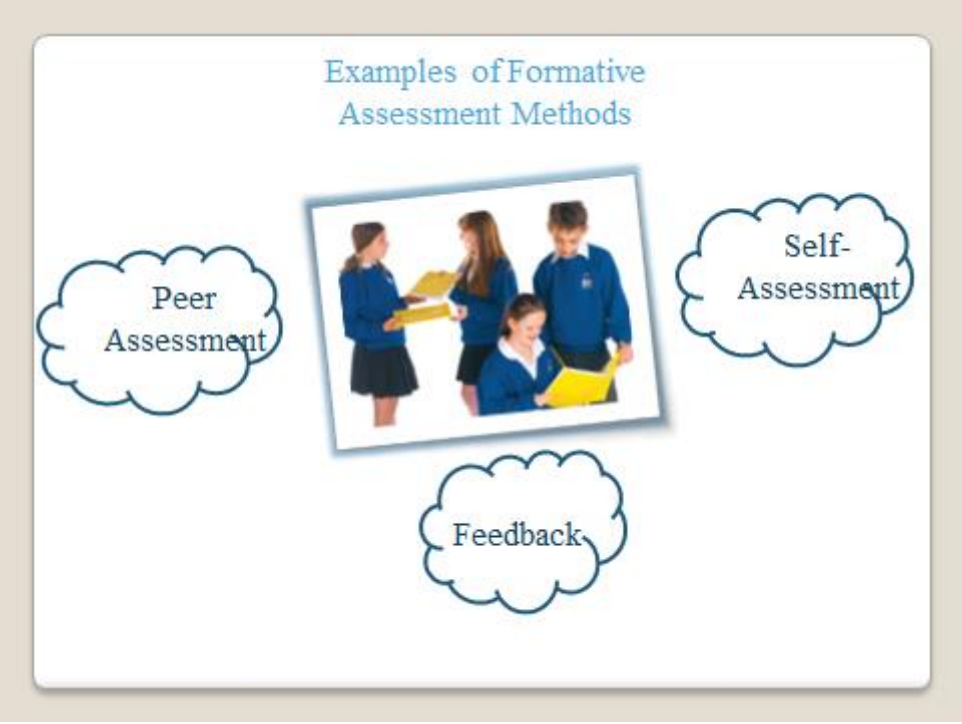
Summative Assessment (Assessment of Learning)	Formative Assessment (Assessment for Learning)
• It measures what learners have learned.	• It assesses learners in the process of forming their competencies.
• It is done at the end of unit, course or term.	• It is done during the learning process.
• It is always formal.	• It is informal.
• It fosters extrinsic motivation.	• It fosters intrinsic motivation.
• It is non-interactive.	• It is interactive.

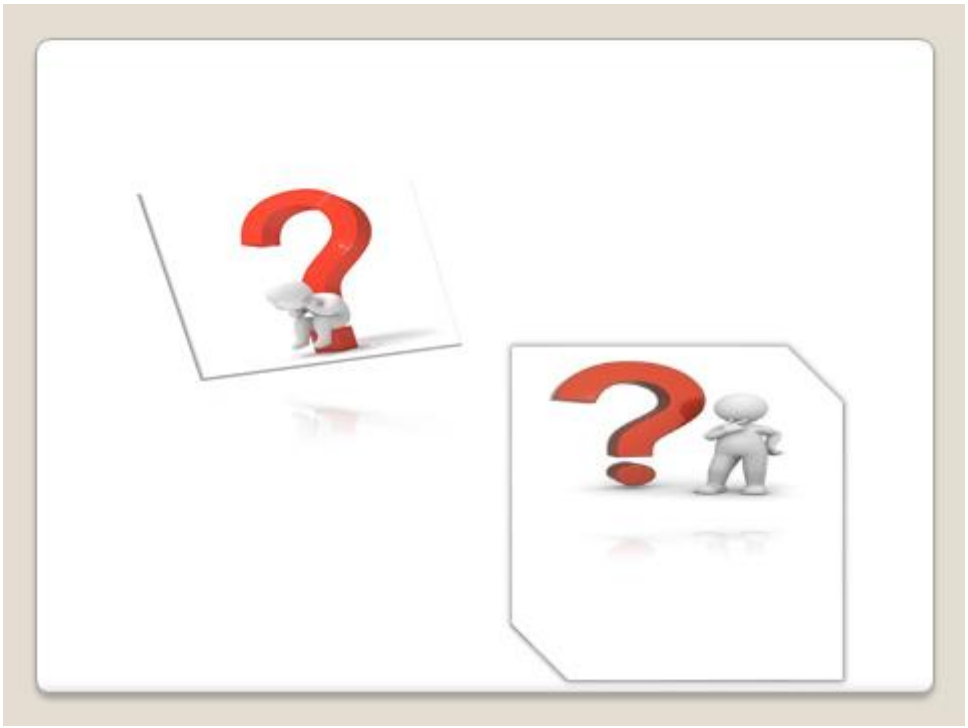
Formative assessment (henceforth FA) or assessment for learning is defined as "a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes" (FAST SCASS, quoted in Popham, 2008, p.5).

Features of Formative Assessment

- FA is learner-based approach, i.e., "students become personally involved in monitoring and adjusting how they are attempting to learn" (Stiggins & Popham, quoted in Greenstain, 2010, p.142).
- FA is goal-oriented.
- According to Greenstain (ibid), FA is reporting-in process since it is maintained inside the classroom.
- FA is done through different methods and forms.


Stages (Phases) of Formative Assessment
Before Instruction (Pre-formative Assessment)
During Instruction
After Instruction (Post Instruction)


Examples of Formative Assessment Methods
Peer Assessment
Self-Assessment
Feedback



- Write two important things you learned about today's topic.

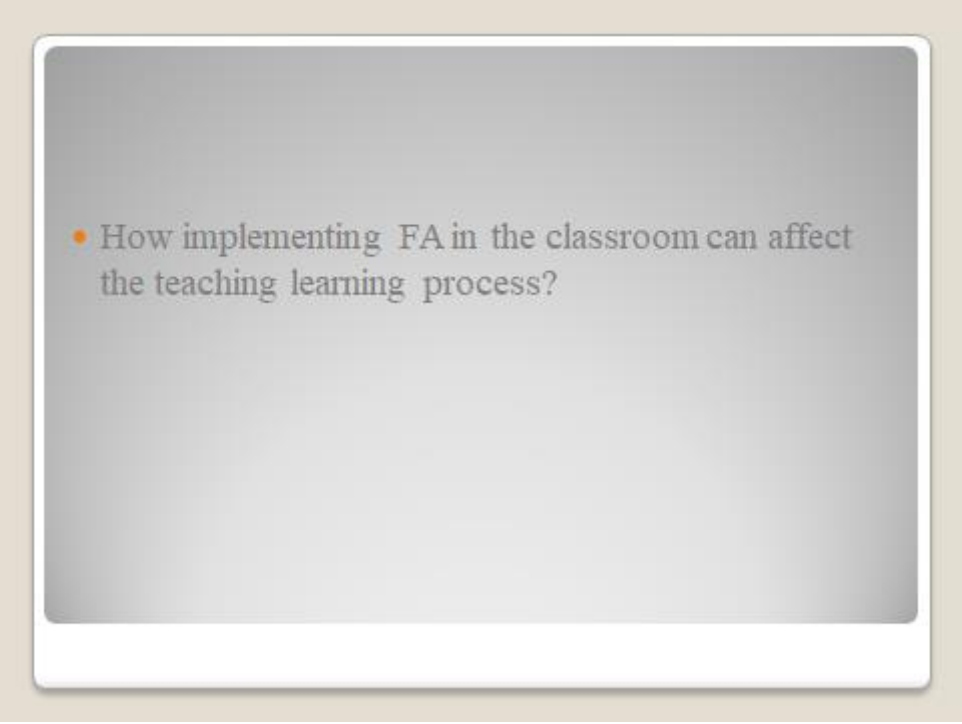
- Which of the following is not a key feature of assessment for learning?

1. Happens during the learning process
2. Happens after the learning process finished
3. To support learning
4. Ongoing and frequent

- If you teach well with a good presentation, it surely means all learners have learned successfully. What do you think?

- If we use Kalb el louz to create an analogy about students' assessment, which steps would be summative assessment and which steps would be formative?

Buying all the ingredients
Mixing semolina, sugar and oil
Check if the syrup (charbat) thick enough
Taste Qalb el-louz and evaluate what was good and what was not so good
Baking Qalb el-louz in pre-heated oven
Keep monitoring the Qalb el-louz to ensure it would not burn

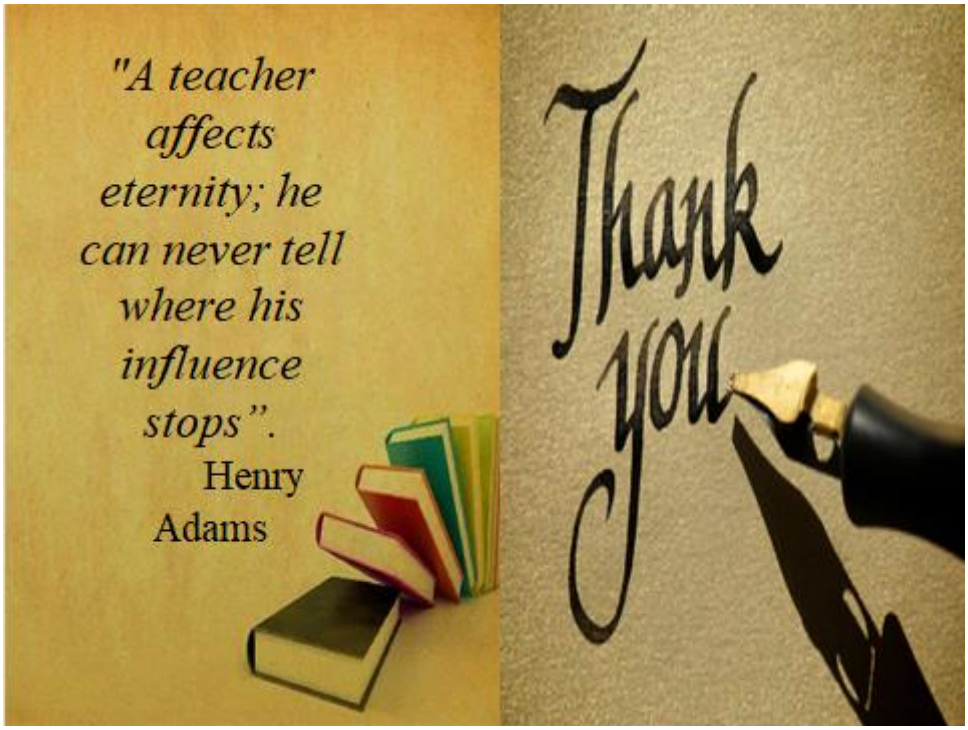

How implementing FA in the classroom can affect the teaching learning process?

- "No assessment device is good or bad in itself but only in context. Only when we know what we are seeking to discover can we claim that a particular kind of assessment is appropriate or not" (White, 1995: 34).

Discuss.

Bellow are some principles written by teachers who were engaged in changing assessment practices at their schools. Read them and select 5 key principles that you feel can help you design good assessments then explain your choices.

1. I collect assessment information on an ongoing basis to measure learners' learning.
2. Assessment is a tool for empowering learners and teachers.
3. Learners have to participate in the assessment process.
4. Assessment results document learners' progress and improve teaching and learning.
5. Assessment should measure what is taught.
6. Assessment must enable learners to demonstrate their learning in multiple ways from multiple perspectives, and be a learning experience in itself.



Appendix G: Lectures

Lecture 01: Bloom's Taxonomy "Revised Version"

Objectives:

By the end of this lecture, trainees will be able to:

- Understand the importance of Bloom's taxonomy in guiding instructional and assessment design.
- Set SMART objectives.

Bloom's Taxonomy

- It was created by Benjamin Bloom in 1956; and was revised by Anderson and Krathwohl in 2001.
- It is a framework for categorising educational goals.
- It helps educators design their lessons and assessments in a way that encourages higher-order thinking.

The revised taxonomy includes six categories (from simplest to complex):

1. Remembering: Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts or lists; or to recite previously learned information.

2. Understanding: Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing or explaining.

3. Applying: Carrying out or using a procedure through executing or implementing. Applying relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.

4. Analysing: Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are differentiating, organizing and attributing as well as being able to distinguish between the components or parts. When one is analysing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts diagrams or graphic representations.

5. Evaluating: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, evaluating comes before creating as it is often a necessary part of the precursory behaviour before one creates something.

6. Creating: Putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different; creating a new form or product. This process is the most difficult mental function in the new taxonomy.

Thank you.

Lecture 02: Warm Up Activities

Objectives:

By the end of this lecture trainees will be able to:

- Understand the vital role of warm up activities.
- Apply different types of warm up activities.

A warm up activity is a short, fun game which an educator or trainer can use with learners. Warm up activities aim at:

- Encourage learners' in the sense of raising their motivation.
- Prepare them to learn by stimulating their minds and/or their bodies.

In fact, designing warm up activities requires teachers to consider several aspects, including:

- A warm up activity should go at the beginning of the class.
- A warm up activity should focus on learners' attention.
- A warm up activity should assist learners to be begin to work.
- A warm up activity should prepare learners for a period of concentration.
- A warm up activity should entertaining and engaging.
- A warm up activity should be helpful to continue the session.
- A warm up activity should be relevant to topic.
- A warm up activity should be short (Velendia, 2008).

❖ Warm up activities Examples

Example One: Activity help learners to get to know each other

Find the lie

Materials:

- Small pieces of paper, one for each student

Procedures:

- Give each student a small piece of paper.
- Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of information must be true, one is a lie.
- Tell the students to stand up and to hold their pieces of paper in front of them.
- They should walk around the classroom, read the information about people and see if they can guess which statement is a lie.

Example Two: Throw a Ball and Say a Word (5 minutes)

Everyone **stands up**. Say a category and throw a ball to a student. That student says a word in the category and passes to the next student. Students who can't think of a word or who say the same word as someone else are out and have to sit down.

Example Three: What Do I Have? (2 minutes)

Bring in an object relevant to your lesson and place it in an eco-friendly bag. Show students the bag, shake the bag, and let them guess what it is. You can give them clues by letting some students touch the outside of the bag. If they need more clues, they can reach into the bag but not look. If they still need clues, you can show a portion of the object very quickly, then put it back in the bag. You can also play this game with multiple objects in the bag.
After students have guessed the object, see if they can guess the topic of today's lesson.

Example Four: Reviewing What Has Been Taught

1. ***Correct the mistake:*** put a few sentences on the board with mistakes and see who can spot and explain the mistakes the quickest.
2. ***Jumbled Words:*** jumble up some vocabulary words. Do not provide any hints. See who can unscramble the words the fastest.
3. ***Make a Sentence:*** put one or several vocabulary words on the board. See who can say a grammatically correct sentence with the word.
4. ***Mouth the Word:*** choose a word the students know and mouth the word without making any sound. See who can guess what you said.

   Indeed, teachers can adapt such activities to suit the individual needs and learning styles of their learners.

Thank you

Lecture 03: Feedback

Objectives:

By the end of this lecture, trainees will be able to:

- Understand the purposes of feedback.
- Identify the main elements of effective feedback.

1. What is feedback?

Feedback is one of the most important competencies that a teacher should possess. According to Sarosdy et al (2006), "feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement" (p.121). Feedback is considered as a form of formative assessment.

In general terms, feedback is given for informational and motivational purposes.

Informational Feedback ⇩

Deals with correcting errors that learners commit.

Motivational Feedback ⇩

Reinforces and improves learning.

Harmer (1991) claims that there are two kinds of feedback: content and form feedback.

Content Feedback ⇩

Focuses on learners' performance in a communicative task.

Form Feedback ⇩

Focuses on learners' linguistic accuracy.

2. Key Elements of Effective Feedback

- It should be specific and clear.
- It should be well-timed.
- It should be linked to learning and success criteria.
- It should use learning cues.

- It should be actionable and achievable.

Shute (2007) outlines more appropriate and effective ways to support learning through the feedback process, which are described in the following table:

To Do	To Avoid
Focus feedback on the task, not the learner.	**Do not give normative comparisons.**
Provide elaborated feedback to enhance learning.	**Be cautious about providing overall grades.**
Present elaborated feedback in manageable units.	**Do not present feedback that discourages the learner or threatens the learner's self-esteem.**
Be specific and clear with feedback messages.	**Use praise sparingly, if at all.**
Keep feedback as simple as possible but no simpler (based on learner needs and instructional constraints).	**Try to avoid delivering feedback orally.**
Reduce uncertainty between performance and goals.	**Do not interrupt the learner with feedback if the learner is actively engaged.**
Give unbiased, objective feedback, written or via computer.	**Avoid using progressive hints that always terminate with the correct answer.**
Promote a learning goal orientation via feedback.	**Do not limit the mode of feedback presentation to text.**
Provide feedback after learners have attempted a solution.	**Minimise use of extensive error analyses and diagnosis.**

Thank you ☺

Lecture 04: How to Be a Good Teacher?

Objectives:

By the end of the lecture, students should be able to:

- Identify competencies required by EFL teachers;
- Identify the main characteristics of a good EFL teacher.

The most challenging task of being teachers is the fact that teachers never stop learning. The complexity of managing a teaching-learning process demands teachers to always answer a number of questions, and solve some problems. Every time teachers walk into their classroom, they face some of these issues, such as how well a method and a technique work, how classroom interaction can be improved, how to assess students' learning progress, how to improve students' active participation, or how their teaching style affects students. If you are a novice teacher after getting your 'licence' degree, undoubtedly you will undergo all these complexities in your teaching profession. That is why it is important to acquire all knowledge and teaching skills required to meet these challenges. Brown (2001) outlines some major goals that a teacher has to pursue:

1. A knowledge of the theoretical foundations of language learning and language teaching,
2. The analytical skills necessary for assessing different teaching contexts and classroom conditions,
3. An awareness of alternative teaching techniques and the ability to put these into practice,
4. The confidence and skill to alter teaching techniques as needed,
5. Practical experience with different teaching techniques
6. Informed knowledge of yourself as a teacher and your students,
7. Interpersonal communication skills, and
8. Attitudes of flexibility and openness to change.

Brown, further, cites the down-to-earth list of characteristics of good ESL/EFL teachers proposed by Harold B. Allen (1980):

1. Competent preparation leading to a degree in TESL/TEFL
2. A love of the English language
3. Critical thinking
4. The persistent urge to upgrade oneself
5. Self-subordination

6. Readiness to go the extra mile
7. Cultural adaptability
8. Professional citizenship
9. A feeling of excitement about one's work

The following qualities are the main characteristics of a good language teacher outlined by Brown:

❖ **Technical Knowledge**

1. He should understand the linguistic systems of English phonology, grammar, and discourse.
2. He comprehensively grasps basic principles of language learning and teaching.
3. He has fluent competence in speaking, writing, listening to, and reading English.
4. He knows through experience what it is like to learn a foreign language.
5. He understands the close connection between language and culture.
6. He keeps up with the field through regular reading and conference/workshop attendance.

❖ **Pedagogical Skills**

1. He has a well-thought-out, informed approach to language teaching.
2. He understands and uses a wide variety of techniques.
3. He efficiently designs and executes lesson plans.
4. He should understand how to monitor lessons as they unfold and make effective mid-lesson alterations.
5. He effectively perceives students' linguistic needs.
6. He gives optimal feedback to students.
7. He stimulates interaction, cooperation, and teamwork in the classroom.
8. He uses appropriate principles of classroom management.
9. He uses effective, clear presentation skills.
10. He creatively adapts textbook material and other audio, visual, and mechanical aids.
11. He innovatively creates brand-new materials when needed.
12. He uses interactive, intrinsically motivating techniques to create effective tests and lessons.

❖ **Interpersonal Skills**

1. He is aware of cross-cultural differences and is sensitive to students' cultural traditions.

2. He enjoys people, shows enthusiasm, warmth, rapport, and appropriate humour.
3. He values the opinions and abilities of students.
4. He is patient in working with students of lesser ability.
5. He offers challenges to students of exceptionally high abilities.
6. He cooperates harmoniously and candidly with colleagues (fellow teachers).
7. He seeks opportunities to share thoughts, ideas and techniques with colleagues.

❖ **Personal Qualities**

1. He is well organized and conscientious in meeting commitments, and dependable.
2. He is flexible when matters go awry.
3. He maintains an inquisitive mind in trying out new ways of teaching.
4. He sets short-term and long-term goals for continued professional growth.
5. He maintains and exemplifies high ethical and moral standards.

(Adopted From Benzoukh, 2021/2022)

Lecture 05: The Eclectic Approach

Objectives:

By the end of this lecture trainees will be able:

- Understand the principles of the eclectic approach.

1. The Eclectic Approach

The eclectic approach is a method of teaching second or foreign language that centres on applying multiples methods and approaches according to the objectives of the lesson and the needs and abilities of learners (Iscan, 2017). According to Kumar (2013), the eclectic theory of language teaching has emerged in the 1990s as an additional theory of language teaching. The eclectic approach becomes popular because it leads to achieving the learning objectives without much pressure on both teachers and learners.

2. Principles of the Eclectic Approach

The Eclectic Approach has some key principles, including the following:

1. Giving teachers a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.

2. Flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom.

3. Giving a chance to pupils to see different kinds of teaching techniques that break monotony and dullness on one hand and ensure better understanding for the material on the other hand.

4. Solving difficulties concerning presenting the language material in the pupils' textbook.

5. Using different kinds of teaching aids which leads to better understanding.

6. Saving a lot of time and efforts in presenting language activities.

7. Eclecticism makes teaching more enjoyable and innovative.

8. Eclecticism enhances the active interaction between students and teachers.

9. Caters to the individual needs of learners.

10. This approach includes various tasks such as higher interaction, lively learning, correlative learning and fast results.

11. Eclecticism connects life experiences of learners to the ideas presented in language learning.

It is worth noting from what have been mentioned above that the Eclectic approach of language teaching and learning is highly learner's centred approach in which the teacher plays the role of a guide, instructor and facilitator.

(Adopted from Tarek, 2022/2023)

Thank you

Lecture 06: Students' Feedback on Teachers' Performance Sample

What changes would you like in your lessons?	Changes (please circle)	Other comments
Speaking	No change More Less	
Listening	No change More Less	
Reading	No change More Less	
Writing	No change More Less	
Grammar	No change More Less	
Pronunciation	No change More Less	
Error Correction	No change More Less	
Vocabulary	No change More Less	
Progress Tests	No change More Less	
Pair Work	No change More Less	
Class Games	No change More Less	

Lecture 07: Lesson Plans Samples

Lesson plan

Level:

Topic:

Objectives:

Materials:

Timing:

Time	Activity	Interaction	Teacher's action	Learners' action

Lesson planning support

Once you completeyour lesson plan, you might want to go over it once again and check whether it contains the following components:

A. Designing Objectives
1. Well-formed lesson objectives that describe student learning
2. Objectives/aims for lesson stages and activities in terms of student learning
3. Activities with a communicative focus
B. Detailing the Steps of a lesson
1. Detail student interaction patterns and other class configurations (individual work, pair work, group work, whole-class work, teacher-focused activities and stages), ensuring there is a balance of interaction during the lesson
2. Detail teacher behavior (including instructions; modeling; checking understanding; eliciting; explanations, monitoring, clarifying, etc)
3. Detail student behavior to clarify what they will be doing, when and with whom
4. Plan the use of visuals: the board, pictures, posters, etc
C. Analyzing the Target Language/Text
1. List challenges students may have in the lesson and suggestions for how the challenges can be avoided or mitigated
2. Write detailed notes that describe the meaning, form, use of language to be covered in the lesson
3. Prepare notes for explanations, guiding and checking questions
4. Make notes about cultural aspects of activities, texts, language
5. Allocate time appropriate to activities and materials
D. Staging a lesson
1. Stage a productive skills (speaking, writing) lesson so that student learning is scaffolded and lesson objectives are achievable using appropriate lesson frameworks
2. Stage a receptive skills (listening, reading) lesson so that student learning is scaffolded and lesson objectives are achievable using appropriate lesson frameworks
3. Link the lesson to lessons that both precede and follow it

COMMENTS and THOUGHTS about lesson planning:

Appendix H: Group Discussion

1. Scenarios

Scenario 01:

As a teacher, you would love to bring interesting and dynamic images into your classes. You want to use them to support visual literacy skills in additional to English language skills. The only problem is you do not have the tools to print interesting images nor do you have the technology to show images to all of your students.

What would you do in this situation?

Scenario 02:

You are trying to lead a class discussion, but everyone is just sitting there in silence. No one is participating. You tried calling on a student, but he said he hadn't done the reading. What would you do in this situation?

2. Activities

Activity 01:

How do you prepare students to succeed in group-work activities? Do you provide any instructions to guide them? Please share your ideas in the comments section.

Activity 02:

Greeting is always one of the most significant parts of starting your class. What does your greeting look like? How do you make it fun and engaging? Share your ideas and strategies in the comments section.