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**The Effects of Teachers' Training on Students' Academic
Performance**

**The Case Study of Third Year at Secondary School of Idrissi
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A Dissertation Submitted to the Department of Foreign Languages
As Partial Fulfilment for the Master's Degree in Sciences of Language

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Dedication

I would like to thank all my loving family members who mean so much to me.

My mother, who gave me an emotional support and believed in my capabilities,

My father, who did great effort to reach at this stage, and taught me how to be patient, my mother and father I would not reach this stage without you.

To my dearest brothers Aymen, Abdelhafidh, Abedelraofe and Hatem who were always the positive side of my life

And to all those who like me

I dedicate this work.

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ABSTRACT

Teaching is regarded as good profession. That's why, it can be viewed that any teaching career entails for taken the training process successfully to provide the nation with a good quality of teachers. One the other hand, it reduce the quality of all teachers who are always facing great challenges concerning their profession. Hence, it would be purposeful process if all teachers adopt the training continuously.

Our present study depends on the hypotheses that if there is an impact of teachers' training, the students' learning will be enhanced. Furthermore, if there are trained teachers, the students' learning environment will be improved. In order to test our hypotheses, we investigated teachers of English language of MS3 of Iddrissi Mohamed. Moreover, teachers' interview has been conducted to two teachers of English language. In addition, the classroom observation provided further information about teachers' performance.

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General Introduction

GENERAL INTRODUCTION

Introduction

The teacher has always been one of the most powerful pillars of educational program and the most integrated part of the students' success. He/she is responsible for the leadership of the students' learning, and their development level. Student's progress usually has relationship with teacher's qualification. This refers to the extent to which the teacher has been trained and qualified to teach. Non-expert teacher differ significantly from expert teacher. The former needs to receive adequate training to become fully qualified, for the purpose of bridging the gaps that are available in education and to change it for the better. By accelerating the training process such as, creating opportunities to supply the development of teachers and strengthening the scope of training to make up teachers' deficiencies in their teaching process. Novice teachers must obtain more extensive training program in order to upgrade their level of knowledge and gain professionalism. A good training process should be designed to focus on developing new pathways to teaching. That would enable the teacher to face the challenges firmly and to overcome them successfully. In addition, helping students to be ready to learn, in which would be reflected strongly on them in terms of their understanding, perception and performance .Hence, teachers need to practice the training process to provide students with educational development.

Statement of the Problem

Many novice teachers are in need for taking a continuous training, in order to overcome the obstacles they face during their teaching, and to become more acquainted with students' needs. One common noticeable problem is that some of teachers cannot recognize better what are the needs for their teaching process ,and what are the main strategies and methods that are appropriate for their classrooms; they find difficulties to define them and especially, to

implement them. Most of these challenges are associated with students' learning because teachers cannot convey the information to the students efficiently. That would result in the lack of effectiveness in their classroom. Another difficulty is the students' miss understanding of what the teacher wants to inform about the lesson being taught. So, many of these problems could push the teacher to perform something different that can change their teaching process to the best, and improve more the students' learning environment because teacher consider that he/she cannot create energy , effectiveness and focus in the classroom. Also, these issues would encourage the teacher to practice an intensive training to upgrade his instructions professionally.

Objectives of the Study

This study investigates the impact of teachers' training and its importance in the development of students' learning, under this general aim come other specific aims:

1. To understand the role of training process in the enhancement of teachers' qualities
2. Find out the importance of training and its influence on teaching process.
3. How teacher develop his profession and improve his competency.

Research Questions

This dissertation aims to answer the following questions:

1. What is the impact of teacher's training on students' learning outcomes?
2. Would trained teachers improve students' learning environment?

Hypotheses

- 1- If teachers' training is an essential factor in sharpening the teacher's performance in the classroom, the students' learning will be enhanced.
- 2- If there are trained teachers, the students' learning environment will be improved.

Literature Review

We will propose a several studies that have been undertaken by many researchers about our topic.

The training process has always been an issue of investigation for many researchers. The literature review of the previous study that has been conducted by Richards(1989);Flanders(1963); Chapman (2002) had shown that training can be regarded as supportive element which provides teachers with the professional development in terms of enhancing their skills, attitudes and values for getting effective teaching career. This latter can be divided into types which are the pre service and in service training .Many studies have reported that the in service training is highly relevant for the improvement of teachers educational performance. It means that the continuity of the training can be a major requirement which generates teachers with a better view to their profession. Moreover, it leads to the improvement of classroom instruction, in terms of upgrading the level of students' learning and enhancing their communication. European commission (2013); Flanders (1963) assert that, the training process aims at increasing teacher's flexibility with students inside class by encouraging them to learn and participate in the classroom learning tasks.

Research Methodology

In order to test the hypotheses stated previously, a descriptive method needs to be followed because we believe that it is the most appropriate method for our research. A questionnaire will be directed to teachers of English language .Furthermore, we will use interview with two teachers. In addition, classroom observation will be adopted which is useful for our investigation.

Structure of the Dissertation

This dissertation is divided into three chapters. The first Chapter is designed to mention the main aspects that are linked with teacher training, and that are more essential for training. The Second Chapter includes the major issues, which are associated with students' learning, and which should be taken into consideration to enhance their level of learning. Chapter Three, clarifies the research methodology that will be used in our study. It introduces the research method and tools that will be used in order to observe whether our hypotheses will be confirmed or disconfirmed, through the data analysis and results which will be obtained after our application for the three research tools, teachers' questionnaire, teachers' interview and classroom observation.

Chapter One

The training process of teachers and its requirements

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Introduction

This chapter aims at identifying the subject of teacher training and its major requirements; training content, methods and course which should be included for positively and successfully training process. It focuses on how and why untrained teachers should be trained to emphasis a successful one. Training for teacher is a very essential issue which is needed to be taken into account, especially for novice teachers in order to develop their qualities and to get professional teachers. It helps them to handle the challenges they face in their career and advance their teaching knowledge in terms of the subject matter , competence and skills .By training, teachers will be able to perform their job effectively because trained teacher has a great effort to provide an effectiveness and progress for their profession. A well qualified teacher can avoid deficiencies easily in their teaching career which would impact on students' achievements positively. For this reason, it should be enhanced by trainers in order to expand the range of applying training for teachers and avoid the main shortcomings that are available during the teaching and learning process.

1.1 The concept of Training

Teachers' qualifications differ from one to another according to their specific manner of education, and their acquaintance with the teaching process. For that reason, there is a need for taken the training process to provide an enhancement for teachers' profession. Training increases the teacher's motivation to practice his/her instruction effectively. It offers a new road to the teacher to support his cognitive skills extensively and to be more capable in his or her teaching career.

According to Bergo et al "*Training concept aims to support adults in developing personal and social skills as a precondition for lifelong learning*" (2008, p. 6). It helps the teacher to communicate with others effectively, by using various ways that are very useful in the exchange

of ideas. It means that developing teacher's professional competence through an extending practical teaching. Memoria CB assumed that:

” training is a process of learning a sequence of programmed behavior it is application of knowledge and it attempts to improve the performance of employee on the current job and prepares them for the intended job. Training is a short term process utilizing a systematic and organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose. Training is for specific job related purpose”.

(2000, pps. 307-348).

Training directs and supports teacher to be more competent and feel confident during the practice of teaching process. Bergo et al (2008) have seen that training can enable the trainees to be more acquainted with their teaching career through using valuable of various directions that have multi- purposes, and in which provide the chance for them to acquire more according to their specific aims.

1.2 Teacher Development

Development is related to the continuity to ensure a good performance, and regarded as the bridge which supplies with the improvement through learning process aims at enriching the quality and the quantity of general knowledge.

Armstrong points the development ***“is about the provision of learning development and training opportunities”*** (A Handbook of personnel management practice, pps. 491-92). Furthermore, development and training have purposeful role which aims at bettering the performance of individuals in particular setting (Harrison, 2005). It means that development provides the chance for teachers to be more cultivated for long time, and acquire more conceptual skills in such field. Moreover, Development focuses more on the enhancement of

conceptual skills for the trainees; it offers the opportunity to be fully grown about their job. Also, the training process entails teachers' accomplishment of their level of knowledge, competence and skills to achieve their work appropriately (Unknown author, p. 38).

1.3 Types of Training

Training has been divided into phases; each one has specific goals needed to be achieved. Both types have assigned to train the teacher before and within practice the process of teaching, to improve teacher's performance and to strength his capability to manage all the educational issues that are consequently linked with students' learning. They can be considered as interrelated values, each one of them effects on the other.

1.3.1 The pre- service Training

The pre- service training is the initial preparation seeks to the nutrition of teacher education that would reflect on students' learning progress. The teacher must undertake initial training to prepare him with all skills and expertise that assist him to perform the teaching role conscientiously. During the pre- service training, teacher will learn how to perform his profession in right way. It shows the teacher the appropriate strategies which need to be taken during the teaching process, and in which surely train him to enter to the new environment of teaching and learning with constructed personality .Moreover, it can offer the teacher energy to practice the teaching career. In addition, teacher will be experienced about the teaching requirements (experience or knowledge), which enable the teacher to have acquaintance with his students' needs. Besides, it aims at training the undergraduate students to enter to their profession with well- constructed competence, and to be familiar with their job. Department of health and education advice and resource team reported that "***Pre service teacher training is necessary as research shows that it is the most effective way to raise educational quality as it will have overall benefits across the whole education system***"(2015,p.02). It means that, the

pre service training has different advantages that serve the educational quality and the whole education system. It contains all the knowledge that covers and supports the teaching process to facilitate the mission for the teacher during complex tasks (improvement tasks), which must be done for the students to learn. This kind of training should be assigned by knowledgeable trainer, and achieved in suitable conditions and situations. That would increase the training values, and stimulate the teacher ongoing practice it. Additionally, it is the idea of learning how to be qualified teacher as fully responsible one inside classroom. At this stage of training, teachers will learn what are the successful methods must be used for the sake of improving their teaching and students' learning as well (Department of health and education advice and resource team, 2015).

1.3.2 The in- service Training

According to what has been reported in Teacher Training Toolkit (2014), the in service training can be defined as all what has the teacher learned from the practice of training. It is practical practice aims at keeping the teacher delves into the teaching career, for the sake of discovering new methods at each time that are usually relevant and useful for them. Also, it enables the teacher to acquire an experience that he can depend on it. It gives the teacher the willingness to train more, and support him to be more integrated into his profession. Moreover; it enhances the practice of teaching by employing specific strategies that strengthen teacher's profession. Additionally, it makes the teacher more knowledgeable about how to tackle specific involved challenges, and it provides the teacher a desire to attend this kind of training, which can lead to the transformation of skills and knowledge that are usually gained by practice it during teaching and learning students. That results in the flexibility of processing the teaching profession. In addition, it bridges the gaps between teacher and learner by creating good manners of communication and interaction. It assumed that in the report of teacher training

toolkit, *"In-service training can be organized for a group of teachers from different schools, or can be organized for a whole team of teachers in one school"* (2014, p.01).

Altun claimed that *"in service training is a continuing and practical activity for teachers to develop professional knowledge and skills throughout the education process"* (2011, p. 848).

This type of training enables the teacher trainee to rise from his capability to face the various challenges within his performance of teaching and learning. It provides the teachers with enthusiasm to search more and to go deeper in their career, and enables them to receive more knowledge and to gain more experience.

According to Marsha and Naftaly (1999, p.02), one of the important components to improve the quality of education is through in- service training for teachers. As a result of training, teacher will be able to direct his developmental profession through the experiences he has received. This trait provides the teacher with remarkable management in his /her classroom. Moreover, it assists the teacher to accomplish his instruction adequately.

1.4 The objectives of Teacher Training

As already mentioned about types of training, behind every one there are specific goals required to be realized in real life situation. These goals can be regarded as supportive fundamentals, which should be stated clearly and emphasize on the promotion and the growth of trainees, in terms of enhancing their abilities, knowledge and skills. Moreover, these objectives cause in increasing productivity and decrease the need for supervision. So, teacher will be more familiar with teaching and learning career. According to Bergo et al. (2008) these objectives can be manifested as follows:

Motivation: Training course should contain the sense of interest in order to encourage the teacher to practice it continuously. So, teachers' willingness will be increased towards training. It needs to be handled sensitively.

Recognizing own opportunities: Refers to the participants' situations and conditions that should be available within practice the training. The participants should be aware about the environment that is doing the training in. Because each situation has own influence on the trainees' cognition, understanding, awareness, participations and interaction. All these elements must be included for the sake of getting well qualified teachers to further education.

Taking personnel responsibilities: All the participants should know their role achievements inside and outside teaching; they learn how they must take their own responsibilities correctly.

Recognizing own responsibilities and strengths: Participants should show what they have for the sake of developing their acquiring knowledge, by exchanging their ideas with others. It leads to the exposure of new knowledge that can modify their thinking to the best.

Acquiring skills: Skills are different from one to another. That's why training courses should be adopted to maintain participants' skills and seek to develop them, by using appropriate techniques which raise teachers' skills level. That will enable the trainee to use his acquiring skills with expedient manners during his teaching career.

Self-worth and self-efficacy: Training courses should feed participants and supply them with the sense of self-worth (self respect) in order to reach the factor of self-efficacy which is essential precondition for permanent learning process.

Finally, Bergo et al (2008) assumed that the trainer must respect all the trainees' values and realize all goals of the training, which widely concern the trainees, for the sake of the enhancement and development of trainees' profession to be more valuable.

1.5 Training Content

Bergo et al (2008,p.28) have seen that training content should be focused upon the identifying of prior knowledge, needs and attributes within group because the trainees do not have full knowledge or experience of their own work that they are examining. Training content should contain all the relevant topics and exercises that need to be studied, covered and

practiced. In addition to the level of knowledge of the participants and their qualities that should be taken into account. More to the point, Training content should also be based on teaching competence, personal and social skills, for enhancing teachers' internal concepts (cognition, self- efficacy), and reinforce their skills , abilities for communication and work in team . Also, maintaining the motivation among them. Most importantly, training content should be focused on teaching self-management skills for implying activities in good way that teachers need to have, and using them as foundations in the field of teaching and learning to be more productive. These information concerns the important things that student should learn, and how teacher can improve them through specific tasks, for acquiring knowledge adequately.

1.6 Training Methods

Training methods should be devoted for the purpose of developing teachers' education, which can be realized by creating a well structured and systematic training programme for successful training process, so teachers can learn in effective and efficient manner. As what has been stated by Roe (2004, p.05), during the internship all trainees undergo a series of experiences to upgrade both constructive (helpful and useful discussion) and cooperative attitudes needed in teaching. Moreover, training methods entail various skills, for instance, illustrating and questioning for the purpose of delivering information, clarifying and explaining the topic being discussed. Lawson stated that” *the questionnaire helps to prepare them mentally for the learning experience*” (2006, p.148). Likewise, the information that is discussed should be arranged and sequenced logically to impart knowledge and realize teacher development. One of the most important training methods is to teach the trainees how to prepare and equip themselves to better do their works. Additionally, the trainer should take into account which activities should be used such as role play, and when are appropriate to deal with them. Because well activities help teachers to learn and retain information, build participants' skills and change their behavior (Lawson 2006.p, 141). Besides, engaging teachers in different

kinds of tasks and organizing seminars, refresher courses (short educational courses for trainees to review their development in it) would push them to sharpen their existing skills and learn new one. Furthermore, it encourages them to be involved in the educational environment effectively. Above all, it should also be based on the needs of both the trainers and trainees, so the participants will benefit from the scope of training. Finally, establishing a good relationship between candidates would lead to a valuable training process. It can act as a facilitator for effective training and can ensure that the trainers and trainees bond together and gain in a mutual process of understanding and learning (Roe. 2004)

1.7 The Importance of Teacher Training

The Teacher is the most significant school factor influencing students' learning. The best teacher-preparation helps him for getting an efficient work and mastery the subject matter; it assists teachers to know more about teaching career in terms of acquiring new skills ,behavior and attitudes that proficient teacher should possess. Roe found that” *training is necessary for all kinds of job*” (2004, p.11). He points out that trained teacher do more and perform his work effectively. A well-trained teacher plays a decisive role in creates good students with regard to building their personalities. Ongoing training provides the teacher the flexibility to teach effectively, and with creativity during his teaching in which results in getting professional role and lifelong learning. Farah et al, (2014) stated that preparing and developing teachers' profession and competence have a direct impact on the learning itself, and supply with great success for students because the most important factor in happen students' success is a well-qualified teacher. He makes students' learning better by enhancing their skills and improving their comprehension for the subject matter. More importantly, he /she shares in the increasing of the productivity in the classroom that causes a qualified work. So, it is very essential to pay attention about how we train and support educators and explore their hidden skills to be achieved in the real life situation (Farah et al, 2014.pps, 912-913).

1.8 The trainer's Role

According to Bergo et al (2008, pps.32-33), the trainer has to do different roles within training process, and he should have multiple skills in order to implement his work efficiently. He should give clear designed objectives for the participants about the training course, and what they ought to do during the learning process. Additionally, he has to be aware of how he must present information, organize and present activities that fit to the trainees. Moreover, he should facilitate the training course as far as possible to enable the participants to understand what they are receiving to improve their performance. Most to the point, they announced that the trainer has the ability to cooperate with other organizations if necessary; for the purpose of enriching the training course with required knowledge. Furthermore, he is the major responsible element in training process, so he has to be knowledgeable and he should guide the participants confidently, and provide them with sufficient knowledge in order to increase and upgrade their skills, knowledge and attitudes. Most importantly, he should be as encourager and motivator for the participants to get them engaged in the training activities .In addition to his observation for the group dynamics during the training process. More than that, when delivering of knowledge, he must be facilitator for the learning process, besides his flexibility within the work situation to create good relationships with the participants. Likewise, the trainer should be acquainted with the participants' background knowledge to provide them with appropriate and sufficient information, and to involve them in practical experience.

In summary, the trainer has to be qualified and capable of his profession in many sides that concern teaching and teacher as well, For the purpose of getting a successful training course.

1.9 The training Course

Training course should be adopted according to such criteria in order to create a productive atmosphere for the participants. As reported by Bergo et al (2008, p.34) the most important

principle needs to be presented is the trust between the trainer and trainees. It is considered as essential element to ensure a continuous and purposeful training course, and this needs to be fostered by certain aspects. It is better for both the participants and the trainer to know and present each other to enhance and ensure the confidence among them. Also, the candidates should know all the techniques, methods and procedures that would be used during the learning process. A good atmosphere and mutual acceptance are two basic fundamental factors needed to be available for successful training course. For instance, sharing opinions, exchanging ideas, accepting previous experiences and creating fun atmosphere such as, relaxation and games to lighten the pressure, besides all the participants must have the chance to express their needs and taught. It would be helpful if they all engaged in designing the training course, for the purpose of identifying their learning goals, and accomplish the training objectives. Furthermore; all the training techniques should be associated and appropriate for the previous knowledge of the target group, to make a source of credibility, and to transfer knowledge needed in the training sessions. All the participants should be motivated to imply their acquired skills into real life situation, besides to their questions and expectations that should be taken into account for promoting positive engagement of the participants.

Finally, a well designed course should contain all the essential conditions and the requirements that needed to gain productive results, and to realize all the training objectives, in terms of making the participants more knowledgeable and skillful, and preparing them for their teaching responsibility to ensure the growth in their profession(Bergo et al,2008.pps 34-35) .

1.10 The trainees in the Training Process

The participants are usually the most stakeholders (persons who play crucial role in training) in training course, and who possess modicum capabilities and have different

experiences, knowledge that must be developed. They can be considered as an official element who plays an important role in training to get the most out of it, in terms of acquiring new knowledge and skills to get further development that need to complete their profession. Bergo et al (2008) claimed that to benefit from the training, trainees need to comprehend of what they learn and interact with the leader to develop their powers of communication. They must be motivated and capable of doing various exercises of training to learn new things. Furthermore, they emphasized that there has to be homogeneity among groups so they will be comfortable and work with each other. Homogeneity enables the trainees to benefit from different experience and knowledge. So, there must be balance between participants' diversities and similarities to make group work more valuable.

1.11 Teacher Competence

Competency entails experience, attitudes, knowledge and skills which enable the teacher to teach effectively. A competent teacher is the one who has the ability to perform a various tasks in a particular context and at high level of excellence and who has remarkable acquaintance with teaching process. Also, he makes students learn effectively and efficiently because effective teaching is directly associated with teacher competence. Hence, teacher has to be capable to create suitable classroom conditions and climate, which are helpful and convenient for students' learning. That is why; teacher plays an influential role in supporting students to obtain a higher score (Caena, 2011, p.07).

Koster and Dengerink (2008) defined competence as” *the combination of knowledge, skills, attitudes, values and personnel characteristic, empowering the teacher to act professionally and appropriately in a situation, deploying them in coherent way teacher to act professionally*”. (Cited in Caena, 2011, p. 07). Consequently, teacher's competence indicates the one who has grasp of his subject; and who has good characteristics and positive attitudes

towards the teaching profession. For this reason, competency cannot be adopted correctly unless there are its adequate components that provide proficiency, and which can be categorized as the following:

1.11.1 Teaching Skills

According to Richards (1998, p.03) teaching skills are defined as the art and behavior of the teacher, which help him to create effective communication between students. A skilled teacher is mainly intended to facilitate and maximize students' learning, and making them more interested and engaged in the subject being taught. Shulman assumed that, teaching skills are "*the core competency of language teacher*" (1987: 17). He viewed that these skills are regarded as a basic part of competency for language teachers, and they can be manifested as what the teacher should do in terms of classroom management, besides his flexibility for explaining the lesson by using vivid descriptions, and communicating effectively with students (Cited in Richards 1998).

1.11.2 Communication Skills

Richards (1998, p.06) has seen that communication skills are one of the most significant skills that a good teacher should have. And the core elements in which teacher can transmit particular knowledge and skills, by using spoken and written forms, and signs for making interaction of ideas inside classroom. He assumed that "*the medium for the teaching of any subject matter is normally speech*" (1998, p.06). Communication skills are considered as the most important key in teaching process. That's why; teacher needs to improve his language skills in the training process such as, requesting, giving rules, questioning and so on. For the purpose of creating clarity in giving directions and instructions, besides language proficiency, that language teacher should possess. Hence, teacher should have these professional skills to

assist students for succeed, otherwise teaching and learning would be impossible to be performed.

1.11.3 Subject Matter Knowledge

According to Richards, subject matter knowledge “*refers to what second language teachers need to know about their subject*” (1998, p.08). It indicates understanding of the knowledge which leads to the development of professional practice. Moreover, it involves the knowledge about the concepts, skills, and structure of the language, such as phonetics and phonology, styles and methods of practice teaching. Because of each teacher has own way of holding the knowledge according to his specialist. Furthermore, it enables the teacher to recognize all students’ needs. So, he will be able to know how to progress students’ comprehension about the subject being thought. Also, teacher will know the right technique and access to get full transformation of the knowledge into students’ mind.

1.11.4 Pedagogical Reasoning Skills

Pedagogy is a term widely used in educational aspect, and which considered as the art and science of teaching that teachers need to be explored it through their practice and experience of teaching and learning process. That’s why, teacher’s profession can be effective if the teacher understand the need to pedagogical reasoning; it is the practical knowledge that teacher should know about it, which entails knowledge of the main difficulties that students face when they are learning. Also, it indicates the appropriate strategies that teacher needs to use them to fit students’ learning. Moreover, knowing of how teacher should organize and represent the content of the instruction to the students (Chapuis, 2003.p, 04).

Shulman (1987:15) stated that:

” pedagogical reasoning as the key to understanding the knowledge of teaching lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students”.

(Cited in Richards, 1998).

The focus here is on the transformation of knowledge that is involved in teaching. It means that teacher must interpret, transform and convey the ideas appropriately to allow students to acquire and deduce it easily (Richards, 1998).

Shulman (1987:15) described that pedagogical reasoning has been divided into steps and which can be categorized as the following:

Preparation: It takes place during the preparation process, teacher must focus on the key concepts and skills that required be teaching, structuring and developing according to the content of the knowledge relevant to text books (the information that teachers teach and that students are expected to learn in academic courses).

Representation: It can be seen as the way of delivering knowledge, by using various ways such as explanation, examples. For instance, when the teacher formulates WH questions, he may use examples as accessible way to describe their function.

Instructional selection: Refers to the selected instructional repertoire (the implementing of some language materials such as computer, videotape...). That enables the teacher to convey the essential knowledge and skills of the subject being taught to the students, and which should be adapted according to students' level. Moreover, these selected materials should cover all the essential knowledge and skills of the subject.

Adaptation: It involves the consideration of conducting the materials in agreement with students' needs, ability, skills, gender and prior knowledge for making students better adapted with the content ,and stimulating them unconsciously without any kind of reinforcement.

Tailoring: concerns specific classes and students that involve the knowledge of their particular learning and their characteristics; it takes into account students' motivation, ability, conception, interests and attention...etc, to enrich all students' needs (Webb, 2002.pps, 239-250)

1.11.5 Decision Making

Richards claimed that the teacher should be aware of having made decision for the dynamics of the lesson that will be taught. Teacher should monitor and evaluate his teaching such as; asking question is this lesson too difficult for students? , is it require more clarification? It enables the teacher to assess students' comprehension of the lesson .It would help him to make better decisions among several alternatives that provide supporting for learning and which has the highest probability of success or effectiveness. Moreover, this decision that will be adapted should be in consonance with teachers' goals and fit the students' learning to make right decision (1998, p.11).

1.11.6 Contextual Knowledge

It involves subject matter content and its implementation to real life situations. It means that teacher should consider how to practice the language of teaching; it is interpreted as the performative function of knowledge, and its relation with students' actions and communication. Posner (985:2) states that contextual knowledge as” *the rules, facilities, values, expectations,*

and personnel background, which act as resources, constraints, and direct influences on teaching and learning” (Cited in Richards, 1998).

1.12 Pedagogy and Professionalism

1.12.1 Definition of Pedagogy

Chapuis (2003) has defined pedagogy as the science of knowing how students should learn, or as the art of delivering knowledge and implying professional teaching practice. Furthermore, it indicates that pedagogy refers to teacher’s practice of teaching process by using different styles and practical skills. Moreover, it describes teacher’s concept of knowledge being applied or provided (Lovat, 2003.p, 11). Furthermore, it enables teachers to be more knowledgeable about the curriculum they have, and which needs to be done appropriately. Pollard (2010, p. 5) assumes that *“pedagogy is the practice of teaching framed and informed by a shared and structured body of knowledge “*. (Cited in Chapuis, L.2003), It is an area in which teacher can possess some sorts of knowledge, experience and values because it would supply the teacher the capacity to deal with the issue of classroom easily in terms of classroom performance, skills and attitudes.

1.12.2 Definition of Professionalism

Professionalism should be achieved through series of practice in order to serve teaching profession effectively and skillfully. Hoyle has defined professionalism as a term used *“to describe enhancement of the quality of service “*(2001, p.146). It is going through how teacher should practice his work and how he should be engaged in it. Socket argues that *“professionalism is about the quality of practice”* (1996, p.23). It may indicate that professional teacher is the one who can make teaching and learning valued, and who is able to make stimulating and supportive learning environments. Furthermore, professionalism supports teacher to be more empowered and to behave correctly toward someone or something, or to

direct some attitudes positively concerning teaching career. As Boyt et al have regarded that *“professionalism consists of the attitudes and behavior one possesses toward one’s profession. It is an attitudinal and behavioral orientation that individuals possess toward their occupations”* (2001, p.322). Developing teachers’ profession can not only influence on teachers themselves, but also on students in terms of their learning, performance and attitude.

1.12.2.1 Building Professionalism

Murray has assumed that professional development is very essential for teachers because it is not confined only to acquire new skills, but also to upgrade teacher’s professional knowledge, and enhance more their specialized skills to be motivated and effective. For example, teacher acquaintance of journals articles concerning teaching can be regarded as great decisive blow. Teacher will be informed about new trends and research development, that they can benefit from them for the sake of exploring new ideas, discovering new things suit their profession and put them into practice. Murray believes that reflective teaching may be regarded as an important principle cause of continuing professional development. It involves teachers’ examination of what they have experienced through analyzing their work inside classroom. Reflective process can enable teacher to be more aware about students’ learning and teaching styles. Furthermore, it can develop teachers’ educational perspectives and avoid them from impulsive behavior .Also, mutual sharing of knowledge, experience and cooperation with colleagues has great impact on the development of teachers’ profession because teachers will be more assertive and decisive in their learning in terms of fostering their confidence to face teaching challenges. Additionally, reflective teaching practice gives the chance to all the collaborators to assess their language teaching in supportive manner (2010, pps.03-04)

1.15 What does Education Consists of?

Education play a major role not only for teachers, but also for students because the way which teacher has developed, the result in which students' learning will be more effective. It considers as a basic pillar for teaching and learning as whole in terms of developing students' potential, encouraging self confidence and creativity among educators and society as well. Teacher education is usually characterized by four elements; improving teachers' educational background and increasing their knowledge about the subject area, understanding of learning and pedagogy of children. These four elements should be balanced according to such criteria, background education of teachers, the level they will teach and their reached stage in teaching career. From these points, they can be emerged two very important distinctions the former comes between the initial training and continuing professional development. It means that training teachers and supporting them before entering the classroom to be fully equipped, and then teachers should practice the teaching process for the purpose of continuing professional development. The latter consists of different kinds of activities which aim at training teachers for all the stages of education to be well prepared at their working place before and during teaching. That would entail some important issues needed to be accounted when designing programs of both initial teacher education and continuing professional development. It is necessary to take into account teachers' educational background because teachers' level of education differs from one to another. For this reason, there is a need for make balance between them to make a good content of program for them .Additionally, a long experience of teaching is not the same as with those who have been teaching for short period of time. Teaching experience for long time can reinforce the goal of an educational interaction and learning .In addition, it enables the teacher to learn and acquire more experience (UNESCO, 2002.p, 08).

Conclusion

Finally, it is necessary to practice the training to realize a continuity of development for teachers. At the end of this process, teachers surly will be able to do the best. A successful

training is usually measured by a good quality of teachers. That's why; all teachers required to processing the training, and they should be strongly motivated to implement it, for the purpose of obtaining a well – qualified teaching experience which would totally change teachers to the best. For this reason, all teachers should be integrated in training to ensure the highest degree for them and to reduce from their weakness of the teaching career.

Chapter Two

The effects of Teachers' Training on Students' Academic Performance

Chapter Two: The impact of Teachers' Training on Students' Academic Performance

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Introduction

In this second chapter of the dissertation, we aim at clarifying the impact of teacher's performance on students' learning. Moreover, we will demonstrate teacher's classroom methodology in terms of teacher's performance management of the class, teaching methods that used to develop and support students' skills, and to bring the improvement for students' learning.

Teacher's professionalism could appear inside class, through considering for the basic criteria that teacher focus more to assure students' development because students' success always depends on teacher's performance .So, the vital role of teacher's quality has great influence on students' learning and their progress.

2.1 Students' Academic Performance

Students are very essential element in the school; this latter supplies the nation with different kinds of generations. They differ according to their specialization because students can participate in the development of country according to their high level of performance at school.

Ali et. al ,(2009) have seen that student academic performance “ *plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development* “ (Cited in Mushtaq and Nawaz,2012) . Students' academic performance is not only the matter of school, but also the society as well. Moreover, it is usually reflecting the students' effort through the learning process during the year, in turn, the teacher's work and school environment.

Students' performance usually can be measured by examinations. Martha assumed that “*student's academic performance is assessed by use of tests, assignments and examinations*” (2009, p.16). Teacher always uses tests and examinations to assess student's level in core subject and to reveal their degree of proficiency that can be differ from one to another according to their results.

Researchers have found that there are various factors can influence on students' academic achievement such as class size, English text books, exams systems. Despite having these factors, they can be emerged another ones; communication skills, learning facilities, proper guidance and family stress. These factors needed to be taken into consideration for both teacher

and family to help and guide them properly to enhance the major points that students are weakest at.

2.1.1 Communication

Communication is one of the most important teaching aspects inside classroom, which is needed by the teacher and the student to create an environment of interaction. That's why; students need to have a good competence in English language to perform properly either in written or oral expression. Harb and El – Shaarawi (2006) found that student's competence in English can be regarded as a major factor can affect on students' outcome. According to Irfan (2012) claimed that students' performance is directly associated with their communication skills; it means that students cannot deliver their ideas appropriately without having fluency and accuracy in both written and spoken form.

2. 1.2 Learning facilities

According to Irfan (2012), many researchers have agreed that the positive atmosphere in which students should learn and need to learn, can be considered as a significant factor which is linked with students' outcome. Kirmani and Siddiquah (2008) viewed that *“the academic environment is the effective variable for students”* (cited in Mushtaq and Nawaz, 2012). Students should obtain all the learning materials in the institution, so they can learn appropriately and will be actively engaged in the learning process.

2.1.3 Proper Guidance

Hussein (2006) pointed that *“the guidance from the parents and the teachers indirectly affect the performance of students”*. Students will reach an educational development and intellectual growth through the guidance given by the teacher and parents in the learning process. Hence, the problems which hinder the development of their studies will be reduced.

2.1.4 Family Stress

Irfan (2012) has seen that family stress impacts on student's progress negatively because the tension can change student's behavior, thinking and concentration inside the class. For this reason, family resilience is very necessary to assist students in their learning.

The effects of these factors may positively influence on students' performance, whereas family stress can be viewed as negative aspect which has a strong influence on students' attitudes, learning development and mental growth. That's why; it needs to be taken into consideration as major factors that should be treated from parents, for the purpose of reducing the students' pressure and prepare them for official exams.

2.2 Motivation of Achievement

Motivation the student is usually complicated subject and worthwhile issue of many teachers. Teachers are trying all the time to maintain and protect motivation by making learning stimulating, enjoyable and raising students' autonomy. That would help learners' involvement in the language class, and encouraging them to perform their tasks. Denhardt (2008) defines motivation as "*what causes people to behave as they do*" (Cited in European journal of research and reflection in educational sciences, 2014). It provides students the need to achieve well and the necessity to be successful of what they want to do. For this reason, motivation is very essential among students. Because students with high level of motivation are able to do well academically, while students with low level of motivation their academic performance will be not good and unacceptable (Thomas, 2002). Some of students are intrinsically motivated towards success even they face obstacles, or they do not enjoy with tasks to keep up their high class level, and to sustain their existence inside class. Hussein and Shea (1979) stated that, "*If we accept the notion of intrinsic motivation, it implies that there is powerful potential for self- actualization within each us*" (Cited, Thomas G, 2002). This powerful potential is based

on the need of achievement. Whereas, the others have not the desire to success because of many factors discouraging them, such as; lack of skills, lack of experience, ability and time in which may affect on their performance, and lead to their failure (Atkinson, 1974). Those unmotivated students must be strongly supported, by stimulating them intrinsically to increase their academic competence, which would be implemented by giving them some kinds of interesting activities. Most importantly, providing students with positive attitudes like, the idea of avoiding failure is considered as aspect of success, achieving their tasks is kind of a success (Simons et al, 1999). It has indicated that” *Academic intrinsic motivation has been shown to be positively and significantly related to students’ achievement and perception of their academic competence, and inversely related to their academic anxiety*” (Eskeles-Gottfried, Fleming, Gottfried, 1998, p.1448). Unmotivated learners are likely to be less confident, and are always pessimistic towards their accomplishment because they always expect to fail. In the same line with this quotation “*Everything that happens to you, everything you become and accomplish is determined by the way you think, by the way you use your mind*” (Tracy, 1993, p.59).So, teacher of a good training can raise students’ intrinsic motivation, that would help them to do the task for its own sake .Moreover, it would increase their creativity and results in high quality of learning.

2.3 Classroom Management

One of the most important tasks of a teacher is how to create social and physical environments for learning; classroom management. It can be seen as the process by which a well qualified teacher use a variety of techniques to achieve effective teaching ,and to prevent a disruptive behavior and monitor students’ work at all times, so that teaching and learning can be performed in an efficient and safe manner .Also, it can be regarded as a difficult aspect of teaching because it aims at reducing students’ negative attitudes, discipline and building a positive behavior for keeping students engaged in the topic and focus more on learning .As

Jones(2000) defines “ *a good classroom management seating arrangement is the cheapest form of classroom management. It is discipline for free*” (Cited in Christopher Dunbar, 2004, p.03). It helps to control students’ behavior, encouraging interaction and drawing attention to all students because a well seating arrangement impacts the students’ behavior positively and learning process as well. Classroom management should be adopted in good manner to facilitate teaching activities, and to maintain positive and productive learning environment. This can be achieved by an effective teacher who usually has been already trained to imply an organized classroom (Cited in Christopher Dunbar, 2004, p. 03).

2.3.1 Classroom Management Strategies

According to Christopher Dunbar (2004, pps.03-04), Effective classroom management relies on particular strategies for getting appropriate behavior management, which also directly linked with classroom instruction, and which can be manifested as follow:

2.3.1.1 Preventing Disruptions

The ideal way to manage problems is to train and build students’ self discipline, by monitoring their behaviors. It involves other sub strategies which aim at reducing classroom disruption and reinforce positive behavior.

A- Withitness

Refers to teachers attentive to what is happening or said in the classroom, by making eye contact with the student who misbehaved.

B- Overlapping

It refers to teacher ability to address behavioral issues without interrupting instruction and it is strongly associated with classroom order and achievement. For example, telling the learner in a clear assertive and polite way to stop the misbehavior.

C- Smoothness and Momentum in Lessons

Teacher's transmissions from one activity to another, in order to maintain the pace, avoid discontinuity in the lesson, and remain the continuity of the lesson.

D- Group Alerting

Teacher is required to get the attention of the whole class when individuals are responding, such as involving them in recitation task while the others are listening, and keeping learners engaged in productive learning activities.

E-Stimulating Seat Works

It can be viewed as the process of providing a variety of activities that offer motivation and competition between learners.

F- Consequences versus Punishment

Professional teacher knows how to direct students in an appropriate behavior; consequences should be devoted for inappropriate one, in order to make students conscious of their consequences of misbehavior rather than depending on punishment. Because it can produce other factors that impact on student's behavior negatively, in the words of Christopher Dunbar, he indicates that punishment does not necessarily serve a learning purpose, but rather *“gets even”*. *It sends the wrong message*". While consequences help students to learn from their mistakes. That's why experienced teacher is always aware of the way in which the student might learn from the mistake and ensure the learning purpose. Such as, offering a choice for

the student whether to stop the misbehavior, or to meet privately to work out the consequences (2004, p.04)

2.3.1.2 Classroom Arrangement

When the teacher arranges his classroom in the best possible way, he will support effective classroom management, so students can direct their attention towards the teacher. Classroom should be well organized to accommodate a variety of teaching activities. As Jones (2000) assumes *“a good classroom seating arrangement is the cheapest form of classroom management. It is discipline for free.”*(Cited in Christopher Dunbar, 2004.p, 03)

2.3.1.3 Establishing Rules of Conduct

Teacher should establish good rules and explaining them how they should be accomplished in classrooms .Also, enforcing students to follow them to make systematic classroom .A well effective rules and procedures help students to get a good classroom environment and forbidden actions inside the classroom.

2.4 Classroom Management Styles

There are a number of classroom management styles for teachers that help them to handle classroom and ensure an effective teaching. Classroom management styles assist teacher to know about what works and does not work in the classroom. Having a specific teaching style can benefit the students and make teacher’s job easier. They can be categorized as the following according to Christopher Dunbar (2004, p.09).

2.4.1 The authoritative Style

This type of teacher sets limits and controls on the students on the teacher hand. Teacher usually encourages students' interaction and offer opportunities to the students to use their communication skills appropriately.

The authoritative style usually involves rules and decisions about behavioral principles. Teacher sometimes offers polite, but in certain times he metes out discipline according to particular considerations of behavior. Furthermore, the authoritative style is characterized by warm students – teacher relationships.

2.4.2 The authoritarian Style

This style is often punitive, the authoritarian teacher does not give students the opportunity to learn and practice the communication skills. He always demands the students to follow the rules. Moreover, verbal exchange and discussion are discouraged.

2.4.3 The indifferent Style

The indifferent teacher is the one who does not want to impose classroom preparation; he always uses the same materials over years. In addition, lack of classroom discipline, besides students do not demonstrate their skills. The indifferent teacher is not usually motivated to encourage student's self-confidence.

2.4.4 The laissez- Faire Style

This kind of teacher's style is less likely to monitor students' behavior, and he accepts any kind of students' disruptive inside class, he has not any willingness to discipline students.

2.5 Classroom Discipline

Effective teacher always attempts for guiding students' behavior to shape positive one, and to handle discipline problems successfully in a particular situation, for the purpose of

creating an atmosphere of respect and maintaining an appropriate desired behaviors. That would help teacher to start his teaching, in turn, making students engaged in class at all times. Discipline can be achieved through series of rules and procedures given by the teacher in order to be followed by the students to increase the efficiency of their work.

“Discipline is the practice of teaching or training a person to obey rules or code of behavior in both the short and long terms “(kersey et al, 2005). It makes classroom more orderly on which avoid disruptive behavior for a long period of time. Moreover, it seeks to develop student’s self- control and confidence to be more interested and capable of doing his work, and responsible of his behavior .Additionally, it enhances learners’ relationship to be more harmony so; they will respect each others . That would lead to generate a positive thinking and behavior among learners for a long time. Discipline is not the matter of how the teacher should punish student for making misbehavior, but it is type of encouragement students to learn, achieve their tasks, and develop student’s self- esteem (UNESCO, 2006).

2.5.1 Positive Discipline in the Classroom

UNESCO (2006) has reported that positive discipline takes place, when teacher aims at developing cooperation and mutual respect among students. A competent teacher aims at producing well classroom discipline for making students more active and maximizing their grade of participation. Furthermore, it emphasizes on assuring equality among students and promoting their enthusiasm. Positive discipline should be based on the positive aspects as, negotiation and rewards for students rather than dependent on punishment. Moreover, discipline inside classroom can develop pro-social behavior for students, so they can incorporate with each other and avoid a disruptive behavior. For this reason, teachers should emphasis on building positive disciplines in class to enable them perform their work efficiently. According to UNESCO (2006), positive discipline entails some steps for example; teacher should assign

appropriate behavior that needed to be in the class. Also, before teacher begins the lesson. It is better to give the pupils obvious reasons to get their attention as, telling them that today's lesson is somewhat difficult that's why you need to focus more. In addition , encouraging students to do correct behavior at all times because the more teacher uses a positive discipline , the less students obtain punishment This must be adopted to realize a well organized learning environment, and to assist teacher to reach for his assignment goals easily.

2.5.2 Discipline and Punishment

A- The meaning of Punishment

UNESCO (2006) assumed that it can be observed as an action takes place when students misbehaving, or breaking the rules of the classroom. Punishments usually aim at reducing or eliminating the undesired behavior to occur again and to get targeted behavior. But it cannot work in most cases. Punishment can appear in two kinds negative verbal reprimands, or emotional abuse. Both forms are negative and severe because they cannot work to decrease the probability of happen the misbehavior in the future. It can influence on the students negatively, they will show displeasure and angry about being punished. Moreover, student will be frightened for his learning such as, feeling fear from asking question by the teacher, or participate in side class, afraid to answer question, or ask for clarification. Negative discipline is the result of severe punishment because it can take the form of corporal, or verbal punishment. Let's say that the former is the less commonly used. It is possible only if the teacher loose his control of behavior like, hitting the learners, whereas the latter can takes place when the teacher sometimes uses explosive angry statement, or threatening statement that would hurt students psychologically. At the most times both types rarely produce the targeted result; they lead to negative consequences for both the learners and teacher; teacher punishes and student misbehaves such as, anxiety, aggressive behavior, importantly, dropping out of school.

B- Discipline versus Punishment

Positive discipline leads for student's self-discipline and control of his behavior, while punishment pushes the student to react negatively. The former makes students' success and feel happiness because they have the choice of their behavior. It means that they know their consequences if they misbehave, whereas the latter results in students' frustration and increases tension and stress inside class. Discipline builds and develops self-confidence of the student. Most importantly, it does not contain any form of physical and verbal violent, but punishment consists of physical and verbal violent. In positive discipline, students are required to follow rules without threaten. So, skilled teacher is aware of his way of teaching, and know the right way of how he should discipline someone because it may lead to stop student's maturity.

2.6 Teaching Receptive Skills

Harmer (2007, p.271) viewed that teacher has to use language in terms of four skills which divided into two types, receptive skills and productive skills. The former contains reading and listening skill generated from the discourse. Teacher needs to use the procedure of lead in (warm up) to get students engaged in the topic of reading, by activating their schema. Teacher's role here is to provoke students to be in contact with the knowledge, by using pictures, giving them clues or doing gestures ,so they can predict an idea about the text or about something that are going to see or hear.

Trained teacher can use another way of teaching, by giving students few words and asking them to predict their meaning from the content. Also, teacher may ask students to make their own questions about the topic they will read about it because prediction can be seen as a vital role to make students fully engaged in the text. When students are reading or listening, the teacher must direct their feedback by asking them to give answers in pairs, or in small groups which enable the teacher to guess their level of comprehension Furthermore, teacher directs a

text- related task after the task being performed or completed. Teacher uses this type when students did not comprehend perfectly. It focuses either on the content of the text, or the aspect of language. So, capable teacher recognizes more about managing these receptive skills to increase students' success.

2.7 Oral fluency and Speaking Skills

Harmer (2007, p.275) assumed that making students more fluent demands a huge effort, and good preparation by the teacher, which must be progressive and systematic. Students must be able to communicate a language easily and accurately by producing correct pronunciation, sounds , words, and training them to understand what the other person is saying through emphasizing on listening such as , role play , conversation . Additionally, the extensive reading can help students to improve their oral fluency. For this reason, teacher must spot the light on students' communicative skills by giving them suitable topics and tasks, so students will be engaged in the topic and speak spontaneously, by formulating their own ideas in the second language. In addition to, the teacher strengthens the bridge of communication between them and makes them familiar with the language they use.

2.8 Developing Learners' Writing Skill

Harmer (2007, pps.325-330) pointed that writing is an important form of communication; it can be seen as a difficult subject to teach or learn. It requires a practice of the language in order to produce messages .That's why, it would be seen difficult for students to write because they may have not suitable vocabulary to use, or they do not know how to convey their ideas

on paper correctly and writing a lot of information. Hence, teacher needs to deal with approaches that can develop students' writing skill and understand the complexity involved in writing, such as; creative writing approach, it can be regarded as developing students' creativity to write whatever they like, by suggesting imaginative tasks like writing story, poems or even about their own dreams to upgrade their writing fluency and acquire more vocabulary, build and promote their creative thinking skills. Students will feel pride in their own work and they want it to be read. For this purpose, teacher should bolster their creative work, by encouraging students to read their creative production in front of the whole of class or by making a copy and include it in class magazines. Garfield-Vile 1998:31 assumed that "*Creative writing is a journey of self-discovery and self discovery promotes effective learning.*" (Cited in Harmer, 2007). Creative writing helps student to demonstrate their creativity .Moreover, students will reinforce their acquisition of vocabulary and language structure, which results in enhancing their oral development. Furthermore, writing as a cooperative activity, requires students' cooperation to achieve particular writing product. It would be happen through student's interaction in group members. It has a great advantage on collaborators because they will share, construct, correct and suppose lot of ideas. Also, they can exchange each others' view about particular topic. When students make discussion with each other, they will explore and understand new things within their cooperative writing Also, building the writing habit, some students are not motivated in writing because they have the misconception about the inability to write, for the reason that there is nothing to say, but teacher can change their misconception about writing process by building writing habit through recognize it as a daily classroom's habit. For instance, teacher gives enjoyable task to write about it, students will feel comfortable and they will be interested in it. Hence, teacher must give students enough information about the topic or task that needed to be done, in order to reach for the desired goals of the topic successfully. More than that, teacher must provide the students with sufficient knowledge and

ideas about the task so; students will continue working and bolster their writing ability to write more. In view of developing learners' writing skill, it could raise another approach such as writing- for- learning and writing- for-writing. The former one depends upon helping students to learn language through giving them information which engage learners in writing activities. For example, asking student to use "going to" future in sentences, the main aim here is not to write, but rather helping them to remember the use of "going to" future. Whereas, the latter is kind of building students writing skill, by doing appropriate tasks which widely agree with their abilities such as, asking students to design good magazines advertisement (cited in Harmer, 2007.pps.325-330).

2.9 Teaching Vocabulary

Teaching vocabulary can be regarded as the most important step in acquiring language, in which teacher applies suitable manners so, students learn new vocabulary to create new language, recognize and express new thoughts, but some of students have always used rudimentary vocabulary. According to Harmer (2007, pps.229-239), there are many ways of presenting vocabulary such as; teaching vocabulary within a context can be seen as appropriate way. For example, teacher gives a text to students full of words, the teacher role here is to draw or use pictures to point to them while he reading in order to convey meaning. Besides, when student reads or listens, he will notice how words are used and structured. Additionally, teacher can ask students to find definition of some words, or match them with their synonyms or antonyms. Also, teacher may apply another method which is word circle or word map, by asking students to look at wheel of words and combine all words that belong to the key word. Moreover, Teacher uses games in teaching vocabulary could increase students' motivation to interact, challenge and sustain their efforts to learn .Most importantly, games combine all the language skills listening, reading, writing and speaking. Using language games based teaching can enhance students' learning English vocabulary, increase their motivation to acquire

vocabulary and communicate effectively. Furthermore, it leads to develop fast thinking. Also, Harmer viewed that teacher can rely on using pictures, for instance, asking students to match words with their correct pictures to upgrade their concentration about vocabularies. Finally, proficient teacher always relies on different and effective ways of teaching vocabularies to make students conscious of the language.

2.10 Teaching Grammar

Teaching grammar is usually based on language rules, which help students to make correct sentences. Every qualified teacher has own manner of teaching grammar and practice activities, which should be chosen according to the curriculum of grammar course. Grammar is one of the most difficult aspects of language to teach that's why, teacher aims at assisting student to make meaningful language by using different ways and approaches like, inductive and deductive approaches, or using grammar games that can be adopted for students according to their level, elementary, intermediate or advanced. Harmer (2007) assumed that teacher may rely on inductive and deductive approach. The former entails students – centered approach, teacher gives students examples about certain lesson of grammar, for example, present simple, and asking them how language is used and constructed. Student will discover grammar rules through exercises. Conversely, the deductive approach is the teacher centered approach; it's based on giving the rules first for pupils, and then provides series of exercises to practice, by using the rules which had previously explained by the teacher. Both approaches can offer certain advantages, but the biggest one is the teacher's role. The deductive approach allows students to practice more exercises. Additionally, it respects the intelligence and maturation of student's process of the language acquisition. It means that students acquire the concept rules first, and then develop their intelligence through exercises. Above all of this, it allows the teacher to deal with the language directly instead of being implied Each approach has own advantages which vary according to its usage. In the inductive approach learner can discover

the rules for themselves that would fit their exciting mental structure. Students' mental effort rises ,when they seek to explore the grammatical rules for themselves instead of being discovered by the teacher, on the other hand, they will ensure and enhance higher degree of cognitive and memo ability . Also, students will be more active, attentive and motivated because they are more engaged in the learning process .In addition; students will be more self –reliant when they always involved with exercises. Another way can be emerged; Grammar games can be adopted for classroom use according to students' level. It can be seen as a motivated and valuable method that encourages students' language acquisition. Moreover, it consists on some source of fun. Grammar games have many forms of introducing rules and encouraging competition and learning between students in the activity. During the process students learn and acquire new vocabulary at the same time, they will have a great chance to memorize its spelling and pronunciation. Teacher needs to focus clearly on error correction during any strategy he /she used. So students will be able to improve students' language acquisition and increase their desire to communicate the language effectively (Harmer, 2007.pps, 210-227)

2.11 Learners' Autonomy

The teacher should highlight the need for improving students' autonomy inside classroom. He or she needs to search for learning materials and ways that interest learners and benefit from them such as, encouraging reading English books, documents and stories. Autonomy can be regarded as empowering students to be more independent in their own learning; on the other hand, to be more successful in language learning and acquisition as well .Because learners need to become aware of the development of their learning English that has to be used inside and outside classroom. James (2006, p.151) suggests that a basic goal of English language teaching is that students will apply what they have learned outside the classroom. Autonomy is one way of stimulating and strengthening students to learn, and to become self reliant; students will study for themselves. Hole's quotes (1981:03) autonomy as the ability to take charge of one's

learning. Promoting students learning autonomy depends on language courses adopted in classroom which should consist of different tasks, activities and cover all students' goal (Cited in Benson and Voller, 1997, p.01)

There are several strategies needed to be used by the teacher in language learners' environment to get autonomous learner.

A- Learning Strategies

Learners can build their knowledge and get comprehension of the world around them from set of thoughts and behaviors which happen within learning situation. It is very essential to help students acquire new information to assist them upgrading their learning level O'Malley and Chamot (1990) states that, "learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

B- Cognitive Strategies

Refers to set of processes in learning which may learner use all or some of them. It involves the following strategies: Repetition, language can be learned best through imitation other's speech. Resourcing supplies the information of language by resourcing to different tools such as, dictionaries. Translation, learner may translate some of words from second language to first language to get them comprehensible. Language question for clarification: It makes students to be more acquaintance of the target language through the clarification of ambiguous matters concerning the second language.

C- Meta cognitive Strategy

It covers all the concepts and facts that learners possess about the acquisition of the language, and obtaining new skills within different learning situations. According to Wenden "*meta cognitive knowledge includes all facts learners acquire about their own cognitive*

process as they are applied and used to gain knowledge and acquire skills in varied situation”(1998:34). Meta cognitive strategy consists of selective attention, monitoring, evaluation and reinforcement adopted in the learning activity, which concerns the learning itself.

2.12 Lesson Plan

Teachers are always in great need for lesson plan not only for them, but also for students. It can be considered as teachers’ guide for teaching a lesson. Moreover, teacher used it to achieve a well organized work that contains specific desired goals needed to be applied, and different ideas should be reached into students’ mind. Harmer (2007) assumed that *“The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organize the teaching and learning”*.

A good planning helps student to ensure their confidence in teachers, on the other hand it makes the lesson easier to be presented. Moreover, it leads to organize the activities which should be performed in the class. Teachers do not imply lesson plan directly without being prepared before, they will go on stage, pre- planning, it means that teacher should prepare the lesson that will be presented in the class. Thaine (1996) stated that pre- planning stage is where we gather ideas, material and possible starting of points directed classroom’s objectives. Pre- planning can be regarded as a key starting point of the whole process contains of various ideas, activities that would be used for particular lesson .This latter is based on teachers’ knowledge of who they are teaching according to their level, abilities and personalities as individuals. So, making the plan consists of different parameters, syllabus requirements, activities and topics.

2.12.1 The five Lesson Plan Criteria

As what has been reported in TKT: practical handbook for teachers (2012, p.07) there are some basic criteria of lesson planning that novice teachers should be capable and aware of.

These criteria have been useful for all teachers, which help them to achieve a good teaching. A lesson plan should contain clearly stated aims, in which can be manifested as follows:

Teacher should be able to mention all the details about the essential components of the lesson such as; procedures, activities and tasks.

Teacher should be able to use the activities and tasks logically, which should be appropriate to learners and lesson aims. It should be stated in details.

Teacher should identify the appropriate strategies that develop students' skills efficiently.

There should be special and appropriate resources, materials for the lesson plan such as, text book, work sheets ... etc.

2.12.2 A lesson Plan Template Plate

Teacher might take too much time to design a lesson at the first time before delivering it to their students, but it is possible to be easy for the next time future. Teachers use lesson plan template to organize their thoughts, and prepare them thoroughly to the class to gain a well prepared lesson.

There are various formats of lesson plan template, but all of them have the same content; it means that all the information must be entered in to the lesson plan. For instance, candidate name, lesson number; the number of course hours, level; teacher should be interested in students' level when preparing the lesson. In addition, lesson length and type, and language work, such as; reading or listening, speaking or grammar. Also, information about the class including learners' type and background, lesson objectives; what students need to know or what will be able to do at the end of the lesson. Most importantly, materials and references must be adopted to achieve the lesson. Additionally, activities and tasks, it indicates that what students could do at home to test and upgrade their understanding. A good lesson plan is usually the

result of good preparation and principles that teachers of foreign language used to do it. Teacher must be aware of the goals and all the needed parameters in lesson plan (TKT: practical handbook for teachers, 2012.p, 10)

2.12.3 A lesson Plan Sequencing

It refers to the process of organizing various lesson plans that will be taught with their designed learning objectives, specific activities and materials which needed to be performed and ordered to foster students' learning. A lesson sequencing plan is usually generated from curriculum unit. The purpose of lesson sequencing is to create smooth transition between lessons to realize a progress in learning outcomes (Harmer 1991, p.375).

2.13 Classroom Interaction and its importance in Language Teaching Situation

Interaction inside classroom has great influence on students' acquisition of the language. The interaction entails to be involved in such topic, and provokes the learners to be capable to share their views and exchange their knowledge among their peers. It leads to the development of language skills.

According to Swain “ *interaction allow the learners to practice the target language ,thus enhancing fluency ; to notice or trigger a particular structural form that needs modifying ; to test hypotheses about structural points and to reflect meta linguistically* “ (1985,p.223).

It leads to the practice of the language from non- native speakers, and to increase the level of their competence, which is needed for practice the language. Furthermore, interaction has great impact on students' acquisition of the language because it helps the student to produce sentences, received and perceived their meaning; they will learn how to analyze and communicate spontaneously through their comprehension of the speech. So students when they

talking, they learning. In the words of Rivers (1981) stated that *“they will have experience in creating messages from what they hear or read, since comprehension is the process of creation “.*

Also, second language learning will be more useful, when learners are always engaging in interaction because they will use all what they have learned in real life situation, by exchanging their thoughts and expressing their ideas.

2.13.1 Different Patterns of Interaction

Jeyasala (an assistant professor of English at Alagappa government Arts College, p.166), she has been claimed that there are various patterns of interaction can be included in the language classroom, and in which can be characterized as the following:

2.13.1.2 Student – Student Interaction

According to her this pattern of interaction provides opportunities for students to communicate more, and to be more involved in the topic. Furthermore, it offers the chance for students to be self selected and controlled of the topic being discussed. At this pattern students will share their own prior knowledge. This would make the communication more active.

2.13.13 Student- Text Interaction

Reading experience would develop students using the language, they will interact according to what they are reading. Moreover, it will assist them to create good sentences, and upgrade their reading comprehension to communicate effectively; by comprehend the unfamiliar words and knowing more about the grammatical functions which result in developing confidence in them.

2.14 Ways of Promoting Interactive Activities

Lee (2004) regards that promoting interactive activities can be seen as an alternative means, and purposeful way to help students acquire the target language. He views that interaction in second language can expand students' linguistic competence. Hence, he insists on using appropriate strategies to enhance interaction, and to negotiate meaning to reduce from inaccurate and incomplete utterances.

He emphasizes on teacher as primary factor who must create and promote a good relationships between students.

Learners must appreciate individual differences by educating themselves and encouraging on competition.

Teacher and students must reinforce confidence and satisfaction on what they are doing.

Teacher should not be the most dominated and directed one in the classroom.

2.15 Role of Teachers and Students in the interactive Activities

There are different roles of teacher in interaction inside classroom as what has shown by Jeyasala (p.167); teacher has to be as facilitator of students for all what are being performed in the classroom. He must monitor students all the time specially during doing tasks by checking their own work. Moreover, he should have a complete authority in developing students' activities. Furthermore, teacher should seem tolerant about students' errors while they are communicating.

Brown (1994) points out to sets of features ought to be available in teachers inside classroom. He has shown that teacher should create motivation, organize the learning process and provide

security as necessary. Above all, he should be guided and informed element. Also, he must focus on encouraging and evaluating the language learners.

Jeyasala claimed that teacher has always to be the expert one in the classroom because of his different ways of introducing and using interactive activities, teacher can build up the learners' development by using the following ways:

All the students should be involved in the topic given by the teacher to express their own thoughts and attitudes. When the teacher gives the opportunity for students to interact, he will shape the degree of individual learning. Furthermore, Teacher should direct the way of doing those activities. Moreover, he should specify the standards of measure students' performance. Similarly, students also have their own role within interaction; they need to be motivated to learn the second language. Student's interaction role entails for various positive aspects including students' confidence, positive attitude and the willingness of students to impose themselves, by expressing their ideas even they feel are not correct because they like to learn from their mistakes. During the process of interaction both teacher and students work together not only to make an advance of intellectual knowledge in the target knowledge, but also to develop the outcomes of individuals.

2.16 Pedagogical features considered while employing interactive activities

According to jeyasala (p.167) the process of employing interactive activities inside classroom involves taken into account some of pedagogical features which can be manifested as follows:

Authentic materials must be for the sake of achieving the activities appropriately.

The topics should be selected according to students' level, which enable them to understand and to get knowledge of the topic around them.

Emphasize on students to talk more, rather than being dependent on the teacher, to rise from the grade of communicative language teaching.

Teacher must ample the opportunities for each student to interact for the purpose of improving their proficiency in English language.

During interaction, comprehension of ideas and fluency are more important in order to increase the level of students' involvement within activities, in turn, accuracy needs to be considered gradually so students could produce fluency and accuracy sentences in which would increase their proficiency.

Teacher as facilitator needs to direct and guide students during activities. They will get higher level of comprehension and communicative language teaching.

Seating arrangement should be a well organized to get students' attention to the lesson.

Respect is essential and must be included in the classroom as a major rule. It enables students to overcome on certain difficulties, especially when they want to express their opinions.

In summary, teacher needs to recognize how he / she should employ the appropriate techniques that foster students' interaction in English language classroom, in turn, to bolster students' performance because through interaction students will practice the language, which may lead to develop other skills.

Conclusion

We can conclude that teachers are always trying to do the best, and provide the effectiveness for their students through the various ways they emphasize on inside class .So, a good teacher's quality widely has a direct relation on students' academic achievement that would push the learners towards the progress. That's why; there is a significant need of supporting teachers to

practice the training process for the purpose of applying their job successfully which can lead to influence on students' learning positively.

Chapter Three

Analysis and Evaluation of Data

Chapter Three: Data Analysis and Discussion of the Results

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Introduction

In this field work we will try to investigate the effects of teachers' training on students' academic achievement, in terms of teaching and learning English as a foreign language, in turn, to examine how teachers' development can play decisive role in the enhancement of students' learning. Through this chapter, we will apply three tools for collecting data. Both a questionnaire and an interview were administered for teachers of English language at secondary school MS3. In addition, the classroom observation was conducted. The results where then used to evaluate the validity of the previously stated hypotheses.

3.1 Choice of the method:

Our choice of the dissertation method has been selected according to the nature of the problem of our research. It will follow the descriptive method because we have described the training process of teachers, and its' results on students' learning.

3.2 Sample of the study:

Since teachers of English language are concerned by this study, we attempted to administer the questionnaire for ten teachers of English language and making an interview with another two teachers at secondary school of Idrissi Mohamed

3.3 Data gathering tool:

In our research we have designed to use three data gathering tools; teachers' questionnaire, teachers' interview, and the classroom observation. We have used these tools to search for more information and to understand more about how trained teacher can influence on students' learning.

3.3 Data Gathering Tools

3.3.1 Teachers' Questionnaire

3.3.1.1 Aim of the Questionnaire

We have organized the questionnaire for teachers of secondary school at third level .Its' aim are to look for whether they have practiced the training process or not for the purpose of upgrading their proficiency towards teaching. Moreover, it used to consider the effects of qualified teachers on students learning.

3.3.1.2 Description of the Questionnaire

The questions have been conducted with the participants of ten teachers of secondary school. All the questions have been answered by 100% of the whole population. The questionnaire consists of ten questions belonging to different categories. Seven of them are closed –ended questions which aim at gathering information about teachers’ experience, and three open- ended questions concerning students’ learning to find out the main issues that require more attention, for the sake of enhancing students’ English language.

3.3.1.3 Analysis of Teachers’ Questionnaire

Item One: Have you had any form of training?

Option	Number	%
Yes	10	100
No	00	100
Total	10	100

Table 3.1: Teachers' Practice of the Training

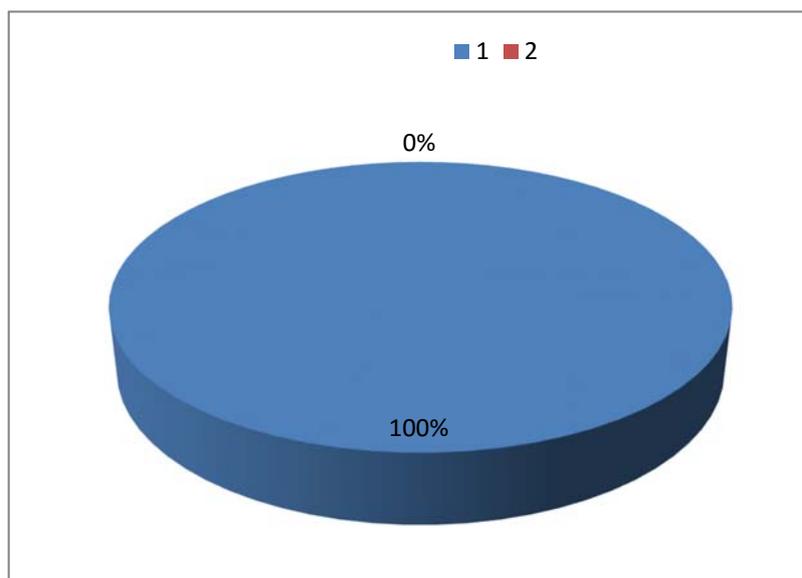


Figure One : Teachers' Practice of the Training

According to the graph above, we can notice that 100% of teachers have practiced the training process.

- If yes, what kind of training do you have?

Pre-service training

In- service training

Option	Number	%
Option01	4	100
Option01+02	6	100
Total	10	100

Table 02: Teachers' Practice for Kinds of the Training

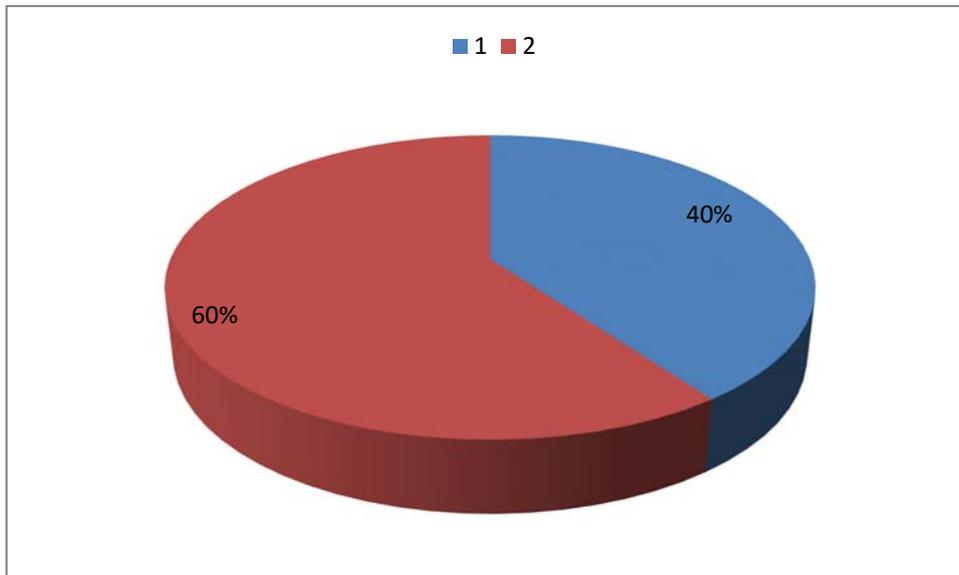


Figure 02: Teachers' Practice for Kinds of the Training

We can remark from above that 40% of teachers exercised the pre-service training kind, and 60% of them have assumed that they practiced both types of the training.

Item Two: Are you interested in evaluating your work?

Yes

No

Option	Number	%
Yes	10	100
No	00	100

Total	10	100
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Table 03: Teachers' Evaluation of their Work

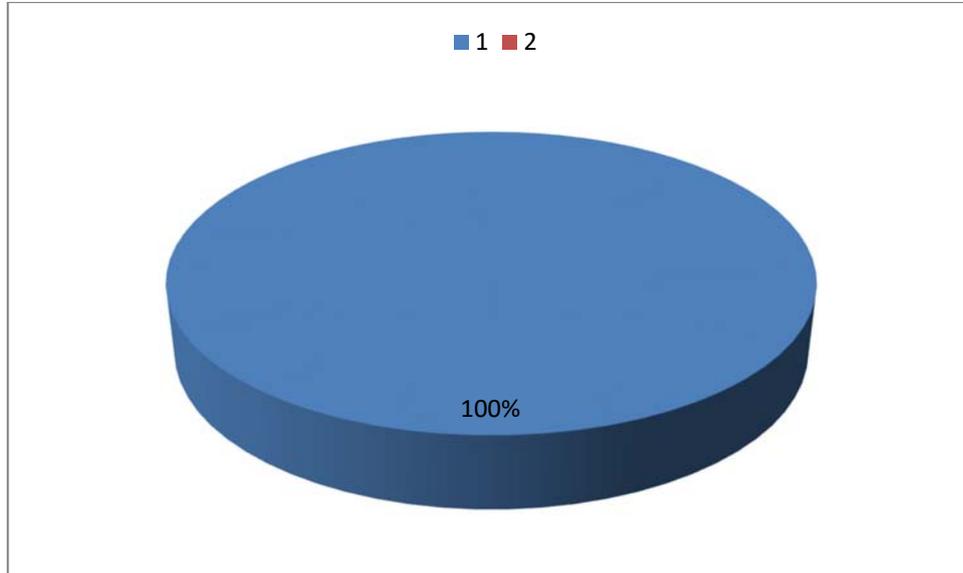


Figure Three: Teachers' Evaluation of their Work

It is noticeable that 100% of teachers believed that they must evaluate their work, in order to know their effort level through their assessments of the students inside class, and to observe what students need to comprehend more.

Item Three: Are you self -aware of your professional manner?

Yes

No

-Please, justify.....

Option	Number	%

Yes	10	100
No	00	100
Total	10	100

Table 04: Teachers' Awareness of their Professional Manner

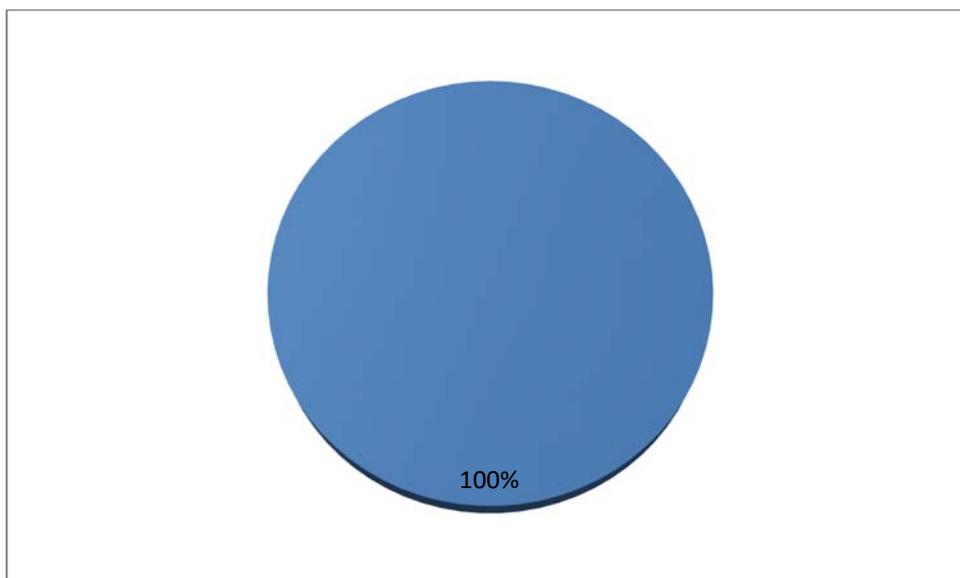


Figure Four: Teachers' Awareness of their Professional Manner

In the view of above we can see that 100% of teachers have answered that they aware of their teaching manner. All of them have agreed that they are interested in applying the appropriate methods and strategies that fit the students' learning .In addition to their attention of how they should manage the whole class regularly.

Item Four: Have you faced any kinds of difficulties in your teaching career?

Option	Number	%
01	30	100

02	10	100
03	40	100
04	20	100

Table 05: Kinds of Difficulties in Teachers' Teaching Career

The above results show that 30% of teachers have faced one kind of difficulties which is linguistic competence, and 10% of them assumed that they have faced language construction difficulties while 40 % of teachers claimed that they faced one type which represents in language skills difficulties. Whereas 20% of them said that they had not any kind of these difficulties.

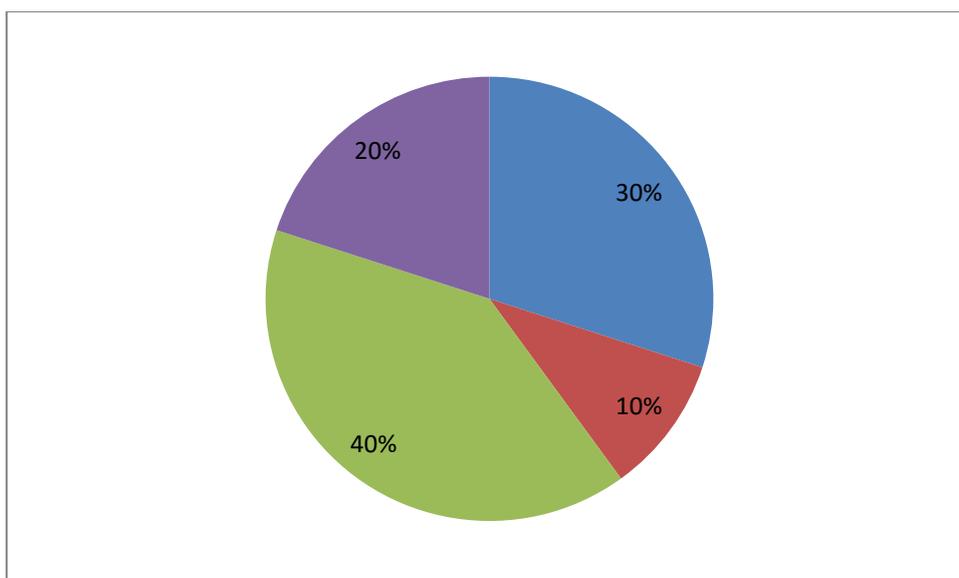


Figure five: Teachers' Difficulties in Teaching Career

Item Five: What are the challenges you have encountered in your career?

Option	Number	%
01	10	100

02	60	100
03	20	100
04	10	100

Table 06: Teachers' Challenges

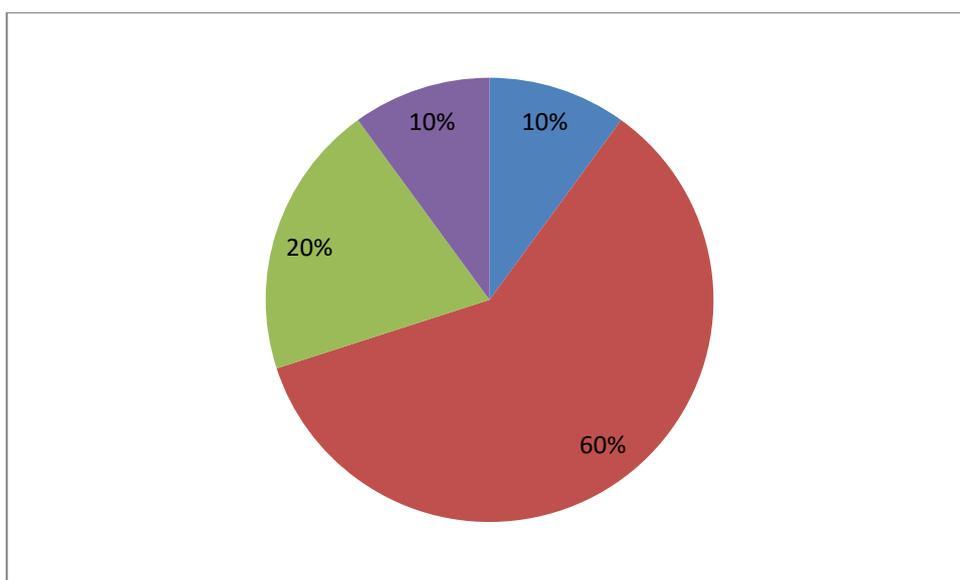


Figure Six: Teachers' Challenges

We can observe that 10% of the whole number of teachers claimed that he does not know how to manage the classroom ,and 60% of them agreed that they were encountering the challenges of students' discipline problems .20% of teachers supposed that they don't know how to make fair assessments for students' outcomes .But 10% of teachers claimed that she hadn't any kind of these difficulties, but she is encountering with students' acquisition of the language she assumed that , she does not know how to make students practice the language effectively.

Item Six: What is the most important issue you focus on in your teaching profession?

Option	Number	%
01	20	100
02	50	100
03	20	100
04	10	100

Table07 : Teachers' Interesting Issues in Teaching Profession

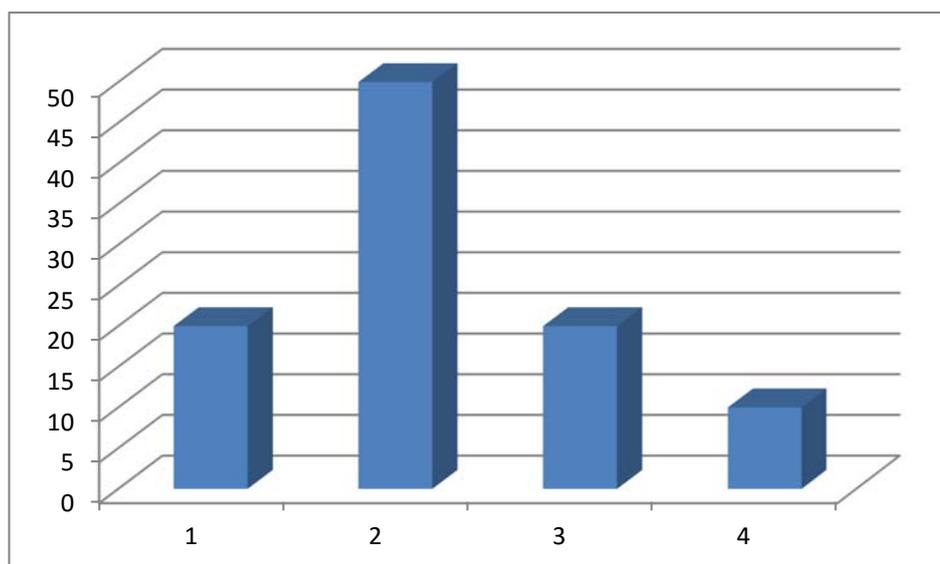


Figure Seven: Teachers' Interesting in Teaching Profession

We can view from the graph above that 20% of teachers focus more on fostering learners' autonomy, and 50% of them emphasizing on developing learners' communication skills. But 20% of teachers their efforts are always based on how to get students engaged in learning, while 10% of teachers said that he always focus on all of them ; fostering learners' autonomy , developing learners' communication skills and getting them engaged in learning .

-Others, please specify.....

There are not any specified answers.

Item Seven: What skills are needed to be a good teacher?

Option	Number	%
01	60	100
02	10	100
03	10	100
04	20	100

Table 08: Good Teacher's Skill

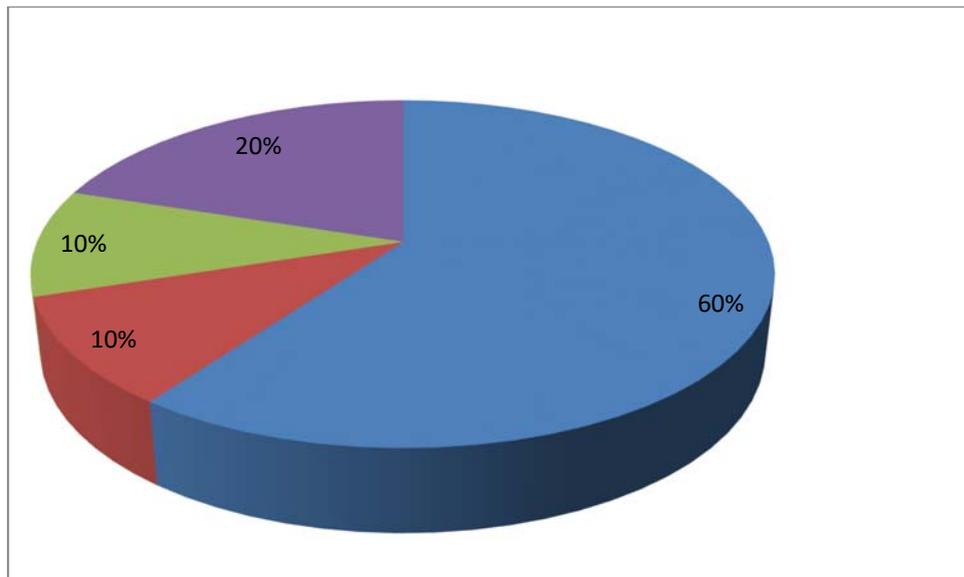


Figure Eight: Good Teacher's Skills

We can observe from the graph that 60% of teachers have agreed that a good teacher is the one who possess all these skills; linguistic skills, teaching skills and management skills. 10% of teachers assumed that linguistic skills are the most significant ones that any teacher must have. And 20% of them have seen that teaching skills are the most important skills. While 10%

of teachers regarded that management skills can be considered as the most important ones needed to be possessed by teacher.

-Others, please specify.....

Two teachers have specified extra information; they said that to be a good teacher entails to recognize the best methodologies, techniques and approaches needed to be used in the class appropriately. Additionally, they claimed that a good teacher is the one who succeeds in the integration of all these skills.

Item Eight: What teaching methods are most effective?

All teachers believed that the most effective teaching method is the communicative based approach, but two of teachers claimed that it would be very useful if we use some other methods such as, audio visual aids, they regarded that it has an important role to make students engaged in tasks and to acquire the language quickly and easily. Moreover, they have seen that applying audio visual aids can make students more motivated to learn. But it does not mean that they ignore the benefits of the C.B.A, and they don't use it inside the classroom.

Item Nine: What would you need to create stimulating learning environment?

Every teacher has own views of how he/ she should stimulating learning environment. Some of them supposed that using motivated text and videos can create enthusiasm between students to learn, in turn; it would break students' routines of learning at each day. Whereas, the others assumed that they need for adequate teaching materials to have an appropriate atmosphere of teaching and learning for both teachers and students. Most importantly, they emphasized on getting a small group of students to deliver their messages adequately, so students will be ready and interested in acquiring an English language. Also, others claimed

that, stimulating learning environment entails a good classroom management needed to be applied by teacher.

Item Ten: What difficulties do the students have with English language and how do you support them?

After obtaining the answer, I observed that all teachers have the same problems with their students. They announced that all students of second language learning encounter many difficulties. Since it is a foreign language for them, they don't know how to speak confidently. Furthermore, they have big problems in writing. Students don't recognize how to order words and spelling them correctly, and how to express their thoughts because they lack for adequate vocabularies. In addition , lack of a good pronunciation .That's why, teachers are always supporting their students by making them listen and practise the language more because a good listeners are good speakers, and whenever they read more , they write more.

Also, some of teachers suppose that dealing with games, role play and remedial activities in the tutorial session would assist students greatly to upgrade their language level.

3.3.1.4 Analysis of the results

The analyses of teachers' questionnaire show that, teachers who have taken the pre service kind of training process face many problems concerning their teaching, which was comprised of four teachers. Through their answers, it would be appeared that they are required to practise the in service training process to develop their proficiency more, and to overcome the challenges they face easily. Furthermore, to provide students with supportive learning environment that would supply them with the progress in their learning. According to the results we have obtained from the questionnaire, we can conclude that the majority of experienced teachers who have taken both types of training process were 60%. Most of them are knowledgeable of their teaching, and perform their work adequately.

That would impact on students' learning and their academic performance positively, despite of those untrained teachers who are in great need for continuous training.

We can summarize that; teachers' training can be seen as a valuable process provides teachers with the continuity of professional development.

3.3.2 Teachers' Interview

3.3.2.1 Aim of the Interview

We have designed an interview for two trained teachers of foreign English language at secondary school of third level who have been teaching for many years. We have done the interview for the purpose of collecting a wide range of information about trained teachers and their influence on students' learning. Moreover, we have done it to explore teachers' experiences and views about specific issues concerning their teaching career.

3.3.2.2 Description of the Interview

Our interview is unstructured; it consists of five open- ended questions to obtain more information about the following issues:

How they can improve students 'speaking skills, grammar and pronunciation

The main issue they have learned about their teaching experience

The basic steps they usually follow to prepare their lessons

How they can deal with students' misbehavior

The way they use to assess students' learning

Question One: What suggestions do you have for improving students' pronunciation, speaking skills and grammar?

1. Improving Students' Pronunciation

Both teachers have answered the same response; they believed that, developing students' pronunciation can take place through using various ways during the learning process. They suggested that, using video tapes inside class would help students to pay attention of how others are speaking. Also, involving visual aids in the class will be helpful materials for students; they will be familiar with the pronunciation and understand the language easily. In addition, using dictionaries by students to know how words are pronounced. Besides, play games which help them to focus more on pronunciation and memorize it, in addition, students will learn how to speak the language fluently.

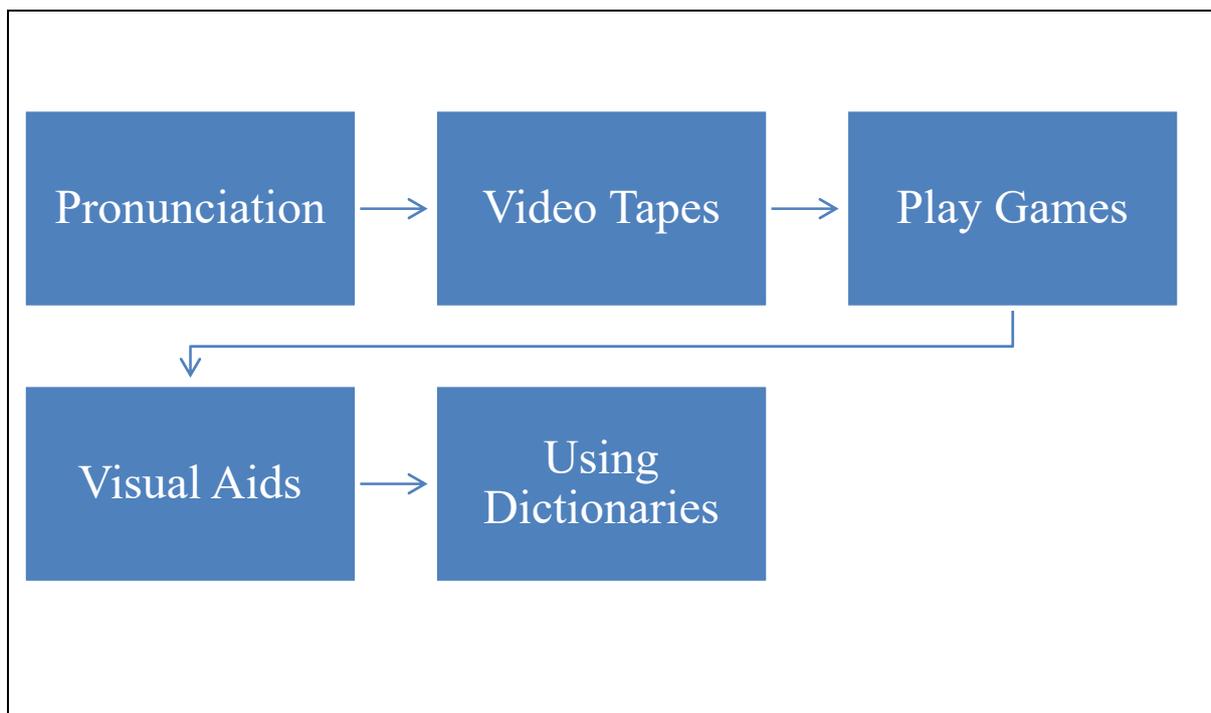


Figure Nine: Teachers' Techniques for Developing Students' Pronunciation

2. Improving Students' Speaking Skill

The two teachers have different views about enhancing students' speaking skills. The first one believes that, giving the students the chance to speak through oral practice, discussion, and making role play would support them to enhance their language level.

While, the second teacher has claimed that, he always emphasizes on developing students' skills, by providing them with interesting activities that make them engaged and stimulated to learn the English language. Moreover, using new vocabulary each day and pronounce the words correctly. This will assist them to acquire maximum numbers of terms.

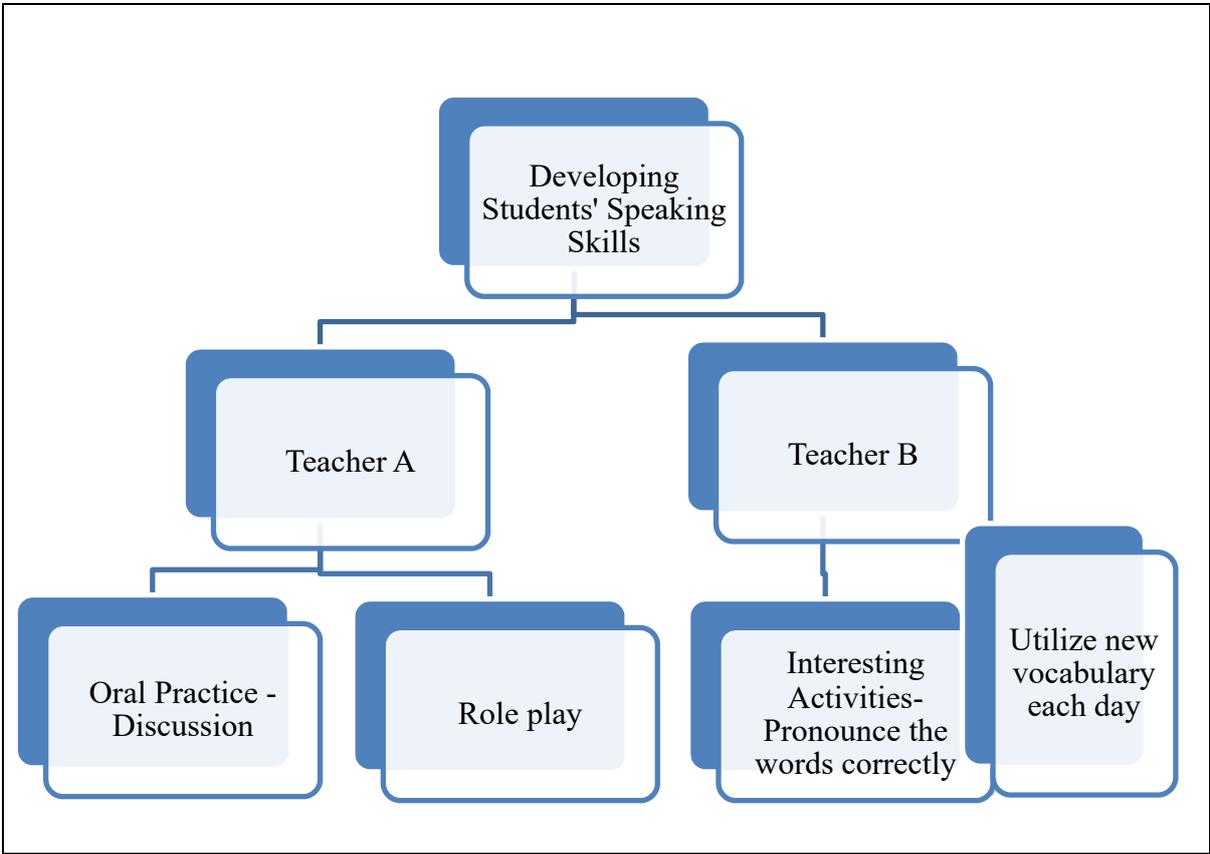


Figure Ten: Teachers' Ways for Developing Students' Speaking Skills

3. Improving Students' Grammar

Teachers assumed that, enhancing students' grammar can take place by using grammar games because it would assist them to conjugate verbs correctly. Additionally, they should study grammar from the context in order to help them deduce the rules by themselves rather than depend on teacher. Most importantly, daily practice of writing can be considered as effective way in which students can observe how words are ordered and must be constructed.

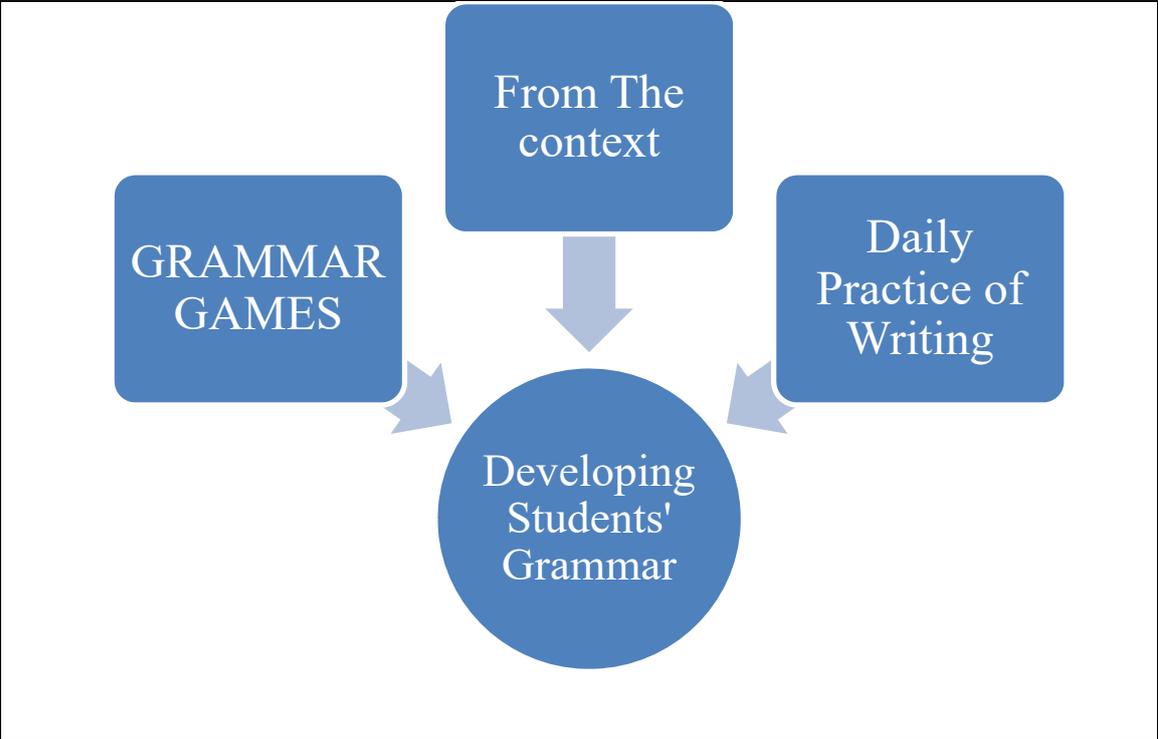


Figure Eleven: Developing Students' Grammar

Question Two: What did you learn from your teaching experience?

Even teachers can learn from their students. After I have done the interview for two teachers, I observed that teachers differ in their teaching experience. The first teacher said that, I have learned to be patient, and I must be flexible with my students.

Question: How?

The answer: by helping them to reach to the highest level they want. Also, I have learned that, I must be able to deal with different kinds of students.

Question: Could you clarify more?

The answer: I mean that in terms of their intellectual level (clever, low...), ages because generations are changing rapidly.

The second teacher assumed that, I have learned humility

The interviewer: do you mean humility with students?

The interviewee: yes, in terms of accepting students' superiority of knowledge inside or outside class and in various fields of learning. Additionally, I have learned that, all pupils can learn, but they differ in their learning.



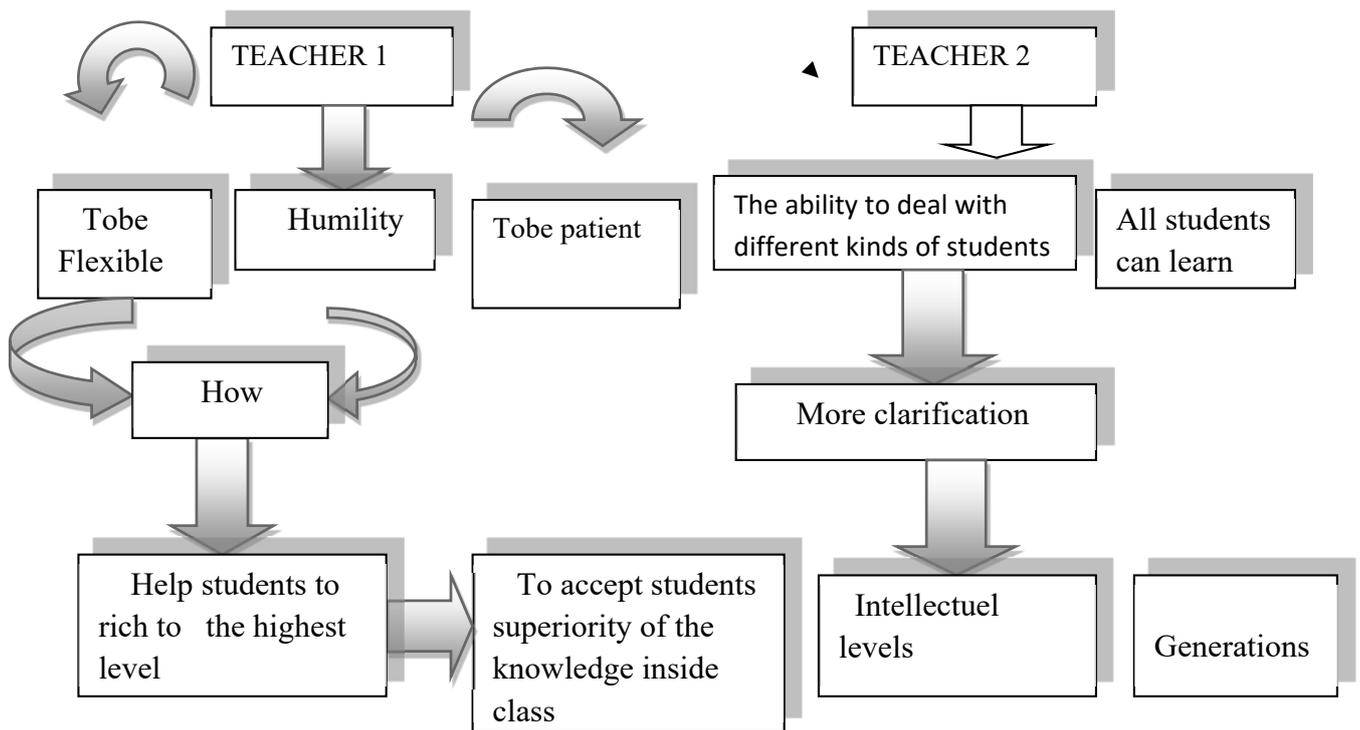


Figure Twelve: Teachers' Experience

Question Three: What are the best ideas that help you in the preparation of the lesson?

Both teachers have agreed that they should divide the lesson into three parts. First ,we should provoke students schema to start the lesson ,then giving them activities to practice , after that we should check students performance and provide them the final solution

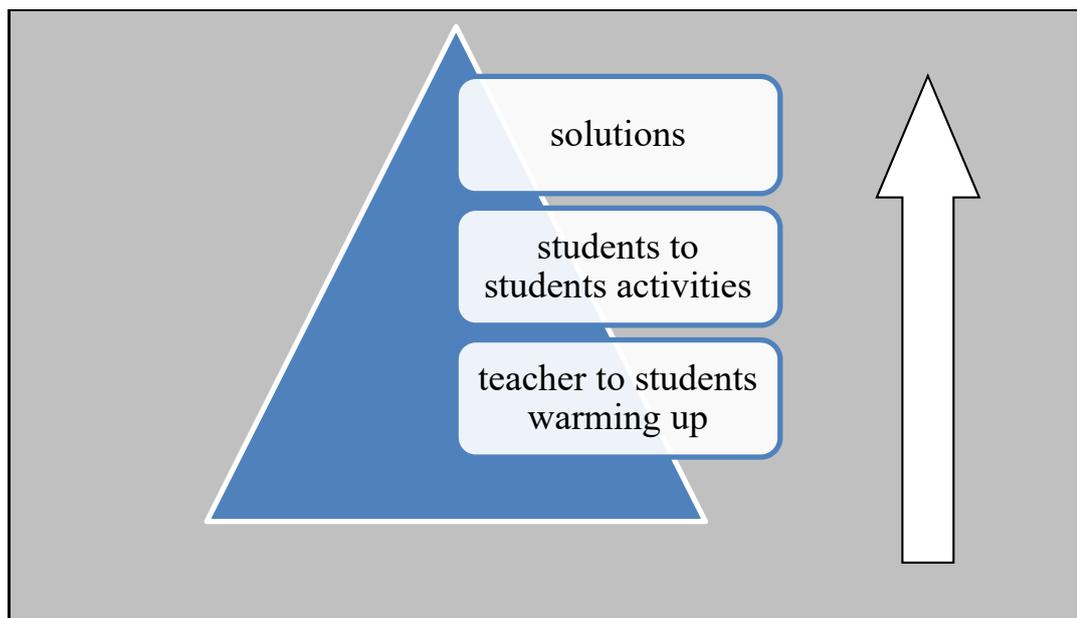


Figure Thirteen: Teachers' Preparation of the Lesson

Question Four: What would you use to assess students learning?

According to what I recorded in my paper, there are different ways can be used by the teacher to evaluate students learning.

-The first teacher said that, I always assess my students by using peer assessment (students assessing the performance of others peers), and self- assessment (students assess themselves). While the second teacher used to deal with formative assessment and summative assessment. The former requires quizzes to check their understanding in the class, and the latter takes place in the exams .At this stage, students will demonstrate their learning level by showing us what they know.

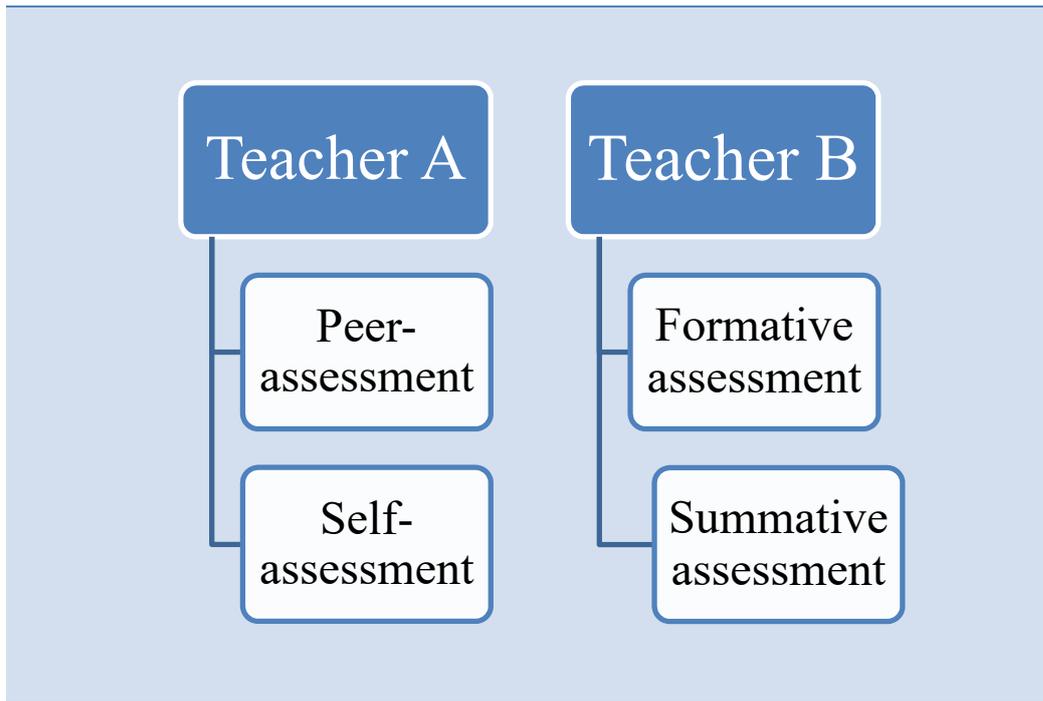


Figure Fourteen: Teachers' Assessments for Students

Question Five: How would you deal with students' misbehavior?

The interviewer's Questions	The interviewees' Responses
How would deal with students misbehavior?	-I always apply behavioral reminder
What do you mean by behavioral reminder	-I always remember my students to follow the rules of the class
Why?	<p>-I usually avoid punishment inside class</p> <p>Because it is not a good way , students will be more aggressive</p> <p>Moreover ,I always try to avoid shouting on students for the unwanted behavior</p>
Why and What you need to do in order to avoid shouting?	Students will not learn from their mistakes. So, I must look for the reasons of the misbehavior and treat them to avoid happen them again.
Could you explain more please?	For examples , I attempt to asking the student why he misbehaved then, I advice him at the same time .student will be aware of his mistake and he will avoid to repeat it again , in turn, teacher will be more conscious about how he should deal with this kind of student.

In summary, every teacher has their own way of avoiding the undesired behavior inside class. They usually adopt the appropriate method that suits them and the whole class, and that can decrease the disruptive behavior and help the students to be aware of their mistakes.

3.3.2.3 Analysis of the results

According to the results of the interview, we can summarize that both teachers have shown different views about certain matters, while they agree in another. But both of them are usually applying the appropriate manners that fit students' learning, and lead them to mastery of the language. On the other hand, it can realize teachers' objectives.

3.3.2.4 Classroom Observation

3.3.2.5 Aim of the Classroom Observation

The aim of the classroom observation is to examine the teacher how he performs his job inside the class. Furthermore, we used it to see how teacher's performance can influence on students in terms of their comprehension and participation and what are the major aspects that teacher focus more inside class during his practice of teaching career. Also, it has been established to observe teachers' reaction with students.

3.3.2.6 Description of the classroom observation

Our classroom observation has been conducted on February 2016, with class of foreign language at secondary school for third level. We have attended four sessions to observe how teacher performance can differ from one session to another. We have not used any kind of recordings; we have depended on our personal observation through using guideline to help us observe and look for such criteria during our attendance inside class. So, our observation can be as follow:

1st session: the session was at 8:00, it was about comparative and superlative adjectives. The teacher explained the grammar lesson for students, and then he asked them to derive superlative

adjectives from a text book. At the beginning students were passively participate, but after teacher gave them some clues about the adjectives, they become more active.

2nd session: it was about engaging students reading a text. The teacher asked them to read a text silently, and then to answer the question of the text. The teachers' aim was to develop students' reading and to get a maximum amount of vocabularies from the text being reading. After that, the teacher asked students to answer the questions individually and then he was selecting a student randomly to write the appropriate answer on the board.

3rd session: it was about revision of the first grammar lesson. Teacher gave series of exercises to the students to see their feedback about the previous lesson; he asked them to find solution individually to guess their understanding of the lesson. They were actively participating .The exercises were selected in accordance with the objective of the lesson.

4th session: in this session students were presenting their project work about global warming, they were divided into groups each one contains 3 members. The teacher's aim was to develop students self confidence and promoting their pronunciation, in turn, to acquire more terms which may help them to write a paragraph about their environment. The topic was offered by the teacher and he was asking students various questions about the topic being presented for the purpose of guessing their comprehension of the topic.

3.3.2.6 Analysis of the classroom observation

During our attendance in the classroom, we observed many things concerning teacher's performance in which can be summarized as the following:

Teacher was always engaging the students in various types of activities for the purpose of making effective learning and motivating the passive students to learn.

He was always asking students various questions to guess their understanding of the lesson being taught.

Teacher never involved students to practice the exercises of lessons in pairs or group because he assumed that, it is not considered to be a good strategy especially for third level. Teacher claimed that students will waste more time in the discussion of the topic.

I observed that teacher was very assertive about the management of the time because he was dividing the session into three roles. The first role was teacher's explanation of the lesson. The second was students' engagement in tasks, and the third was teacher and students discussion of the exercises.

Teacher never addressed any kind of behavioral issues because he was controlling the classroom confidently and firmly, also students were very interesting and interacting with teacher.

While attending, teacher was always using encouragement expressions at the end of the session to stimulate students to work better for getting good marks in their baccalaureate exams.

Conclusion

The analysis of teachers' questionnaire, interview and classroom observation shows that the training of the teacher has strong relationship with the students' quality and efficiency of learning which is correlated with the quality of the teacher. He /she performs his job appropriately, and creates a good atmosphere for students to learn. Moreover, teacher is knowledgeable of his profession in terms of subject matter, teaching methods, pedagogical implications and all the indispensable skills.

Hence, teachers' training can be seen as the most significant factor influencing students' learning positively and leading to the progress of their level.

General Conclusion

Our research study examined the impact of teacher's qualification on students' learning, it aims at demonstrate how a good teacher performs his work effectively and efficiently, through his practice of the training process, and how his competency would influence on students' learning.

Currently, we will discuss and answer our research questions. The first question aims at looking for the impact of teachers' training on students' learning outcomes , while the second one investigates whether intensive teacher's training improve students' learning environment or not. The former question indicates that a competent teacher can affect and prepare the students to be able to do the best as a consequence of their learning during the whole year, and in which students demonstrate their knowledge, acquired skills and abilities to be observed and measured by the teacher. Students' learning outcomes usually reflects their educational experience, that's why; competent teacher has a great relationship on the progress of students' learning through his good preparation and abilities to teach confidently and competently. Moreover, trained teachers are more knowledgeable about how they should teach and learn students, by using appropriate methods and strategies that fit students' learning .The latter question designed to observe how proficient teacher can create suitable learning environment for students to learn, in terms of monitoring the whole class and creating an effective learning. Through adapting of the intensive training, teachers learn about the classroom methodology, and how it should be used. So, learning environment can be seen as relevant element for the progress of students' learning outcomes.

After our using of the three data gathering tools: teachers' questionnaire, teachers' interview and classroom observation, we will attempt to confirm our hypotheses which manifest as follow:

H₁“If there is an impact of teachers' training, the students' learning outcomes will be enhanced”

H₂ “if there is an intensive teachers’ training, the students’ learning environment will be improved” .The following results would confirm our hypotheses:

Qualified teachers are always doing the best to upgrade students’ outcomes. They are emphasizing on the appropriate methods that make students more engaged in tasks.

Teachers spot the light on the best strategies that lead students master the English language.

Proficient teachers are more assertive about students’ behavioral issues; they know How to discipline the student in appropriate manners.

Trained teachers have clear designed goal of what students should learn and know; they know how to reach their goal adequately.

Qualified teachers are usually full of energy, they emphasizing on creating enthusiasm for their teaching career, and maintaining student energy.

Trained teachers possess for the required professional skills, they are more skilled in their profession and willing to do their job. Furthermore, they recognize how to manage their classroom fairly.

They apply better preparation for developing classroom performance.

Finally, we can conclude that both types of the training process can be regarded as supportive components for teachers because it generates a good quality of teachers’ education. A well qualified teacher has great potential to accomplish his work efficiently. Moreover, it leads to the promotion of teacher’s skills, values and attitudes towards teaching. That impact on students to be more successful and fond of their learning which pushes them to seek for the highest level.

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Appendices

Appendix One: Teachers' Questionnaire

Teachers' Questionnaire

This questionnaire aims to explore teachers' competency of English at secondary school level. It mainly surveys teachers' experience in terms of knowledge, skills and challenges to the EFL teaching profession.

Please tick (✓) the appropriate box or make full answers to express your opinion.

Thank you for your collaboration.

1. Have you had any form of training? Yes No

-If yes, what kind of training do you have?

Pre service training

in service training

2. Are you self aware of your professional manner? Yes No

- Please, justify.....

3. Are you interested in evaluating your work? Yes No

4. Have you faced any kind of difficulties in your teaching career?

Linguistic competence

Language skills

Language construction

5. What are the challenges you encounter in your career?

Managing a large class

Dealing with students 'discipline problems'

Conducting fair assessment of learners outcomes

- Others, please specify.....

.....

6. What is the most important issue you focus on in your teaching profession?

Fostering learners' autonomy and creativity

Developing learners' communication skills

Getting students' engagement in learning

- Others, please specify.....

7. What skills are needed to be a good teacher?

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Teaching skills

Management skills

-Others, please specify.....

8. What teaching methods are most effective?

9. What would you need to create stimulating learning environment?

10. What difficulties do the students have with English language and how do you support them?

Appendix Two: Teachers' Interview

Teachers' Interview

1. What did you learn from your teaching experience?

2. What are the best ideas that help you in the preparation of lesson?

3. How would you deal with students' misbehavior?

4. What would you use to assess students' learning?

5. What suggestions do you have for improving students' skills, grammar and pronunciation?

Appendix Three: Classroom observation

Class room Observation Check-list

Students' Name		Date	
Class Observed		Time	

Teachers' Performance Inside Classroom	Always	Often	Never
<p>1.Using questions to evaluate and monitor students' comprehension</p> <p>2.Designing students' assessments by using different tasks</p> <p>3. Engaging students in learning by using specific instructional strategies (group work, pairs...)</p> <p>4.Using positive reinforcement to encourage unmotivated students</p> <p>5.Teachers' insight for effective management of time</p> <p>6.Address behavioral issues without interrupting instruction</p>			

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