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EFL Teachers Perceptions about the Impact of Pre-Service Training on Teaching Skills Achievement: **Case of EFL Middle Schools' Teachers in NAAMA**

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for Master of Master Degree in Linguistics

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Dedications.

Praise be to Allah always and forever; blessings and peace be upon our Prophet

Muhammad

The most honored and upon all his family and companion.

In the first place, I would like to express my heartfelt gratitude and happiness for

accomplishing successfully this astonishing task. By the same token, I dedicate this work

to:

my heaven on earth, my dear mother.

To my beloved father.

To all my dear friends, colleagues, and everyone who ever supported me.

Finally, I dedicate this work to my dear self, for overcoming the tough moments and

winning

over obstacles and time.

Mohammed BADAOUI

"Whoever has taught me one letter has made me his slave."

First, I would like to salute all my family for having supported me throughout my life

Especially my beloved parents,

My brothers and sisters

My wife and my children.

For teachers who will know each other in this dedication;

for their unconditional support ,proof of professionalism and dedication

; aiming for the success of their students.

And the result is there.

Abdelmouneime HADDI

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Abstract

Education in Algeria is dealing with many difficulties, particularly for middle school instructors. Despite the evolution of the educational process, teachers today still encounter challenges while trying to communicate with their pupils. One of these challenges is the absence of pre-service training for teachers, which is training provided before the instructor enters the classroom. The purpose of this study is to investigate EFL teachers' perceptions about the impact of pre-service training on their performance and student accomplishment in the Algerian context. It also aims to investigate the knowledge that pre-service training programs for EFL teachers ought to offer. There were a few hypotheses put up. First off, pre-service training may significantly advance EFL learners. Second, these particular sessions may be helpful for aspiring teachers to expand their teaching, which could help them improve their students' performance. To explore those hypotheses, a questionnaire, an   was used . The results of the study show that pre-service training gives teachers the skills and information they need to be more productive before they start working. The development of learners' performance follows from the improvement of teachers' productivity. Institutions have a responsibility to provide for the needs of the trainees as well as the standards set by the profession. Therefore, The current study seeks to explore the need for strengthening pre-service training in middle schools and institutions by relating the real deficiencies observed by both trainers and trainees.

List of abbreviations and Acronyms

EFL: English as Foreign Language

ELLs: English Language Learners

ICT: Information and Communications Technologies

NQTs: New Qualified Teachers

PCK: Pedagogical Content Knowledge

TEFL: Teaching English as a Foreign Language

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List of Tables

List of Figures

TABLE OF CONTENTS

General Introduction

The teaching and learning process is greatly benefited by pre-service teacher preparation. Most significantly, EFL teachers should receive thorough training and be given the knowledge and abilities required to become certified and work in the field of education. Pre-service training programs are the most effective means of bridging the gap between academic theory and practical application in actual classroom settings.

Despite the evolution of the teaching process, it is still challenging for teachers today to communicate with their students. One of these challenges is the absence of pre-service training for new qualified teachers (NQTs) , which is training provided before the instructor enters the classroom.

The primary objective of the current study is to explore how pre-service training for EFL teachers influences their ability to teach while also demonstrating the effectiveness of such training in the Algerian educational setting.

The first of the study's two main objectives is to show the importance and relevance of pre-service training for aspiring EFL instructors, especially for new teachers in middle schools. In order for EFL teachers to be trained as professional teachers, the main objective is to make this form of training a requirement for them at all institutions. The investigation's second objective is to look into any potential difficulties brand-new EFL teachers can run into and how pre-service training influences how they react to those circumstances. Therefore, in order to fulfill the purpose of the investigation, the following research questions have been put out:

1. Are these instructors satisfied with the way they are currently instructing the pupils they teach?

2. What knowledge might EFL teachers have in order to be effective teachers?

3. What suggestions may be offered to guarantee high-quality instruction in schools?

These questions are followed by the following hypotheses:

1. middle school teachers might have positive attitude towards pre service training as it can help those teachers gain more pedagogical proficiency.

2. These particular training sessions may help future educators improve their instruction.

3- Teachers' training could assist successful instruction and advance their knowledge and abilities in dealing with difficulties in the classroom..

To explore the situation , this dissertation is divided into two chapters. The initial chapter contains all the theoretical information needed regarding teachers 'training concentrating on comprehending pedagogy, the instructional process, and the relationships between these concepts. Pre-service training definitions are offered from a variety of perspectives. The three main steps in the educational process are listed. These components are referred to as professional expertise, professional behaviour, and pre-service education's influence. While the second chapter is devoted to the practical side where research hypotheses will be tested.

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LIERATURE REVEW

1.1 Introduction

1.2 .Teaching Process

1.2.1 Pedagogy:

1.2.2. Teacher Role

1.3. Pre Service Training: Learning To Teach:

1.3.1.   Definition Of Pre Service Training:

1.3.2. Components Of Teacher Program And Material

1.3.2.   The Significance Of Pre-Service Education

1.3.4. Theory And Practice In Tefl Teacher Education

1.4. Teaching Skill Development:

1.4.1. Collaborative Work

1.4.2. Self Confidence

1.4.3. Classroom Management

1.4.4. Time Management

1.4.5. Content Delivery 1.4.6. Teacher's Motivation

1.5 Conclusion

1.1 Introduction

This study's initial section focuses on understanding pedagogy, the teaching process, and the connections between these ideas. It provides definitions of pre-service training from several angles. It lists the three key components of the educational process. These elements are known as professional expertise, professional conduct, and the influence of pre-service education. The first part discusses the qualifications for becoming a teacher, including the knowledge required. The impact of this pre-service training on teachers' professional interactions with students and colleagues, classroom and time management, and material delivery is covered in more detail later. Additionally, the change from trainee to "teachers" is made clear.

1.2 .Teaching process

Many scholars have defined the teaching process differently.
Recently, it is defined as "

> the art of designing and re-designing learning experiences to guide students through there learning process, enhance their meaningful learning and learning in upper levels in cognitive, affective and psychomotor domains. (Ç. S.Belikuşakh-Çardak, 2016, p. 6).

On the other hand, C. Akdeniz (2016) summarizes the term 'Teaching' in the following key principles:

➢ An interactive process between learner and material.
➢ The way of affecting the learning process.
➢ Learner's opportunity to engage to a particular activity in certain circumstances.

Choosing the right teaching methods and styles to accomplish the desired goals.
Briefly, teaching is an ongoing interactive activity that is made possible by supporting and guiding students' learning.
It has been stated in the literature that teaching can be reduced to the act of standing in

front of students and speaking, after which the students learn. But it turns out that reality is entirely different. (Leask & Moorhouse, 2005, p. 9). That is because « teaching is a personal activity and while certain teaching styles and strategies might suit one teacher, they might not be appropriate for another »

As a result, the teaching process evolves in the twenty-first century into a collection of sophisticated activities and techniques intended to meet the emotional and academic demands of students. The learner takes on a major role, determining the characteristics of the instructional process.

1.2.1 Pedagogy

A collection of theories, approaches, plans, and techniques known as "pedagogy" are used to explore how to teach. It is frequently described as the connection between language and applied linguistics. The three primary poles in the process of teaching and learning are the student, the teacher, and the skills. Pedagogy is supported by various disciplines, including psychology, sociology, physiology, philosophy, communication, etc.

the teacher uses some   **The teacher**   the teacher offers a good

methods and resources   environment   for   the

learning

with the students   process to be done

The student   **the skills**

The students receive the knowledge

And learn some skills
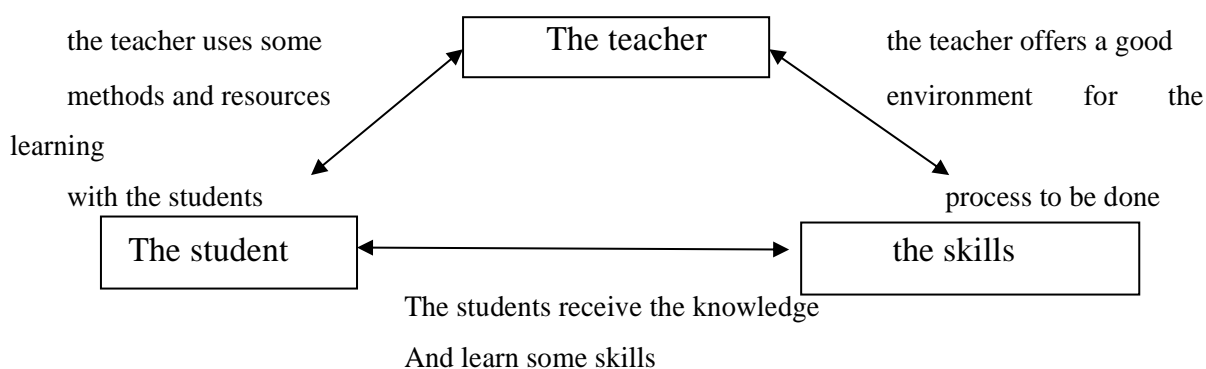
Figure 1.1 pedagogy 'components

According to Bernstein (2000), pedagogy "is:

> A sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator".

That is to say, The process by which the teacher is conscious of how he employs information, skills, and methods in order to accomplish the learning objectives is known as pedagogy.

Many studies highlight the relationship between pedagogy and teaching by describing how they differ. Alexander (2008) argues, teaching is "an act" while pedagogy is "both act and discourse". This means that teaching is a component of pedagogy and deals with the teachers' ideas, beliefs, attitudes, knowledge, and understanding of the curriculum, the teaching and learning process, and their students. These ideas, beliefs, attitudes, and knowledge have an impact on their "teaching practices," or what teachers actually think, do, and say in the classroom.

Tochon and Munby (1993) propose a separation between didactics and pedagogy in order to build a more extensive definition of pedagogy.

1.2.2. Teacher Role

The teacher's primary duties were to manage, care for, and impart knowledge. Considering that all instruction is, in some sense, "mixed ability," prepare work at two levels. Basics, Essentials, and Minimum are covered in one section of the lesson while an Extension Work is covered in another. Have a rhythm/pace for a new activity, use worked examples to demonstrate how to complete an exercise, know his students' skill levels, where they want to go, what the school/head of department expects, the sort of class, and what is realistic.

However, teacher should avoid getting into a rut and continue to strive for improvement. He ought to consider the preferred learning styles of his students, better learning styles, resources/texts, his own strengths and weaknesses, his capacity for adaptation and learning, his schedule and priorities, the course outlines for their other subjects, and the amount of homework that is reasonable. In the same vein ,Belaid (2014: 215) confirms :

> Arguably,the role of the teacher is seen as highly significant in terms of successful implantation of change.One of the first things,teachers need to modify is their deadly routinized way of teaching.If teachers want to act as effective —agents of change‖ based on their self evaluation,self improvement,and self introspective skills.

Every class featured reading gist, reading detail, grammar pronunciation, individual work, pair work, group work, and even humor. The assignments were explicit, achievable, relevant, and timed. Teacher should be aware of regarding medical issues, social issues, disruptive students, and disruptive students who arrive without books and identified groupings that ought to be divided.

1.3.   Pre Service Training: Learning To Teach:

Before speaking about how teachers learn to teach , it would be better to clarify what is meant by pre-service training

1.3.1. Definition Of Pre Service Training:

Teachers in the classroom are supposed to provide good examples in the field of education; in fact, effective teachers must provide high-quality instruction, monitor students' academic progress, adjust lessons to the range of pupils and their learning styles, and control the behavior of the students (Stronge, 2007; Stronge, Ward, & Grant, 2011). This suggests that future teachers should develop a variety of traits and abilities at the level of their academic training institutes. In reality, active participation in the learning process is strongly correlated with academic performance (Gest & Gest, 2005); nevertheless, a teacher's ability to effectively manage various issues in the classroom, including his own behavior, is crucial to their ability to do so.

Pre-service teacher education, as defined by the Kothari Commission in 2002, refers to the training of teachers before they begin working as teachers. Teaching practice and theoretical knowledge are acquired concurrently throughout this phase of the teacher education program.

The teacher education program needs a lot of development. Pre-service education is used to train several kinds of instructors. Pre-service programs are designed to assist and enhance teachers' learning and instill in them a higher sense of self-confidence. Pre-service programs are a collection of unrelated courses and field experiences. In addition to all of this, the new teachers in this situation learn from their interactions with different cultures as well as from their practice and the culture and customs of the particular school settings in which they have been put.

1.3.2. Components Of Teacher Program And Material

Although there are several training programs, researchers concur that they all have certain essential elements. Discipline-specific knowledge, theoretical factors, instructional abilities, and duration are these essential elements .

Programs for pre-service teachers are designed to give student-teachers the theoretical understanding and practical preparedness to enter the teaching profession. Actually, to develop and strengthen knowledge and abilities regarding the field of education, these programs combine theoretical ideas about teaching with a field-based experience known as a practicum. Pre-service teacher education programs' training standards have an impact on teachers' performance, efficacy, and dedication to their careers (Eren & Tezel, 2010).

Similarly , Willingham (2009) asserts that teachers must first make sure they have both wide and in-depth subject knowledge. According to research, CPD programs should provide instructors with subject knowledge as well as subject-specific pedagogy and aid them in gaining subject expertise (Cordingley et al., 2015).

Discipline knowledge in an EFL teacher preparation program includes   the subject matter, which includes the language, the cultures it is a part of, literature, and language-related topics like syntax, phonology, discourse analysis, applied linguistics, sociolinguistics, and second-language acquisition. In addition, Tardiff (2001) underlined the importance of embracing multiculturalism and sociological changes in teacher preparation because the world is continually changing. The purpose of this course is to improve the pre-requisites for pre-service teachers of languages.

Second , The necessary knowledge of the theoretical concepts relating to the learning/teaching process must be provided during pre-service training. Key teaching components like instruction, curriculum, assessment, classroom management, and associated issues are made up of this kind of information. In this sense, it entails (a) familiarity with current theories of cognitive, social, and developmental learning and teaching; (b) comprehension of EFL teaching approaches, methods, and techniques; (c) thorough familiarity with the key aspects of language learning and acquisition, such as age, personality factors, affective influences, and social influences; and (d) insight into classroom management and lesson plan development.

The third component, which is as important and closely related to the first two, deals with the pedagogical abilities needed for effective instruction. Pre-service trainees need to develop pedagogical skills primarily for their teaching practicum, according to Richards & Farrell (2005), who stated, "Pre-service training involves direct instruction and modeling of these skills as well as opportunities for practice and mastery."(p.6). The ability to put theoretical knowledge into practice, to review one's presumptions, and to adapt one's teaching for high-quality instruction, is one of the key components of teaching readiness that prospective teachers can develop. This is known as teaching practice or practicum. Therefore, these fundamental abilities include reflecting, adaptability, flexibility, self-control, innovation, classroom management, goal-setting, designing teaching strategies, designing evaluation and assessment tools, and developing suitable learning environments to meet the needs of a variety of learners. (Harmer, 2009; Mergler & Spooner, 2012)

1.3.2. The Significance of Pre-Service Education

Numerous studies provide convincing evidence that pre-service training significantly increases both teaching and learning. In fact, many aspiring educators do not appear to understand the value of teaching practice, which governs how they plan and guide learning activities. This is frequently carried out during pre-service training, a crucial procedure that every future teacher should go through to prepare for teaching.

Pre-service training helps the student become a decent and qualified teacher rather than just a voice-producing machine. Future teachers are also prepared through pre-service programs. They teach students how to integrate theory to practice and give them the fundamentals of teaching practice.

Pre-service programs, according to Widdowson (1990), are a form of training for new EFL teachers that introduces them to classroom management. Those programs are designed to develop future educators. They introduce students to the idea of practicing what they preach and train them to link theory to practice. Pre-service training, according to Widdowson (1990), is a plan for getting ELT learner educators ready that makes them aware of classroom management.

One convincing study by Salihoglu (2012) examined the opinions of pre-service English teachers and their mentors regarding the educational system in Turkey. The findings of his investigation illustrated both the advantages and drawbacks of the training. The trainees may have gained a knowledge of the relationship between theory

and practice and learned from the experiences of their teachers. Regarding the difficulties experienced, the training program exposed a lack of clarity in the course objectives and a poor degree of learner proficiency.

Ozbilgin and Neufeld (2013) conducted a study on pre-service teacher training in which the training program was based on Corpora. As an illustration, the students' corpus, or individual corpus (ICorpus), which the researchers refer to, was created using their own writing. As a result, the students learned how to use a variety of software programs, analyze their own writing, and improve their linguistic awareness. Using reflective journals, Pop (2015) examined the pre-service teachers' experiences with training. The trainees' responses in the journals demonstrated the training's beneficial effects in fostering both their professional development and personal traits like self-confidence.

1.3.4. Theory and Practice in TEFL Teacher Education

The definition of teaching given by Widdowson (1990) is "a self-conscious enquiring enterprise wherein classroom activities are referred to as theoretical principles of one sort or another." In this approach, education is a process in which concepts from theory and practices from daily life are complementary and complete. On the one hand, theory provides a source of instinct for initial instructional practices and also a force of judgment over them. On the other hand, a theory must be accepted after being shown empirically. According to him, a hypothesis must be clear and unambiguous if its importance to educational methodology is to be successfully assessed.

Finding adequate implementation of principals as classroom systems or procedures while taking into account their unique context is the responsibility of the EFL teacher. Wallace (1991) distinguishes between acquired and experienced learning in TEFL. The learner is expected to become familiar with "the vocabulary of subjects and coordinating ideas, theory and aptitudes which are generally acknowledged as being a piece of the vital scholarly substance of the profession" after receiving the necessary TEFL information. The regularity of teaching and to less produce experiential learning (knowledge).

1.4.   Teaching skill development

Personal, social, emotional, and professional development are all components of first teacher education. Therefore, Pre-service professional teacher development is

mainly measured by collaborative work too . Hence what is meant by collaborative work ?

1.4.1. Collaborative work

Success in dealing with colleagues is necessary for instructors to develop their social and personal skills. This gives teachers the chance to build their expertise, which may then help them deal with difficulties in both teaching and learning (Northfield & Gunstone, 1997, p. 51). As a result, they think that at the pre-service starting level, it is vital to show the teaching process as a collaborative effort.

Additionally, Davison and Dowson (2009, p. 319) assert that "collaborative teaching with your mentor will help you to develop your classroom teaching skills progressively and it will also enable you to gain access to those choices in relation to all aspects of teaching" In other words, team teaching in pre-service courses improves teaching techniques and encourages student teachers to get real-world experience that could be useful in the classroom.

1.4.2. Self confidence

For potential instructors to develop their professional personas, confidence is unquestionably an important emotional condition. "Obviously, your overriding aim for the period of your initial teacher education is to develop from a person who is interested in teaching into a confident, qualified subject teacher," state Davison and Dowson (2009, p. 314). Pre-service teaching programs seek to boost student teachers' self-assurance so that they can develop an accurate view of themselves as qualified EFL teachers, which in turn affects their language competency and performance. The same is true of his book "Aspects of Language."

According to Widdowson (1990, p. 64), the most important aspect of pre-service training is to boost the confidence of new teachers by teaching them skills that develop their critical thinking competencies in making decisions and practicing them in order to achieve a sense of security while teaching, particularly when facing a novel and difficult educational situation that could endanger the teacher's emotions and identity and ultimately lead to the destruction of his or her authenticity. As a result, in real-world settings, "pre-service teacher training enables student-teachers to lessen the level of anxiety" (Yusuf, 2010).

1.4.3. Classroom management

For courses to be well-designed and for learners to be as productive as they possible can be, competent teachers must also be strong managers. If they are teaching a foreign language, they especially need to have great management abilities. Teachers participate in the same three stages of work as managers: planning, supervision, and assessment (Alain Pulverness).

The majority of inexperienced EFL teachers have numerous challenges in the classroom that are related to various factors, such as classroom management. Leask and Moorhouse pointed out that "initial, most student teachers are concerned with classroom management issues, how they come across as teachers, how they are going to control the pupils" because it is a critical prerequisite to good teaching and learning. Pre-service training programs unquestionably cover theoretical aspects of the teaching and learning process from a variety of viewpoints, including curriculum, instruction, assessment, and classroom management.

Pre-service teacher instruction equips future educators with the abilities needed to effectively manage students in the classroom. Several studies have also shown that the two main causes of poor classroom management are teachers' attitudes toward students (White, Sherman, & Jones, 1996) and ineffective time management (Bainer, 1993; as cited in Weeks, 2000). These are the two things that pre-service teacher preparation programs are most worried about.

In conclusion, effective classroom managers are in charge of organizing and monitoring the lesson, managing the students in the room (the learners), and assessing the teacher (who is in charge of the lesson)'s performance.

1.4.4. Time management

One of the key elements that makes the teaching and learning process successful is time management. The student would receive and grasp the input appropriately through efficient time management (National Commission on Teaching and America's Future, 1998). Pre-service teacher preparation programs have an impact on the teacher's abilities to effectively utilize lecture time within a teaching-learning context in this case (Darling-Hammound & McLaughlin, 2011). In other words, through a logical review of the instructional phases, teacher professional development improves the instructor's capacity to manage the time that is available to complete the course objectives. Student

instructors have the chance to receive training on how to manage the time allotted for each lesson during pre-service training.

1.4.5. Content delivery

Numerous studies have demonstrated that a pre-service teacher's preparation directly affects how they communicate content in the classroom. Professional development for aspiring teachers enhances their teaching abilities and content knowledge (Jackson & Davis, 2000), according to Gamoran (2006). Another study by the National Staff Development Council from 2003 confirms the value of teacher initial training in terms of imparting instructional methods and beliefs that enhance the delivery of information. Similar to this, Morgan (2010) asserts that teachers must become extremely knowledgeable in order to communicate content effectively.

In the same vein, Belaid (2014: 214) state:

> Good education depends on teachers knowing and understanding their subject, having the skill not only to sustain students' motivation ,but also to match their teaching to the specified learning goals and to assess students' progress appropriately and positively.Therefore,it is clear that teacher professional development must change to equip new teachers and facilitate the transition from university based theoretical preparation to the job situation in order to meet the new challenges.

Additionally, according to Nyangarora (1996), a teacher's professionalism was correlated with his mastery of subject area knowledge, which can only be acquired through pre-service training programs (Rowan, Correnti, & Miller, 2002).

1.4.6. Teacher's Motivation

Learning how to inspire students is one of the most challenging parts of becoming a teacher. Lack of motivation among students will hinder their ability to learn. They won't remember things, won't participate, and some of them might even act disruptively. A skilled teacher can motivate students to achieve their greatest potential by making learning enjoyable. Here are five practical strategies for inspiring learning in your students: motivate them, engage them, provide incentives, use creativity, and make connections to real-world situations.

In general, people have thought of motivation as a natural need or drive that pushes them to action. Nevertheless, research on the factors influencing pre-service teachers' motivation to teach typically suggests that intrinsic, altruistic, and extrinsic motives were the main factors influencing their decision to become teachers. (Freeman, Brookhart, 1992)

Every institution, but notably schools, should value the importance of teacher motivation. Teachers' productivity in the educational process will increase if they are motivated because they will be more effective in their interactions with students, other teachers, and coworkers. The three psychological processes of energy, direction, and intensity all have a role in motivation. To be motivated, a teacher must fulfill the fundamental requirements that have an impact on the progress of the educational process, such as collaborative relationships (Ramalingam, 2006)

1.5 Conclusion

In order to sum up this chapter, it is important to note that pre-service teacher preparation has a significant beneficial effect on the teaching and learning process. Most significantly, EFL teachers should receive thorough training and be given the knowledge and abilities required to become certified and work in the field of education. The best method for bridging the knowledge gap between academic theory and practical classroom experience is pre-service training. In order to improve teachers' performance, it reduces their tension and anxiety while also arming them with the necessary information. As a result, it raised students' performance in class and on their final exam.

Chapter Two: DATA COLLECTION and Findings

2.1. Introduction

This chapter outlines the research methodology employed to examine the questions posed in this study. The current chapter includes the methodological approach, the contextual circumstances and the data collection instruments used.

2.2 Research Design

The current study is a descriptive analysis with the goal of determining how pre-service training for English language instructors in NAAMA middle schools affects their ability to teach. It specifically aims to investigate the experiences teachers have had with prior training as well as their perspectives on the current state of education in middle schools in NAAMA. Additionally, it aims to understand their needs in order to gain a general understanding of the difficulties they encounter in the classroom. In light of this, it makes the appropriate recommendations for improving staff training programs that aid teachers in maintaining their knowledge, expertise, skills, and competences in the teaching profession.

Combining quantitative and qualitative approach "is not only feasible but also quite beneficial in many diverse research settings" (Tashakkori & Teddlie, 1998, p. 167). The quantitative approach emphasizes on statistics, numbers and figures in the collection and analysis of data (Bryman, 2001, p. 20), to generalize certain knowledge (Daniel, 2016, p. 94). While the qualitative approach, it aims to "describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied"(Mohajan, 2018, p. 24). In short, it provides a "deep understanding of the particular" (Domholdt, 1993).

2.2.   Population and Sampling

The sample of participants used in this study consists of 25 EFL teachers aged between 24 to 51years old (English foreign language teachers from different middle schools at NAAMA) .The focus of this study is on teachers'.

To gather data, the questionnaire was utilized to get quantitative/qualitative data in order to generalize the opinion of teachers about pre-service training programs.

2.3.1 Questionnaire

This research is descriptive in nature. In order to get into teachers' experiences, attitudes and concerns of pre-service training especially in NAAMA middle schools, a questionnaire has been administered to the participants answering questions to elicit their previous pre-service training experience and their current classroom practices.

2.3.1. Teacher's Questionnaire Analysis

   The questionnaire (see the appendix) consists of four (04) main sections designed according to the aims of the study. The first section gets the professional profile of the teachers (age, gender and years of experience). The second section concerns teachers' previous experiences in pre-service training. Section three focuses on current classroom practices (performance and attitudes). The last section is devoted to teaching concerns in the Algerian educational context, and therefore, an attempt was made to elicit suggestions for change from the teachers participants.   The questionnaire yielded both quantitative and qualitative data.

   The data is organized into three (03) thematic headings based on the teachers' reported responses: the pre-service training experiences of the instructors, their perspectives toward present classroom procedures, and their worries about teaching in
 NAAMA Middles schools.

I.   Informants' Background / Career Information

The analysis interprets the results in the form of charts and figures.
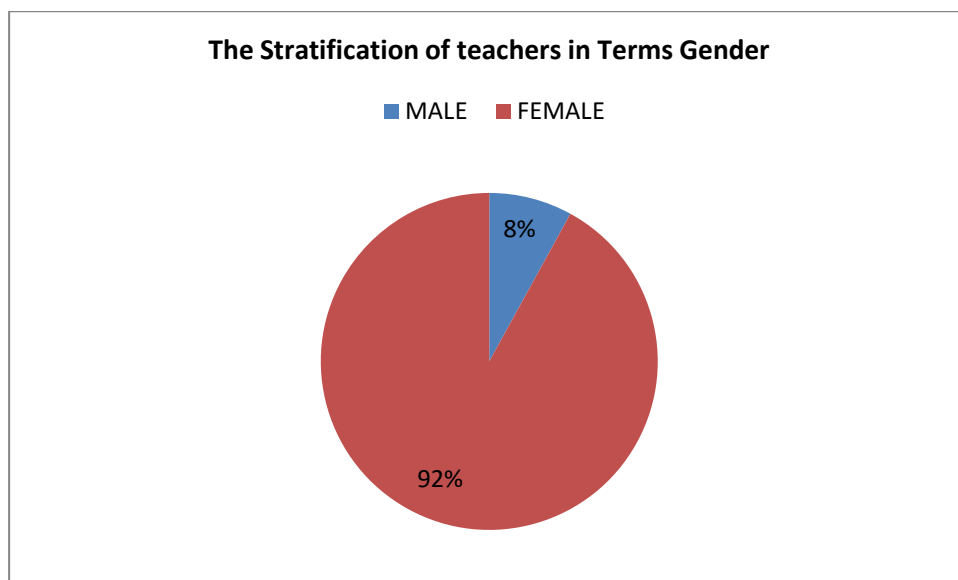
Figure 1.1 the Stratification of teachers in Terms Gender

The first question specifies the gender of the participants as it is shown in the following diagram (figure 1.1). Their ages ranges from 24 to 51 years old and their teaching experience ranges from 3 years to 27 years.

The following table clarifies how they are grouped:

Table 1.1 the Stratification of teaches in Terms of Age, and Gender

Age	Gender		Total
	Males	Females	
24-51	02	23	25

2.3. Research Instrument and Data Analysis Procedures

I.   **Pre-service teacher learning experience**
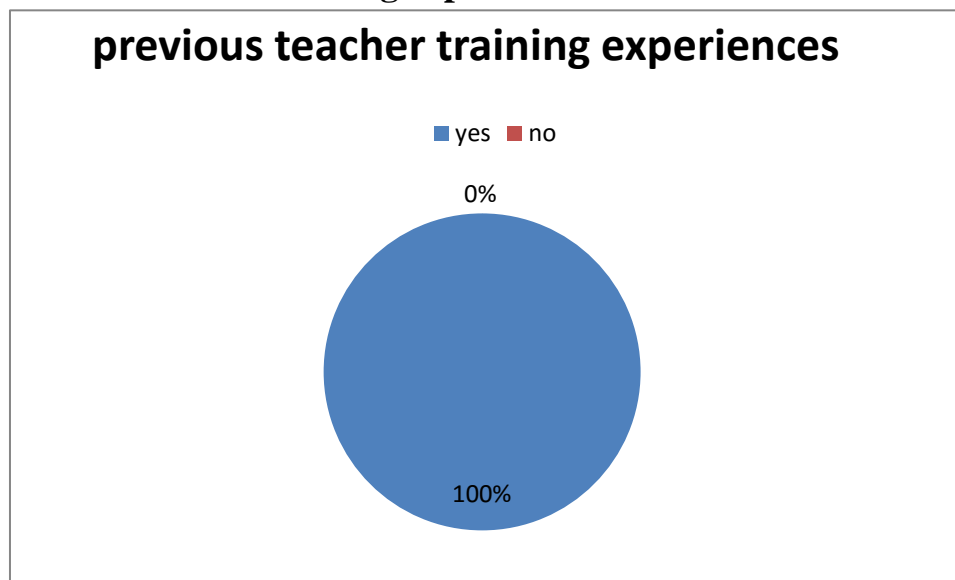
Figure 2.1 teachers' previous training experience

Based on the statistics presented in Figure 2.2 it appears that a significant number of teachers (100%) enrolling in pre-service training during their professional experience, they pointed out that the training took place before their integration. The training took place in either Middle or Secondary schools and lasted only for a short period of time (15 days). It had the aim of introducing teachers to the classroom environment and make them familiar with different aspects like lesson planning and classroom management.

Figure 2.3 Teachers' perceptions regarding the relevance of the pre-service training

Figure 2.3 shows that all participants (100%) who said they had taken a pre-service training course said the course was pertinent to their present teaching methods. When considering the classroom environment where the training took place, that is, Middle schools, they claimed that it mostly contributed to raising their a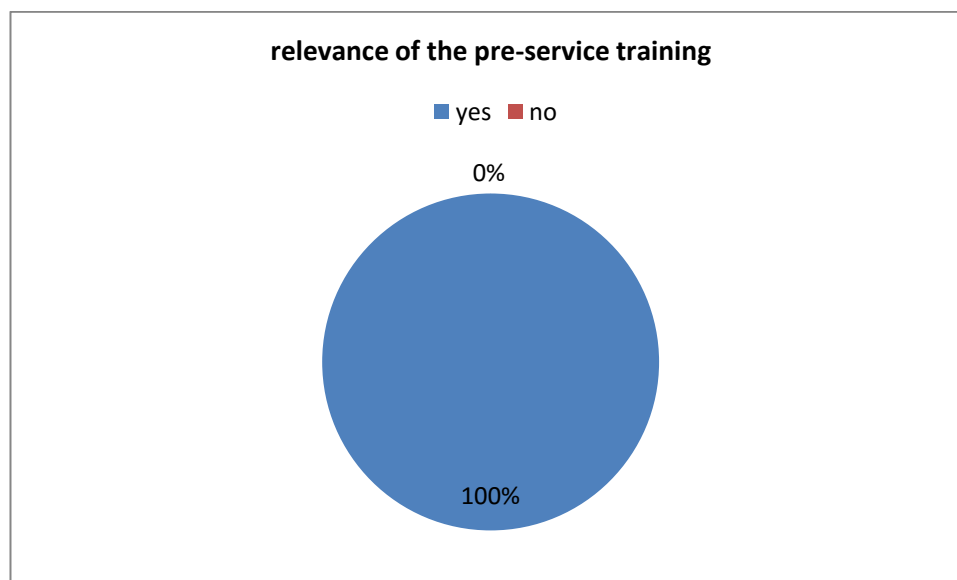wareness about various teaching aspects (classroom management and time, how to deal with students, preparation, assessment, and remediation). They found the experience helpful for their current classroom practices. The training, according to the participants, is extremely important since it allowed them to see more seasoned educators as they interacted with students, learned how to interact with them in specific ways due to the subject matter, the students' age, and Motivation .
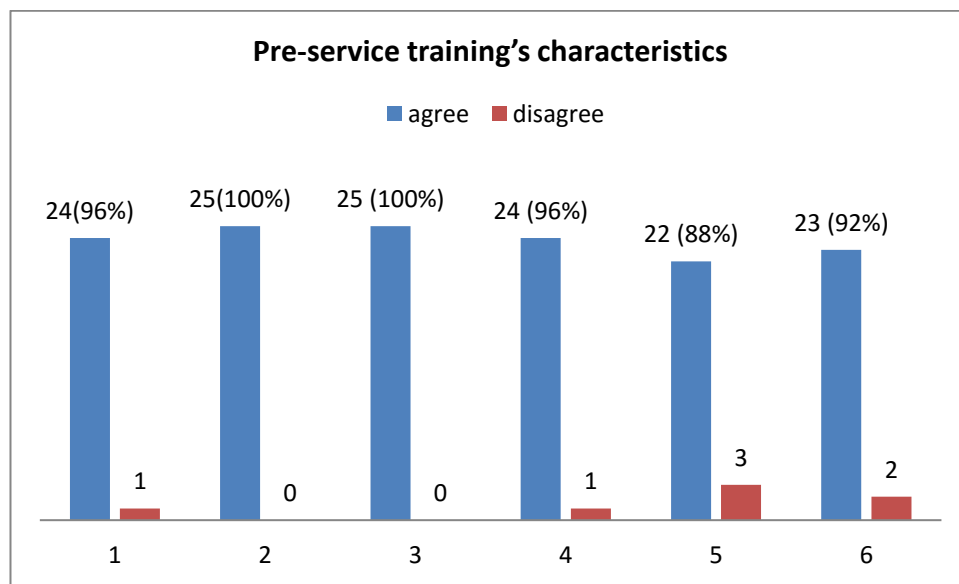
Figure 2.4 the Pre-service training's characteristics

The present results noticed above (figure 4) shows that the majority trainees' teachers, (96% -100%) of respondents, agree that pre-service training program enriches them with new teaching skills , they approved strongly on the effectiveness of that training in acquiring specific knowledge related to EFL teaching.

II.   **Attitudes and Motivation about Current Classroom Practices**

Figure 2.5   teachers' Motivation about teaching

We notice figure 2.5 that all the teachers (100%) like teaching. This intrinsic motivation   is certainly the key for effective teaching.
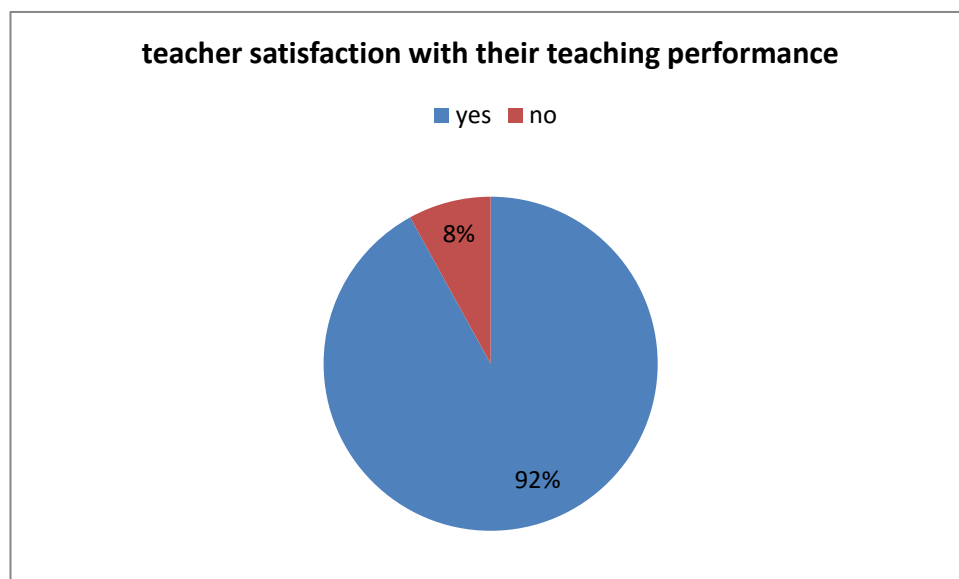
Figure2.6 Teachers' Satisfaction about Their Teaching Performance

As shown in figure 2.6 the majority of teachers (92 %) reported their satisfaction concerning their teaching performance.

Besides (**question 6**), when asked how they develop their teaching competence and get feedback about it, the participants stated that they develop their competencies by learning, updating, seeking and trying always to implement for new techniques.

feedback. They further explained that through discussions with their colleagues and more experienced teachers they assess their own teaching.
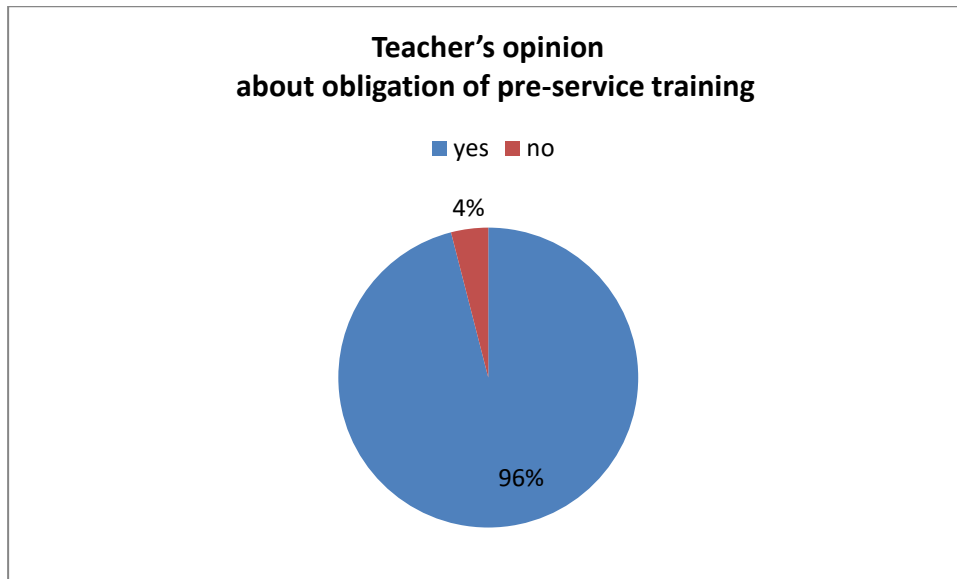
Figure 2.7 Teacher's Opinion about Obligation of Pre-Service Training

According to the figures shown in figure 2.7, a substantial percentage of participants (96%) agreed that pre-service training ought to be required. The pre-service training is seen by the participants as an opportunity to build and hone skills, competencies, and practical understanding of classroom teaching. It enables children to relate to certain classroom settings. It helps new teachers who have no prior teaching experience by providing a refresher on prior knowledge taught at universities, brings them closer to the material they will be teaching, and increases self-confidence. It plays a crucial role in facilitating the teaching experience. Other teachers have reported that it is necessary to be prepared and equipped with skills before engaging in teaching. 4% of respondents said they were opposed to pre-training because they believed that teachers would learn new things while in the classroom.
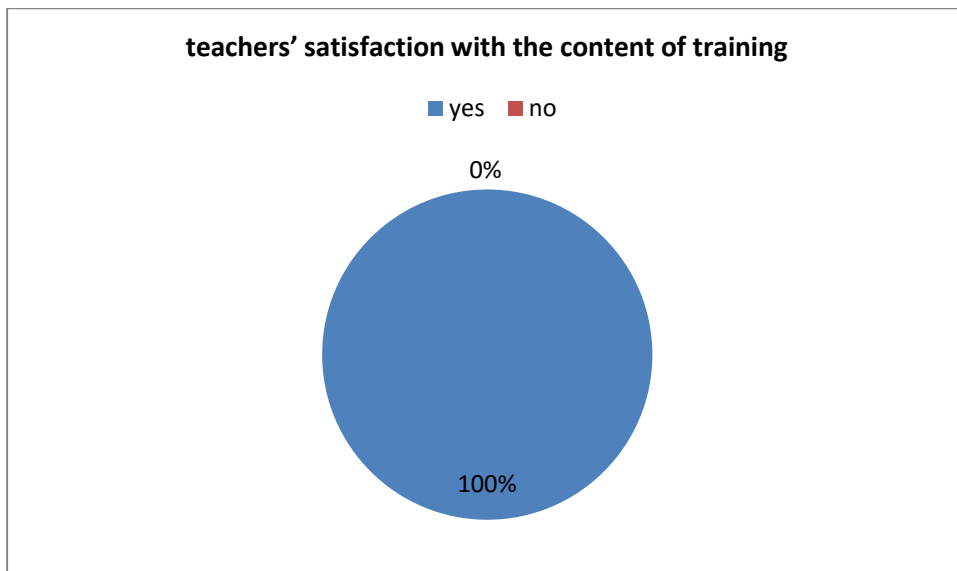
Figure 2.8 Teachers' Satisfaction with the Content Of Training

Figure 2.8 shows that 100% of the participants were happy with the program's content, indicating that the training was successful in preparing participants to teach since it provided ample time for participants to see and learn from many teachers.

➢ Question 9

Additionally (question 9), instructors who say that pre-service training helped them organize, measure, and achieve their goals as well as boost their confidence, practice theoretical knowledge in class, and learn how to interact with students in various scenarios.
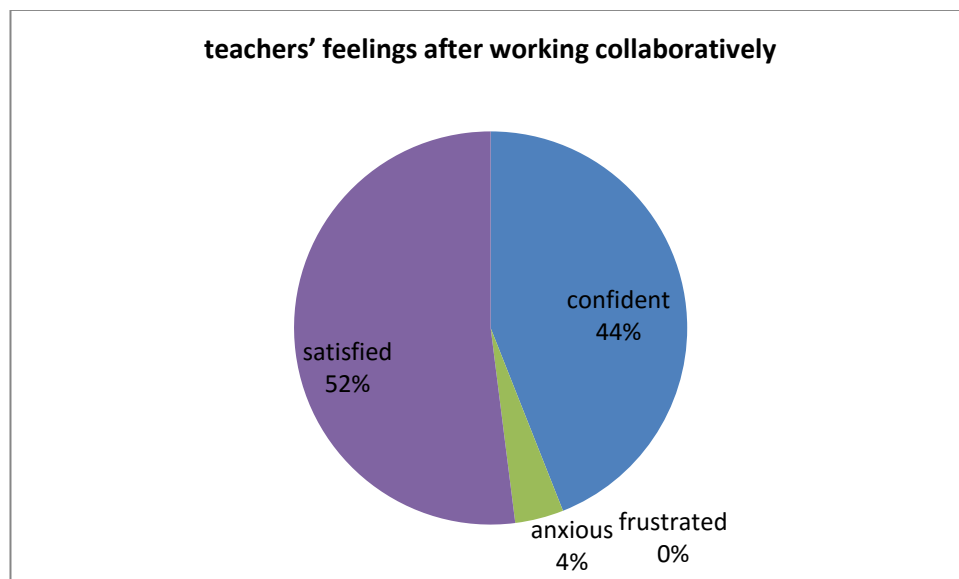
Figure 2.9 Teachers' Feelings after Working Collaboratively

According to Figure 2. 9 above, 13 trainees (52%) are satisfied after working collaboratively; 11 trainees (44%) are confident. They suggested that working collaboratively encouraged them to do well because some trainees are shy and timid and working in group and in new environment helps them to be confident, help to exchange techniques and methods, and basically working in collaboration develop effective teamwork and assimilate multiple viewpoints to deepen knowledge. (4%) were under stress from the start because of the new instructor
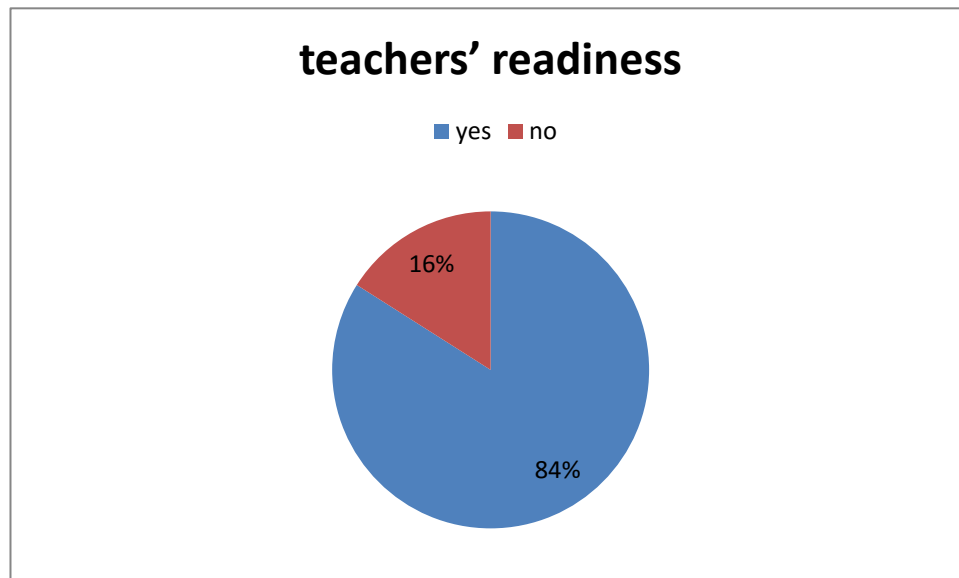
Figure 2.10 Teachers' Readiness for Teaching

According to the results (figure 2.10), (84%) of trainees are prepared to teach. They provided the following remarks to justify their decision:

·   The teacher be able to prepare lessons alone,

·   Provides trainee teacher with opportunity to get ready to be a real teacher through analyzing real situations in classroom, how to manage time, how to behave with all types of learners,, etc

·   Put the future teacher to the right track,

·   Provides trainee teacher with essential knowledge about the teaching process,

·   The trainees' teachers are in the process of learning through our teaching.

Additionally, 16 percent of trainees said they were not yet qualified to enter the field. Following is how they defended their position:

·   They did not receive enough practice during the training.

III.   Teaching Concerns in Education
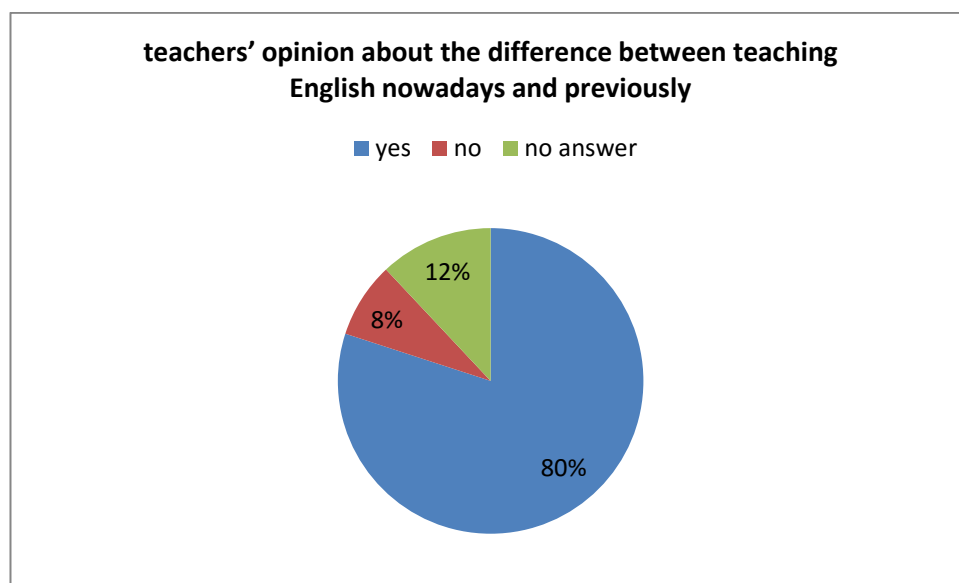
Figure 2.11 Teachers' Opinion about the Difference between Teaching English Nowadays and Previously

Results obtained (figure 2.11) show that (80%) of trainees argue that English is not still taught in the same way as it once was, because there are now many resources available for teachers, the use of visual aids is now connected to the internet, new ideas are constantly emerging, and the Algerian government places a high priority on teaching English as a universal language and is working to adapt and implement new methods of teaching English because in the past English was taught in the manner it is currently taught.

> ➢ **Question 13 : Teachers' major problems of English teaching in Algerian middle schools.**

Given these issues, teachers are undoubtedly in a challenging position to adapt and teach effectively. Based on their teaching experiences, teachers state that the main issue is that the time allotted for teaching English has nothing to do with the given curriculum, is useless outside of the classroom, and uses an inappropriate syllabus.

➢ Question 14   Teachers' Opinion About Teacher Training Program

The teachers highlighted that in order to ensure effective teaching, they stressed the importance of receiving training in classroom evaluation. They also mentioned the necessity to update their theoretical knowledge and pursue training on syllabus design and training on how to incorporate ICTs in EFL lessons, as well as their desire to develop new skills in the field of foreign language instruction.

➢ **Question 15: Changes That Training Should Consider Achieving Quality Teaching.**

The teachers offered some suggestions, but the key to obtaining high-quality education is to connect instruction to societal demands. The teachers proposed that the curriculum be changed as well. Another crucial point is that training should be completed before integrating teaching in order to acquire new skills and competences using technologies to develop teaching especially EFL.

➢ **Question 16 &17 Advantages, Privileges, Positives and Negative Points of Pre - Service Training.**

Lecturers proposed some positives:

- Acquire essential classroom-related skills and competencies;
- develop a solid understanding of the classroom environment; utilize pre-service training as an opportunity to advance one's theoretical and practical teaching knowledge;
- facilitate the creation of lesson plans; help trainees overcome their fear of classroom management; and improve their language skills.

Whereas, negative points advocated by trainees teachers are related to :

- ✓ Lack of professional growth opportunities and a lack of motivation revealed unclear course objectives that did not match the trainees' competency level and required time and effort

2.4.   General Results Interpretation

The results supported our hypothesis and demonstrated that pre-service teacher training is provided by the Algerian ministry of education for teachers (in the instance of middle schools at NAAMA), and that pre-service training enhances the pedagogical competencies of EFL teachers.

The obtained data, provides clear answers for the research questions and confirm our hypotheses. The findings demonstrate generally positive the impact of pre service training on teaching skill; teachers sampled in this study held positive towards the effectiveness the training before and after the integration in the teaching profession.

2.5 Discussion of the Main Findings

The study permitted us to confirm the impact of pre-service training on EFL teachers' performance within classrooms in different middle schools in NAAMA., it spot the light on the importance of pedagogical skills in teaching. Then, it clarifies the role of pre-service training in ameliorating the teacher's knowledge and competencies to overcome the teaching difficulties.

The study also permitted us to gain insight into teachers' needs and the problems inherent in their classrooms. As stressed by all the participants, their major need concerns training on different aspects of teaching pedagogy especially the use of ICTs

. Accordingly, pre service training may influence advantageously the teachers' professional identities and competencies which affect positively teaching skills achievement. Then, it necessarily enhances the learning quality in the Algerian context by providing the prospective teachers with the necessary knowledge in addition to the knowledge about language, for a positive and beneficial change to take place, the Ministry of the national Education should devote a considerable amount of money, efforts and resources for pre-service training programs.

2.6   Suggestion and Recommendations

Teachers should be prepared and equipped with the necessary skills and competencies in order to ensure effective teaching and high quality learning

Pre-service training programs need to be developed to be more efficient in improving the teaching quality.

2.7   Conclusion

In this chapter, the research methodology followed in conducting this research was delineated. Besides, this section described the research design, the study context and the participants involved to accomplish the data collection process. To get credible, objective and multifaceted data, the researcher described, analyzed and explained the data collection instruments

General Conclusion

General Conclusion

The effectiveness of EFL teachers is a key factor in determining both the educational system's and the learning process's quality. Because of this, it is important to consider not only the demands of students and the entire society, but also the needs and expectations of teachers. By giving teachers the necessary education, training, and psychological support, we can better meet their needs and lessen the difficulties they encounter. Thus, pre-service training programs are necessary for the professional development of teachers. The purpose of this study is to evaluate pre-service training's value in reaching high standards of education.

It first emphasizes the value of practical experience in bridging the already-existing gap between theoretical aspect and the requirements of the profession. The relevance of preservice training in enhancing the teacher's knowledge and abilities to tackle teaching challenges is then made clear.

The utilized data collection instrument results (the questionnaire) are minutely described, analysed and discussed objectively in the current work.

The obtained findings demonstrate the importance of pre-service training. They prove that the teachers' performance can be improved more via their engagement in such professional developmental education. As a result of data collection tools' analysis, the previously stated hypotheses are surely proved

The study permitted us to confirm the impact of pre-service training on EFL teachers' performance within classrooms in different middle schools in NAAMA., it spot the light on the importance of pedagogical skills in teaching. Then, it clarifies the role of pre-service training in ameliorating the teacher's knowledge and competencies to overcome the teaching difficulties.

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providing the prospective teachers with the necessary knowledge in addition to the knowledge about language, for a positive and beneficial change to take place, the Ministry of the national Education should devote a considerable amount of money, efforts and resources for pre-service training programs.

Teachers should be prepared and equipped with the necessary skills and competencies in order to ensure effective teaching and high quality learning

Pre-service training programs need to be developed to be more efficient in improving the teaching quality.

The current study can be deemed in future research as a step towards understanding the link between pre-service training and teachers' education development.

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Appendix

Teacher Questionnaire

Dear Respected teachers,

The present questionnaire aims at collecting data related to the Impact of EFL teacher's pre-service training on teaching skills Achievement. (the case of middle schools in NAAMA)

To the fulfillment of this aim you are kindly invited to answer the following questions.Your participation is voluntary and the information you provide will be Anonymous. Thank you for your collaboration.

I. Background / Career Information

- Age………………….
- Gender……………….
- Educational level……………………………………
- Years of experience………………………………..

II. Previous Training Experiences

1.After you integrated into the teaching profession, did you have any teacher training?Yes   No

If yes, would you please describe your training experience (when/ where/ how long/objectives/aspectscovered?

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

2. Was the training relevant to what you teach at school?yes   No

If yes, in which ways has it contributed to your current classroom practices?

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………
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………
……
………
If no, why ? …………………………………………………………………………

3. According to you :

	Agree	Disagree
1. There is connection between pre service training courses and the requirement of teaching EFL (the realitiesof the classroom)		
2. The provided training helps you knowhow to behave in certain situations.		
3. . Pre service training provides you withthe practical knowledge needed in teaching EFL		
4. . Pre service training enhances yourlanguage proficiency		
5. .Pre Training provides you withknowledge about skills in teaching EFL		
6. .Pre service Training increases your self-confidence and self-esteem		

III. Attitudes and Motivation about Current Classroom Practices

4. Do you like teaching? Yes No

5. Are you **satisfied** with your teaching performance? Yes No

6. How do you develop your teaching competences and get **feedback** about it?

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

7. Do you regard that pre service training should be obligatory? Yes No

Why…………………………………………………………………………………………………

………
………

8. Do you feel satisfied with the content of your training?   Yes

9. NoComment.

………

………

10. How well does pre-service training provide you with time and quality of teaching practice?

……

……

11. How did you feel after working collaboratively?

   Confident…… Frustrated…….   .Anxious…… Satisfied…….

Why?

………

……

12. Pre service training enables you to start your career

   successfully. Yes NoComment.

………

………

IV.   Teaching Concerns in …..Education

13.   Do you think that English is still taught in the same way as it was previously done? Yes No

Explain.

……

……

14. Could you please define the major **problems of English language teaching** in **Algeria** based on your teaching experience?

………
………
………
………
……

15. What would you like to **learn if** you had (or have) a **chance** to participate in a **teacher trainingprogramme**?

………
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………………………………………………………………………………………………………

16. What are the changes that pre service training should consider to achieve quality teaching?

………
………
………
………
……

17. What are the advantages, positives and privileges of pre service training?

………
………

18. : What are negatives points of pre service training?

………
………

الملخص

الهدفان الرئيسيان للدراسة هو إظهار أهمية وملاءمة التدريب قبل الخدمة لمعلمي اللغة الإنجليزية كلغة أجنبية، خاصة للمعلمين الجدد في المتوسطات النعامة كنمو دحا. من أجل تدريب معلمي اللغة الإنجليزية كلغة أجنبية كمعلمين محترفين، فإن الهدف الرئيسي هو جعل هذا النوع من التدريب مطلبًا لهم في جميع المؤسسات. الهدف الثاني من التحقيق هو النظر في أي صعوبات محتملة يمكن أن يوجهها مدرسو اللغة الإنجليزية كلغة أجنبية الجدد وكيف يؤثر التدريب قبل الخدمة على كيفية تفاعلهم مع تلك الظروف

الكلمات المفتاحية:

ـ تدريب ما قبل الخدمة ـ مدربو اللغة الإنجليزية كلغة أجنبية، المتوسطات النعامة كنمو دحا ـ مدرسين محترفين

Résumé :

Les deux principaux objectifs de l'étude sont de montrer l'importance et la pertinence de la formation initiale pour les futurs enseignants d'anglais langue étrangère, en particulier pour les nouveaux enseignants dans les écoles moyennes. Pour que les enseignants d'anglais langue étrangère soient formés en tant qu'enseignants professionnels, l'objectif principal est de faire de cette forme de formation une exigence pour eux dans toutes les institutions. Le deuxième objectif de l'enquête est d'examiner les difficultés potentielles que peuvent rencontrer les nouveaux enseignants d'anglais langue étrangère et l'influence de la formation initiale sur la manière dont ils réagissent à ces circonstances.

Mots clés :

Formation initiale - formateurs en anglais langue étrangère, les écoles moyennes de Naama- enseignants professionnels

Summary:

The study's two main objectives is to show the importance and relevance of pre-service training for aspiring EFL instructors, especially for new teachers in Naama middle schools. In order for EFL teachers to be trained as professional teachers, the main objective is to make this form of training a requirement for them at all institutions. The investigation's second objective is to look into any potential difficulties brand-new EFL teachers can run into and how pre-service training influences how they react to those circumstances

Key-words :

Pre-service training- EFL instructors, Naama Middle schools- professional teachers