

Professional Development for Language Teachers- The case of Tertiary levels in Algeria

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Abstract	Article info
<p>At Algerian universities, a wide gap is needed to be bridged by language teachers who still strive to make it a success. They think it is easy to teach in a constantly changing world where they have never sought to reflect upon their cognitive perfectness. The present study highlights what those teachers are expected to do. They have to keep up to date with the new innovations of the field by regularly reviewing, self-monitoring, questioning, and evaluating their teaching skills. Hence, teachers need to seek novelty through mentoring, supervising, tutoring, sharing lessons in seminars, writing for the university magazine, or proofreading their peers' productive works. The study uses a mixed oriented methodology, which sought to describe and analyze teachers' data feedback. Language teachers need self-commitment to action research, they need to question their methodologies in approaching teaching and learning issues with the idea to develop self-improvement and reach high standards that will reflect its shade upon the multitude of the growing generations.</p>	<p>Submitted 21/07/2022 Accepted 11/08/2022 Published 01/11/2022</p>
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1. INTRODUCTION

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Historically, evidence has shown that teachers are the leaders of the nation, the source of students 'extrinsic motivation as well as their inspiration. Students are usually affected by the quality of teaching provided by their teachers whether novice or experienced and the way lessons are delivered.

Teachers' passion to enter a teaching career is highly important. Teachers with strong motivation feel the necessity to experience such kinds of professions, and make their expectations seen in a real way. Researchers have concluded that teacher education programs need to be improved and training programs need to be held for novice teachers (Freiberg, 2002; Henson, 2001; Martin & Baldwin, 1996; Şentuna, 2002) to be constantly ready to enter the educational world with offhand ease.

Teaching as a career is very complex. It often requires great efforts from most teachers who are recommended to be qualified enough to provide the best teaching quality that suits all students and upkeep them from deviating and turning the good classroom atmosphere into a disturbed educational milieu. Hence, on one hand; teachers have been encouraged to search for ways to prevent such behavior from taking place rather than dealing with it as it arises (Nunan & Lamb, 1996; Ur, 1999), while on the other, such teachers need to develop their skills and teaching strategies to reach the desired goals of teaching.

Novice teachers, as well as old teachers, in Algerian universities struggle to keep up with the present time. It is really a great changing moment in their daily encounters with what goes on in their students' minds. The present-day students are too demanding in terms of expertise and competence. Hence, novice teachers in comparison to their elders the old; entered the university thinking it is easy to teach but in reality, they were faced with updated minds they could not harness. In addition, the credits contents have seen a wide change in terms of appellation, variety and richness where teachers have to cope with or relinquish.

Many teachers tend to leave their own profession because they may find themselves lacking the appropriate knowledge of the subject matter, lacking enthusiasm in class, and lacking how to keep instructions to manage their classrooms. In fact, those who claim much are the inexperienced teachers who often complain about misbehavior in the classroom (Alan, 2003; Emmer, 2001; Nunan & Lamb, 1996), this condition is probably related to insufficient knowledge of classroom management and practice of these skills. Innovations need to be upset and change towards perfectness has to be reset if those teachers seek perfectness and stability.

The present study tries to investigate the difference between fresh and experienced teachers and how this can be perceived. The problem that is still felt in the classes today is what concerns self-efficacy and classroom management and who is capable to attend to these two qualities-Is there really a difference in experience? Age? Or ability presented by teachers? A novice teacher may better do what an experienced one cannot. This challenging controversial problem needs to be discussed and solved. In this respect, the

research focuses on the possibility to distinguish the effective teachers from the ineffective ones depending on their capacities of being self-efficient and capable of managing their classrooms through multiple effective strategies. In whatever cases, teachers' development is a must for both categories if they want to do a good job worth noting. In the next part, the author will briefly scrutinize this issue.

2. Literature review

2.1. The difference between novice and experienced teachers

The idea of teacher development incites the author to evoke the difference between a novice teacher and an expert teacher. So according to Tsui, (2003) some of the differences between novice and experienced language teachers seem to lie in "the different ways in which they relate to their contexts of work, and hence their conceptions and understanding of teaching, which is developed in these contexts (p. 245). Expert teachers thus exhibit differences in the way they perceive and understand what they do.

Some of these differences include the following (Tsui, 2003): A richer and more elaborate knowledge base Ability to integrate and use different kinds of knowledge, and the ability to make sound intuitive judgments based on past experience. By comparison, novice teachers typically are less familiar with the subject matter, teaching strategies, and teaching contexts and lack an adequate repertoire of "mental scripts and behavioral routines" (Berliner, 1987, p. 72)

In addition, novice teachers do not know exactly and with more competitive tenacity how to transmit technical knowledge and transfer it to the students' minds with that smoothness and ease. Hence, in their respective classrooms, most of them escape being questioned and if they answer the students' questions they do not seem sure of persuasiveness. This resulted in the fact they have not been well trained in addition to the absence of their self-reflection. Cooper and Boyd (1998, pp. 58–59) suggest that traditional models of staff development often ignore principles of adult learning, such as that adults' development is linked to their self-worth and efficacy, they learn through active involvement, learning must connect with their current understanding, and that it is a continual process of identity formation and re-formation. Principles that should be reflected in a teacher development program are, therefore:

- Opportunities to try out new practices and be self-directed in the learning process
- Careful and continuous guided reflection and discussion about proposed changes, and time to analyze one's own experience, because experience is the richest source of adult learning
- Personal support for participants during the change process.
- Provisions for differences in style, time, and pace of learning

Indeed, learning to teach begins with the beginning of one's schooling. It is a complex and never-ending journey with excitements and challenges (Carre, 1993; Arends, 1994). Berl (2004) states that

“...Beginning teachers come fresh to teaching. While they are eager and imaginative, they can also be impatient, opinionated, and very passionate about their beliefs. High on ideals but low in self-confidence, beginning teachers want to do well and to be good teachers”. They tend to be overwhelmed with good pride to do; however, they could not achieve their goals.

2.2. Home teaching Situation

However, a glance at the Algerian trainee teachers’ reality states that contrary to what those trainees lived at the university as students and what they are facing now as novice teachers for a Wide gap separates what was acquired in theory and what faces them in reality. As (Shulman, 1987) points out teachers’ knowledge is a vast area of knowledge, and learning to teach is a long and continuous process that comprises pleasant as well as frustrating experiences. During the first year of their teaching, beginning teachers come across ‘reality shock’ (Koetsier & Wubbels, 1995; Chubbuck, Clift, Allard & Quinland, 2001; Shamatov, 2005) when they face demands of teaching practices and see gaps between their ideas and the classroom realities.

However, even experienced teachers sometimes face problems with new modules and credits contents because they do not update their knowledge and they fall into the trap of repeating the same things all the time. Teachers’ development has become a must in this changing world. Teachers must cultivate the habit of reviewing, self-monitoring, questioning, and evaluating their teaching skills. They need also to develop specialized authoritative knowledge and skills about many aspects of their teaching to amend their day-to-day encounters with students’ needs.

Students themselves have on many occasions pointed out the teachers’ inefficiencies regarding certain chunks of lessons which tend to be awkwardly transmitted and they think this is due to bad preparations or to the incompetence of their teachers.

3. Discussion

3.1. Teachers’ Professional Development:

Professional development of a teacher can already start during his/her training period if the teacher training program is designed to provide “broader approaches in which developmental insights are learned alongside classroom teaching skills” (Head & Taylor, 1997, p. 12, 13). Indeed, professional development is the cornerstone of any teacher’s career and this is the most posed problem for both experienced and novice teachers.

Freiberg (2002 p. 56) claims that novice teachers have the most difficulty with “organizing strategies,” which “include planning, lesson design, time use, advance work, and classroom management”

Daloğlu (2002) found that the more experienced teachers were, the less difficulty they had in dealing with classroom management problems. However, Önkol (2002) claims that it is not only the inexperienced but also the experienced teachers who face problems in classroom management.

Brauner and Tomic (2000) asserted that teaching efficacy has been noted in several studies to increase positive behaviors in teachers such as a better relationship between students and increased classroom management. Classroom management with its various dimensions, such as lesson planning and time management, is an area educator have long been interested in (Emmer, 2001).

When talking about professional knowledge, Schön (1983) emphasizes that there are two different kinds of that knowledge. He refers to the first one as “research-based theories and techniques”, Wallace uses the term “received knowledge”. Basically, it is the theoretical knowledge that e.g. teacher trainees „receive“ during their studies, and “it consists of facts, data, and theories, often related to some kind of research” (Wallace 1991, p. 12).

The second kind of knowledge, which Wallace calls “experiential knowledge”, is based on two phenomena described by Schön (1983): “knowing-in-action” and “reflection”. By “knowing-in-action” Schön means the clear-cut knowledge which every professional use in his/her every day practice: “This professional makes innumerable judgements of quality for which he cannot state adequate criteria, and he displays skills for which he cannot state the rules and procedures” (cited in Wallace 1991, p. 13).

Teachers’ development is a long-term process that all teachers have to consider all the time. Algerian university teachers need to observe this before, while and after teaching. Their changing outcome should be reflected upon students’ learning and achievement.

Bailey et al. (2001, p. 6) divide the opportunities for development into formal and externally organized (e.g. participating in courses, conferences, working on higher certification) and informal, more private (e.g. teaching journals, teacher chat-groups, studying a language) Bailey et al. (2001, pp. 6, 7, 10) state the following reasons for teacher development:

- To acquire a new knowledge and skills (learning new teaching techniques, learning to use new equipment etc.);
- To keep up with changes (in teaching approaches, in governmental regulations or policies etc.);
- To increase teachers’ prestige which can lead to an increase in their income and to becoming more competitive in their next job search;
- It can lead to inspiration and “empowerment” which means “working out our (teachers’) way forward, based on our own understanding” (Edge, 1992, cited in Bailey et al., p. 7);
- feeling in control over their professional development can help teachers stay enthusiastic about their work;

- to help to fight negativity in teaching environment

In fact, a great amount of time should be devoted to teachers' development. Teachers have to take the lead in improving what they already know and try to research for the news to keep up with the most recent technological innovations through inquiry-based methods and self-reflection.

3.2. Teachers and their self-reflection

Reflective thinking (Dewey, 1933) is part of the critical thinking process specifically referring to the processes of analyzing and making judgements about what has happened. In the same trend, Pollard et al. (2005, pp. 14-22) base their concept of reflective teaching on the work of Dewey (1933) who distinguished between "routine action" and "reflective action". Routine action is influenced by "tradition, habit and authority and by institutional definitions and expectations." while reflective action demands desire to think over one's actions and work on his/her development which "implies flexibility, rigorous analysis and social awareness" (p. 14).

Thus, for Pollard, reflective teaching is the best method for researchers who attempt to make a change from "routine action" to "reflective action" (Pollard and Collin, 2005, p. 13)

According to Boody (2008), teacher reflection can generally be characterized as retrospection, problem-solving, critical analysis, and putting thoughts into action. Choy and Oo (2007) believe that the feelings and beliefs that teachers have towards themselves and others will play a part in how they teach. According to Williams and Burden (1997), teachers are highly influenced by their beliefs, which are closely linked to their values and their world views. These beliefs have a great influence on the way they plan their lessons and deliver them.

For Sezer (2008), in order to become reflective thinkers, awareness of what is known and what is needed is essential to bridging the gap between learning situations. It is also interesting to note that these teachers perceived that getting feedback from students is like being judged by them. This is reflected in their belief that they must see their own needs first before the needs of others. Such beliefs of these teachers would influence the way they teach (Choy & Oo, 2007; Williams & Burden, 1997).

Reflection can be also considered in terms of "reflection in action" (in the course of teaching) and "reflection on action" (before and after the lesson), terms introduced by Schön (1983) in Bailey et al. (2001, p. 28). Both forms are important in the reflective process. As Russel & Munby (1991) in Bailey et al. (2001, p. 37) explain, reflection on action is more conscious and well known compared to reflection on action which teachers perform promptly during their teaching.

3.3. Language teacher's self-commitment to action research

Research shows that there is a decline in the quality of school education in most developing countries as a result of inadequate teacher preparation (Warwick and Reimers, 1995; Hoodbhoy; 1998; Niyozov, 2001). Indeed, this is quite clear at the tertiary level in Algeria because teachers do not give importance to their personal cognitive development. Teachers must “construct a professional knowledge base that will enable them to teach students in more powerful and meaningful ways” (Borho & Putman, 1995, quoted in Bolam and McMahon, 2004, p.49). The work of Shulman (1987) provides a beginning. Shulman has suggested that effective teachers require knowledge in seven areas: content, pedagogy, curriculum, pedagogical content knowledge, learners and their characteristics, educational contexts, and educational ends.

Teachers need self-commitment to action research which remains primordial for any successful teaching process. Action research is a systematic inquiry and a self-reflection process, which intentionally integrates into changing processes, making people examine their own problems in order to find a proper solution and improve their practices (McNiff & Whitehead, 2009; Patton, 2002; Stringer, 2004). According to Sagor (2010), involving teachers in research work enables them to experiment, discover and modify their actions and activities in their own classrooms and this research proved to be true.

Zeichner (2003) noted that involving teachers in doing research fosters self-confidence in their actions to support their student learning; they become more active in facing difficult situations in classroom settings and consider research findings and results, beyond their own experience, to further examine their own teaching practice

Carr and Kemmis (1983) described Action Research as “a form of self-reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding of these practices; and, (c) the situations in which these practices are carried out” (p. 152). Kemmis and McTaggart (1982: 5) define action research as ‘trying out the project ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching, and learning.

3.4. Teachers' and their methodologies of innovation

There are a number of traits required of the innovative lecturer which include humility, courage, impartiality, open-mindedness, empathy, enthusiasm, judgment, and imagination (Hare, 1993). True innovations occur at the level of teachers' choice of strategies and methodologies which should observe novelty and a kind of know-how. Stensaker (2008) argues that in order to achieve quality teaching and

learning, greater attention must be paid to teaching and learning practice. It is clear that traditional methodologies of ‘talk and chalk’ which are teacher-centered are not adequate for current students and that effective teaching and learning is not taking place at the desired level (Race, 2003).

The level of teaching effectiveness is a question that plagues higher education for a number of decades (Braskamp, and Ory; 1994). Centra (1993), defines effective teaching as “that which produces beneficial and purposeful student learning through the use of appropriate procedures”. In fact, effective learners are but the product of effective teachers where the outcome should be observable. Braskamp and Ory, (1994) intelligently include both teaching and learning in their definition: “creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively”.

Things have by far changed and the world of technology has imposed itself even on teachers’ use of methods. Some lecturers still believe that knowledge is transferred to their students, but in reality, students learn by doing and this is reinforced by the use of innovative teaching methodologies which teachers should keep abreast of.

It has been shown that interactive teaching is superior to didactic teaching and that the former greatly improves academic success and promotes the inclusion of students who generally feel like outsiders (Crosling et al., 2008). Students complain that some assessments do not in any way measure their real learning and what they are assessed with is irrelevant to the real world of work (McDowell and Sambell, 2003). Hence, it is recommended that teachers need to be involved in team work and cooperate with colleagues to share ideas and get empowered.

In this respect, Hord et al suggest that professional learning communities involve teachers in a number of cooperative activities and in reflective inquiry, help teachers to develop a shared vision and to focus on student learning, and promote de-privatization of teaching (Hord, 2004; Kruse, Louis, and Bryk, 1995). Furthermore, empirical studies suggest that such practices may help improve instruction and enhance learning (Bolam et al., 2005; Lee and Smith, 1996; Louis and Marks, 1998; Supovitz, 2002).

4. Recommendations

1. Teachers should commit themselves to learning each student’s name, this may make them feel they are a part of the classroom during the organization. More importantly, teachers should smile and show enthusiasm because no one would be interested in a subject that is obviously boring.
2. Teachers need to provide sound instruction –the most important element that is necessary for a well-planned lesson plan that would have a vital role to engage students in the learning process.
3. They should monitor their students. Here, they need to pay attention to what is happening and demonstrate withness at the same time beware of your body language especially students off task, etc.

4. Teachers need to be targeted for certain physical and verbal responses by an instructor that seems to attract inappropriate behavior by students. These responses may include threats of consequences that can't be administered and extreme physical reactions such as blushing...

5. Teachers need to develop and improve their cognitive lot to avoid any classroom constraints in message transmission and lesson delivery.

5. Conclusion

Self-efficacy and Classroom management and how they are interrelated have been among the issues that are still the concern of different scholars around the world since both have a notable connection with both fresh and experienced teachers who are facing the same problems within the classroom setting. Based on such an idea, both categories of teachers need to have beliefs in their abilities in order to get motivated, ordered, and well organized because all these will in turn help teachers overcome different problems, and at the same time student's achievement will be as expected. Teachers' effective methods will be reflected in learners' better achievement. Teaching development has become a must and university teachers in Algeria have to keep up with par-the need to set up the challenge to keep to date with their own cognitive capacities for betterment.

6. References

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