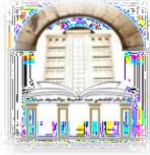


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Institute of Letters and Languages
Department of Foreign Languages
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**Primary School Teachers' and Inspectors' Perspectives on the
Effectiveness of Training in Improving English Teaching
Skills**

**Case study: Primary School English Teachers
(2023/2024) and English Inspectors**

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) AYOUB BOUSMINA
- 2) MERABTI MERYAM

Board of Examiners:

Chairman:

Supervisor: ABID MERIEM

Examiner:

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Dedication

This dissertation is dedicated to the memory of my father, whose wisdom and strength continue to guide me, even in his absence.

To my mother, whose love is a constant source of comfort and inspiration, and whose unwavering faith in me has shaped who I am.

To my brother, Oussama, my constant source of encouragement and unwavering support, thank you for believing in me.

To my little sister, Mayssem, whose love and support have been invaluable throughout this journey.

To my friends, Roufaida, Asma, Bouchra, Salsabil and Manar, thank you for your support, your celebrations of my victories, and your help during challenging times.

And finally, to my beloved cats, Sisa and Bicha, whose purrs and cuddles provided comfort throughout this journey.

Merabti Meryam

Dedication

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Abstract

The introduction of English as a foreign language in Algerian primary schools has brought about significant challenges for educators, particularly due to the lack of professional training among many newly recruited teachers. This has made it difficult for them to manage classrooms effectively, implement suitable teaching methods, and address the diverse needs of their students. This study aimed to explore the importance of training programs in improving English language instructions, drawing insights from the perspectives of both primary school teachers and English inspectors. Data was collected through questionnaires distributed to teachers recruited in 2023 and 2024, as well as to inspectors responsible for teacher development. The results revealed that training influences positively teachers' confidence, lesson planning, student engagement, and classroom management. However, several obstacles, including limited resources, overcrowded classrooms, and insufficient practical experience, continue to hinder effective teaching. While teachers acknowledge the importance of training, they emphasize the need for more hands-on practice and ongoing professional development opportunities. Inspectors, on the other hand, highlight the necessity of structured training programs that address real-world classroom challenges and equip teachers with modern teaching strategies. This study underscores the urgent need to enhance teacher training programs in Algeria to ensure the delivery of high-quality English instruction in primary schools. It advocates for practical, continuous training initiatives that bridge the gap between theoretical knowledge and classroom application, ultimately leading to improved learning outcomes for students.

Keywords: Classroom Challenges, English Language Teaching, Professional Development, Teacher Training.

List of Abbreviations

AR: Augmented Reality

EFL: English as a Foreign Language

ICT: Information and Communication Technology

MKO: More Knowledgeable Other

PD: Professional Development

ZPD: Zone of Proximal Development

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General Introduction

1. Background of the Study

English has become a global language, playing a key role in education worldwide. Therefore, the demand for effective English teaching has grown significantly. Teachers are the heart of this process; however, teaching English is not just about knowing the language; it requires specific teaching approaches, methods, strategies, and techniques to engage students and help them succeed. “The importance of learning English in today’s times cannot be underestimated or ignored seeing English as the language spoken in most parts of the world. English does not only play a role as a communication tool but can also make it easier for us to adapt to the environment and work in the present and future” (Putra, n.d., p.1).

In many educational settings, teachers often face challenges in delivering high quality English instruction. These barriers may include: difficulty in using effective teaching methods, lack of classroom management skills, struggles with lesson planning, inability to adapt to students’ differences, limited knowledge of assessment techniques, lack of confidence, and challenges in integrating technology. It means that some find it difficult to design lessons in a way that interest pupils or to employ effective teaching strategies. Others struggle with classroom management, discipline, and accommodating various student requirements. Teaching can also be made more challenging by a lack of confidence in using technology and a limited knowledge of assessments. Additionally, some teachers could find it difficult to adapt to new methods and student expectations as education evolves. Without proper training, even experienced teachers may struggle to adapt to the changing needs of learners and the requirements of today’s classes. Training programs for English teachers are considered as a powerful way to address these

obstacles. They can help teacher improve their language skills, learn updated teaching methods, gain skills to handle student behavior, design well – structured lessons, learn how to support diverse learning styles, learn how to create fair and accurate assessments, and become more confident in using digital tools. When teachers receive effective training, they have the chance to create engaging lessons, motivate students and reach various learning needs. “To develop their subject, knowledge, gain the required skills, and become knowledgeable about current technological development, elementary English-language teachers must be trained sufficiently to achieve effective foreign language and learning in the classroom” (Koç,2016, p.457).

“Research results indicate that there is a high positive correlation between teacher's feeling of preparedness and the likelihood of becoming effective in teaching. "(Aypay, 2009,P . 1118). It means that teachers who feel prepared are more likely to be effective in their teaching. When teachers receive good training, they feel more confident and capable in the classroom, which helps them teach better and support their students' learning. Teachers who feel prepared are also more likely to take responsibility for student success instead of blaming outside factors like a student's home life. Graduates from strong teacher training programs often believe they make a bigger difference in student learning because their training gives them the right skills and knowledge. This confidence motivates them to teach more effectively, which leads to better results for their students. Moreover Djouima (2011) explained that the quality of English teaching depends on both the teacher's knowledge of the subject and their teaching skills. When teachers receive proper training, they become more effective in managing lessons, using the right teaching approaches, and engaging student

learning. The study suggested that training programs should focus on language proficiency, teaching strategies, and cultural understanding to help teachers deliver lessons more effectively.

Despite the potential benefits of training, there is still a need to explore how these programs impact teaching practices. While many studies have shown positive results, other suggested that the effectiveness of training depends on factors like the quality of programs, the support provided, and the teachers willingness to apply what they learn. Wati (2011) stated that while teacher training programs can be helpful, they do not always achieve their intended goals. Many teachers still feel unprepared after completing training. The study found that these programs often cover broad topics rather than focusing on teachers' actual needs. As a result, they may not be effective in improving classroom performance.

According to supriyati(2012), one major issue in English teaching is the lack of specialized training for teachers of young learners. In some regions, teachers may not have a background in English or child education, which affects the quality of instruction. This situation is particularly problematic in areas with limited access to resources and professional development opportunities. Without proper training, teachers may struggle to use suitable materials, techniques, and activities to engage children in learning English. Although there were various challenges, some efforts have been made to improve training. Universities have introduced optional courses on teaching English to young learners, covering topics like language acquisition, teaching methodologies, and classroom management (Suriyati, 2012). While these initiatives are promising, they are not yet widely implemented, and many teachers still lack access to specialized training.

This study emphasizes the importance of training in improving the teaching abilities of primary school instructors. Effective training provides teachers with current pedagogical practices,

classroom management tactics, and subject-specific information, resulting in improving student learning outcomes. While continual professional growth is critical, the foundation of a teacher's skill set is frequently laid during university training. University education equips aspiring teachers with theoretical knowledge, practical teaching experience, and exposure to a variety of learning situations, preparing them for the challenges of the classroom. Teachers can improve their instructional approaches, adapt to new educational problems, and provide their students with a more interesting and effective learning experience by combining university training and ongoing professional development.

2. Statement of the Problem

The integration of English as a foreign language in Algerian primary schools has brought significant changes to the educational system. In fact, many of the new recruited teachers have been away from the field of teaching and learning for several years which has created difficulties in adapting to the demands of their roles. These teachers face various challenges including managing classrooms, applying psycho pedagogical principles, making successful lesson plans, and conducting effective assessments.

Professional training programs are essential to address these issues and improve English teaching skills. While several studies have been highlighted the importance of teacher's training, their findings have not been implemented. This research paper aims to explore these difficulties further and to emphasize on the key role of training in improving English teaching practices.

3. Aims of the Study

The aims of this study are summarized as follows:

1. To explore the effects of training programs on English teacher's classroom practices, instructional tactics and confidence.
2. To understand how primary school teachers and inspectors view the value of training in enhancing the ability to teach English.
3. To find out the specific teaching skills that are improved after teachers receive training.
4. To discover the types of training that primary school teachers find most beneficial.

4. Research Questions

1. To what extent training programs help teachers to teach successfully?
2. How do primary school teachers evaluate the impact of training programs on their teaching practices and classroom management strategies for teaching English?
3. To what extent do primary school teachers feel more confident in their ability to teach English after attending few days of training programs?

5. Research Methodology

For the purpose of this study, a qualitative approach was adopted to explore newly recruited teachers' perspectives regarding the importance of professional training. This approach was used to gather in-depth insights through open ended responses. The study focuses on teachers who were recruited in 2023 and 2024 and did not receive formal professional training, instead participating in only a 15-day information session before beginning their teaching careers. A questionnaire served as the primary data collection tool to examine these teachers' views,

challenges, and classroom experiences. Additionally, other different questionnaires were distributed to English inspectors, as they play a key role in teacher training, to gather their perspectives on training needs and challenges in teacher preparation.

6. Significance of the Study

This study emphasizes the importance of training in enhancing primary school teachers' teaching skills. It provides insights into how professional development can improve classroom practices and support more effective teaching. The findings may guide educational leaders to prioritize ongoing training, ultimately benefiting both teachers and students.

7. Structure of the Study

There are two chapters in this dissertation: theoretical and practical. The opening chapter is further divided into two sections: the initial part addresses teacher training in depth, beginning with its definition, the distinction between pre-service and in-service training, and the theoretical foundations of professional development (e.g., Adult Learning Theory (Andragogy), Constructivism, and Reflective Practice). The second part discusses English teaching skills, starting with a definition of pedagogical competence, essential skills for primary-level instruction (e.g., classroom language use, lesson planning, and interactive techniques).

The second chapter is devoted to the practical work. Data are gathered using questionnaires administered to primary school teachers and educational inspectors. Teachers report on their specific training needs (e.g., grammar instruction, classroom management strategies, or resource development). Inspectors evaluate the importance of initial and ongoing training using options and comment sections. The findings are interpreted in relation to the research questions.

Chapter One: Understanding Teacher Training and Teaching Skills

Introduction

Teacher training and teaching skills are essential for improving the quality of education, particularly in English language teaching. Training equips teachers with the necessary knowledge, techniques, and strategies to address challenges in the classroom and support students' learning. Teaching skills, on the other hand, are the practical abilities that allow teachers to plan lessons, manage classrooms, and engage students effectively. Together, they play a significant role in enhancing teaching performance and ensuring positive student outcomes. This chapter focuses on exploring these two key concepts. The first section discusses the concept of training, its importance, and the various forms it takes in the professional development of teachers. The second section examines teaching skills, their definition, and their role in effective English language teaching. By addressing these aspects, this chapter provides a theoretical foundation for understanding the relationship between training and teaching skills in improving educational practices.

1.1. Section One: Understanding Teacher Training

1.1.1. The Definitions of Education, Training, and Professional Development

Education, training, and professional development are interconnected but distinct concepts, each one plays a fundamental role in shaping teacher's competences and career growth.

1.1.1.1. Education is a broad process that involves acquiring knowledge, skills, values, and attitudes to prepare individuals for life and work. It is often formal, structured, and long-term. It typically occurs in institutions such as schools, colleges, or universities. According to Verma et al. (2023), education is not just about academic learning but also about developing critical thinking, and ethical values that help individuals contribute to society. Moreover, Devadze et al. (2022) explained that education is no longer a fixed system; it is constantly changing due to technology, globalization, and social change. They argued that it is not just about gaining knowledge but is influenced by politics, values, and cultures, shaping how people think and interact with the world. Additionally, education is described as the process that involves various methods of learning, including traditional classes, digital tools, emerging technologies like Augmented Reality (AR) (Lee, 2012). Lee (2012) stated that education is not limited to textbooks and lectures, but evolves with technological advancement. Augmented Reality is presented as a tool that breaks the walls between real-world experience and digital learning. Thus, education in the future incorporates (AR) to enhance students' motivation, engagement and understanding of difficult concepts.

1.1.1.2. Training is a more specific and practical form of learning that focuses on developing particular skills for a job. It emphasizes hands-on experience and skill application. It is often short-term and more focused on direct application. To start with an article in the Journal of Education (1996), it emphasized that teacher training should focus on practical teaching skills rather than excessive administrative duties. Unlike doctors and engineers, teachers are often expected to manage a classroom without prior hands-on experience. The article suggested that new teachers should work with experienced ones to help them adapt to the profession more easily. In addition to that, teacher training involves equipping future teachers with the essential teaching skills throughout a structured training program. As Ibaeva et al. (2015) explained, teacher training

consists of different components: theoretical foundations, pedagogical strategies, and hand on teaching practices. The goal is to ensure that teachers are well prepared to engage with students effectively and apply modern teaching approaches. The training process evolves in response to changes in educational policies and social needs. Moreover, Milo (1903) talked about the role of manual training teachers and highlights the importance of balancing their interest in the subject with real-world practice. He cautions against introducing new teaching methods without first getting teachers on board and making sure they understand them. Instead of forcing change, he suggested gradually introducing new techniques to ensure they are effectively used in the classroom.

1.1.1.3. Professional development (PD) refers to the continuous learning process that teachers undergo throughout their careers to enhance their knowledge and skills. It is broader than training and focuses on long-term career growth and improvement. "Professional development programs are systematic efforts to bring about change in the classroom practices of teachers in their attitudes, beliefs, and in the learning outcomes of students "(Guskey, 2002, P. 381). It means that (PD) is meant to help teachers improve their teaching methods, beliefs, and attitudes to create better learning experiences for students. Thus, they usually change their teaching practices first, then see improvements in student learning and finally adjust their beliefs about teaching. Moreover, improve teaching and student learning requires teachers to work together rather than in isolation. Instead of each teacher working alone PD encourages them to share ideas, observe each other, and continuously improve their methods. Effective programs should focus on subject knowledge, be ongoing, encourage teamwork, and be a part of teacher's everyday routines (Kedzior & Fifield, 2004). Another thing is that PD should not be limited to short workshops or associational training sessions. Instead, it should be continued process that is deeply integrated into teacher's

work. Technology has the potential to support teacher learning, but there are challenges, such as lack of time, difficulty in changing old habits, and ensuring access to advanced learning materials. The realm of education is still working on the best ways to use technology for professional development (Harvey&Purnell, 1995). To conclude, PD aims to help teachers apply new teaching techniques in their classrooms. However, its success depends on how well teachers can use what they learn in real situations, simply attending workshops is not enough because teachers need time and practice to perform new ideas effectively (Kennady, 2016).

1.1.2. Types of Teacher Training

There are two main types of teacher training: pre-service and in-service

1.1.2.1. Pre-service Teacher Training refers to the preparation individuals receive before becoming professional teachers. This training aims to provide future instructors with theoretical knowledge, pedagogical skills, and practical experiences necessary for effective teaching. It is considered a fundamental stage in teacher education, ensuring that new teachers are provided with essential competencies before entering the classroom. Aypay (2009) emphasized that pre- service training plays a key role in preparing teachers for their professional responsibilities. It includes a combination of coursework, teaching methodologies, and field experiences that help trainees develop instructional strategies and understand student learning processes. Scott et al. (2018) highlighted that pre-service training is structured within different models, such as the craftworker model, which relies on imitation and practice, and the professional learner model, which encourages reflective teaching and adaptation to diverse educational settings. One of the essential components of pre-service training is the integration of real-world classroom experiences. Hand-on teaching experiences and practice teaching provide trainee teachers with opportunities to apply

their knowledge in authentic classroom settings, connect theory and practice (Berry, Montgomery, & Snyder, 2008). However, research also indicates that many pre-service teachers struggle with classroom management, as traditional training programs often do not appropriately address behavioral management strategies (Freeman et al., 2014). Technology integration is another vital aspect of pre-service training. Koç (2005) argued that incorporating technology in teacher education enhances instructional delivery and fosters adaptive learning approaches. The ability to integrate digital tools into teaching is necessary in modern education systems, and pre-service training should emphasize this competency to better prepare teachers for modern classrooms. Despite the benefits of pre-service training, several challenges continue. In many cases, pre-service programs fail to adjust with the real-world demands of teaching. For instance, research on teacher education in Turkey reveals irregularities in training quality across institutions, leading to varied levels of preparedness among new teachers (Balbay et al., 2018). Similarly, studies on teacher education programs in Malaysia indicate problems about whether pre-service training properly equips teachers with practical skills needed for their future careers (Abang Fhaeizdhyall et al., 2018). In conclusion, pre-service teacher training is a vital stage in teacher preparation, providing future tutors with the knowledge and skills required for effective teaching. However, continuous improvements are needed to bridge gaps in practical training, classroom management, and technological integration. Reinforcing pre-service training programs can ensure that teachers enter the profession with confidence and competence, ultimately enhancing educational outcomes for students.

1.1.2.2. In-service Teacher Training refers to the professional development programs and learning opportunities provided to teachers while they are actively working in schools. This type of training aims to enhance teachers' knowledge, skills, and teaching methods, helping them adapt

to new educational trends, policies, and classroom challenges (Bayrakcı, 2009). Unlike pre-service training, which prepares future teachers before they enter the profession, in-service training focuses on continuous improvement throughout a teacher's career (Öztürk, 2019). According to Bando and Li (2014), in-service training is designed to increase teachers' effectiveness, which can lead to improved student learning outcomes. Their study on English teachers in Mexico found that such training helped teachers improve their subject knowledge and classroom practices, resulting in better student performance. Similarly, Nzairwehi and Atuhumuze (2019) stated that in-service training in Uganda has been effective in motivating teachers to advance their expertise and improve their professionalism. However, they also emphasized that for training to be successful, it must be well-planned, regularly evaluated, and supported with sufficient materials (Nzairwehi & Atuhumuze, 2019). The primary goal of in-service training is to ensure that teachers stay updated with new educational research, teaching methodologies, and technological advancements. Tuncel and Çobanoğlu (2018) argued that teachers need to refresh their knowledge of curricula, pedagogy, and psychology to meet the changing needs of their students. They emphasized that ongoing training plays a critical role in improving the quality of education. In many countries, governments devote efforts in in-service teacher training as a way to improve education systems. For example, the Turkish Ministry of National Education, with support from UNICEF, developed an in-service training program to promote inclusive education. The program focused on improving teachers' skills in differentiated instruction and formative assessment. Even though the training was short-term, it had a significant impact on teachers' awareness and teaching practices (Öztürk, 2019). Another example comes from Japan and Turkey, where Bayrakcı (2009) compared in-service training systems. He found that in Japan, training is well-structured and involves collaboration between teachers, while in Turkey, training programs often lack professional staff

and evaluation system, leading to limited effectiveness. Despite its importance, in-service training faces several challenges. One of the most common issues is the gap between theory and practice. Many training programs focus on theoretical concepts without providing teachers with practical strategies for classroom implementation. As a result, teachers may struggle to apply what they learn in real teaching situations (Tuncel & Çobanoğlu, 2018). A challenge is the lack of follow-up support. Hayes (1995) noted that teachers often return to their old teaching methods after training because there is no continuous support or guiding. Similarly, Huhtala and Vesalainen (2017) highlighted that in Finland, teachers face difficulties in implementing new teaching methods due to a lack of collaboration and insufficient resources. Additionally, in some countries, in-service training is poorly organized. For example, in Uganda, while the government has invested in teacher development, the training programs are not always matched with teachers' actual needs. Many teachers feel that the training is repetitive and does not address the specific challenges they face in their classrooms (Nzarirwehi & Atuhumuze, 2019). To improve in-service training, researchers suggest several strategies. First, training should be practical and directly connected to teachers' daily work. Vukelich and Wrenn (1999) recommended that training focus on a single subject, be ongoing, and involve teachers in solving real classroom problems (cited in Bayrakcı, 2009). Second, continuous support is essential. Hayes (1995) argued that professional support peer collaboration, and continuous professional development sessions help teachers apply new skills effectively. A study in South Korea found that intensive, long-term training programs that include regular evaluation and feedback are more successful in improving teachers' performance (Chang et al., 2010). Third, training should be flexible and teacher-centered. Öztürk (2019) described a successful model in Turkey where teachers were encouraged to share their experiences and adapt training materials to their specific contexts. This approach made training more meaningful and

engaging. To sum up, in-service teacher training is a key component of professional development, helping teachers stay updated with new educational trends and improving the quality of teaching. While it has proven benefits, such as enhancing teacher knowledge and student outcomes, challenges like the lack of practical application, follow-up support, and poor organization limit its effectiveness. To address these issues, training programs should be practical, continuous, and supported by mentorship and collaboration. By improving in-service training, education systems can ensure that teachers are well-equipped to meet the evolving needs of students and society.

1.1.3. Importance of Teacher Training

Teacher training is a key to improving education. It helps teachers gain the knowledge, skills, and mindset they need to teach well and stay flexible as education changes over time.

1.1.3.1. Enhancing Teaching Competencies, Teacher training plays a crucial role in helping educators develop both pedagogical and subject-specific skills. As Shulman (1987) noted, effective teaching requires not only a deep understanding of the subject matter but also the ability to present it in a way that captures students' interest. Through training, teachers learn to incorporate diverse tools and techniques into their teaching practices, which in turn enhances student engagement and improves learning outcomes.

1.1.3.2. Supporting Continuous Professional Development, the field of education is dynamic, with new methodologies, technologies, and theories emerging regularly. Vaillant (2016) stressed the importance of ongoing teacher training that adapts to global changes. This continuous professional development allows teachers to refine their teaching approaches and better address the evolving challenges they face in the classroom.

1.1.3.3. Improving Student Learning Outcomes, the quality of teacher training has a direct impact on student achievement. Páez-Herrera et al. (2021) highlighted that initial teacher training provides a solid foundation for educators, enabling them to implement effective teaching strategies that boost academic performance. Practical training experiences, such as teaching simulations, offer new teachers' valuable insights that enhance their effectiveness in real-world classroom settings.

1.1.3.4. Adapting to Technological Advancements, in today's educational landscape, technology is an indispensable tool for enriching the learning experience. Hatos, Cosma, and Clipa (2022) emphasized the growing need for teachers to develop digital skills, particularly in understanding and applying digital education policies and practices. Without adequate training, teachers may face challenges in integrating technology effectively, which can hinder students' access to innovative and engaging learning opportunities.

1.1.3.5. Promoting Ethical and Moral Education, Teachers are not only responsible for academic instruction but also play a key role in fostering students' moral and ethical development. Gasimova (2023) highlighted the importance of incorporating moral values education into teacher training programs. Teachers must model ethical behavior and impart social values to their students. Proper training ensures that educators are equipped to guide students not just academically, but also in their personal and moral growth.

1.1.4. Key Components of Teacher Training

Effective teacher training helps teachers improve their skills and support student learning. A good training program includes key elements that make learning easier and more effective. The following lines explain these important components.

1.1.4.1. Needs Assessment, A well-structured teacher training program begins with a needs assessment to identify areas where teachers require support. Moeini (2008) argued that training programs must align with teachers' professional needs rather than adopting a "one-size-fits-all" approach. He emphasizes that without identifying these needs, professional development efforts may not effectively improve teaching quality. Needs analysis plays a crucial role in integrating information and communication technology (ICT) to enhance teacher training and support ongoing professional growth (Moeini, 2008).

1.1.4.2. Setting the objectives of the program clearly, defining objectives is essential in any teacher training program. Rajagopalan (2019) stated that teaching skills require a structured approach where objectives align with learning outcomes. He emphasizes that training programs must include specific goals that address both theoretical knowledge and practical teaching competencies. Setting clear objectives helps ensure that the training meets both teacher and student needs, ultimately leading to improved educational outcomes (Rajagopalan, 2019).

1.1.4.3. Hands-on learning, effective teacher training includes active and hands-on learning experiences. Aglazor (2017) highlighted the importance of practical training through teaching practice sessions. During these sessions, aspiring teachers interact with experienced supervisors and receive mentorship. Such hands-on experiences allow teachers to develop classroom management skills, instructional strategies, and adaptability, ensuring they are well-prepared for real-world teaching challenges (Aglazor, 2017).

1.1.4.4. Ongoing support, teacher training should not end after initial workshops; continuous support is crucial for professional growth. Veenman and Denessen (2001) emphasized that coaching and mentoring are vital in ensuring teachers continue developing their skills. Their study on teacher coaching shows that regular feedback and support significantly enhance teaching effectiveness and student learning outcomes (Veenman & Denessen, 2001).

1.1.4.5. Feedback and reflection, an essential element of teacher training is the integration of feedback and reflective practices. DeMonte (2013) stated that professional development must include structured opportunities for teachers to receive feedback on their teaching performance and reflect on their practices. Reflection allows teachers to refine their instructional strategies and adapt to students' needs, leading to continuous improvement in their teaching effectiveness (DeMonte, 2013).

1.1.4.6. Cultural relevance, training programs should incorporate cultural relevance to equip teachers to work with diverse student populations. Koukoulidis, Kotluk, and Brown (2024) stressed that culturally relevant teacher education is necessary for fostering inclusivity and addressing the needs of culturally and linguistically diverse students. They argue that teacher education programs should integrate multicultural perspectives and encourage culturally responsive teaching strategies (Koukoulidis et al., 2024).

1.1.4.7. Assessment and evaluation, assessing and evaluating training programs ensures their effectiveness. Ayapay (2009) conducted a study evaluating pre-service teacher training and found that structured assessment frameworks help educators measure the impact of training programs. Effective evaluation allows training programs to evolve and address emerging challenges in teacher education (Ayapay, 2009). Theories that support teacher training

1.1.5. Theories support Teacher Training

There are many theories support teacher training.

1.5.1.1. The Adult Learning Theory (Andragogy) by Malcon knownles. Andragogy, developed by Malcolm Knowles, focuses on how adults learn differently from children. This theory is relevant to teacher training because it emphasizes self-directed learning, experience-based learning, and practical application of knowledge. Adults prefer to take responsibility for their learning, so teacher training should provide opportunities for reflection, professional development, and real-world application (Knowles, 1984). Knowles also argued that adult learners bring prior experiences that shape their understanding, meaning training programs should build on teachers' existing classroom experiences rather than treating them as novices (Knowles et al., 2015). Adults engage in learning when it is relevant to their immediate needs, so training should address real classroom challenges (Cordova et al., 2024). Effective training also emphasizes active learning strategies, such as case studies, role-playing, and collaborative problem-solving, which allow teachers to connect theory with practice (El-Amin, 2020). Unlike children, adults are motivated by internal factors like professional growth, so training should create an environment where teachers feel empowered to enhance their skills (Cordova et al., 2024). Research supports the effectiveness of andragogy in teacher training. A study on improving university teaching skills found that andragogical training, including self-reflection and peer evaluation, led to greater engagement and professional development (Cordova et al., 2024). Similarly, a participatory andragogy approach helped science teachers improve their science literacy skills through hands-on learning (Patonah et al., 2025). However, some scholars question whether adults and children learn differently. Moll (2024) criticized andragogy, arguing that the distinction is more about teaching methods than fundamental differences in learning (Moll, 2024). Vutha (2024) also

highlighted that andragogy does not fully account for cultural and contextual influences on learning. Despite these debates, andragogy remains a valuable framework for teacher training, emphasizing practical, experience-based, and self-directed learning. To be most effective, it should be adapted to different educational contexts and integrated with other learning theories for a comprehensive approach.

1.5.1.2. The Reflective Practice Theory by Donald Schön. It was developed by Donald Schön (1983), it is a framework that emphasizes the role of reflection in professional learning and development. It suggests that professionals, including teachers, improve their skills not only by applying theoretical knowledge but also by critically examining their own experiences. Schön (1983) introduced two key concepts: reflection-in-action, which occurs in real-time as professionals adjust their strategies based on immediate feedback, and reflection-on-action, which takes place after an event, allowing individuals to analyze their performance and plan for future improvements. Reflective practice is an essential component of teacher training, enabling educators to develop their teaching skills through critical self-examination and continuous improvement. The concept, extensively developed by Donald Schön (1983), has been widely adopted in education as a means to close the gap between theoretical knowledge and practical application. Schön (1983) emphasized that teachers need to move beyond inflexible approaches and engage in a dynamic learning process where they adapt and refine their strategies based on experience. According to Lalor, Lorenzi, and Rami (2014), reflective practice "initiates a process that can be transformative in the long run" (p. 47) by encouraging teachers to question and reconstruct their beliefs about teaching. Various studies highlighted the significance of reflective practice in teacher education.

Ruffinelli, de la Hoz, and Álvarez (2020) noted that it plays a crucial role in developing professional judgment, allowing teachers to make decisions based on both theory and experience. However, they also pointed out that many pre-service teachers struggle to establish strong connections between reflection and theoretical knowledge, often remaining at a descriptive level rather than engaging in deep analysis. Sellars (2012) supported this view, arguing that for teachers to be effective in today's rapidly changing world, they must "critically and analytically examine their own perspectives on the issues they face" (p. 462), which requires regular and authentic reflection. Moreover, Mathew, and Peechattu (2017) emphasized that reflective practice is a powerful tool for professional development, as it helps teachers refine their pedagogical approaches and enhance student learning outcomes. They stated that "deliberate reflection on experience is essential for effective teaching, as it allows educators to integrate new insights into their practice" (p. 127). Schön's work is particularly relevant in this context, as he distinguished between reflection-in-action, which occurs in real-time during teaching, and reflection-on-action, which happens after a lesson to assess what worked and what did not. Additionally, Schön's theory aligns with the idea of double-loop learning, co-developed with Chris Argyris, which suggested that teachers should not only adjust their methods but also critically examine their underlying assumptions and beliefs about teaching (Ramage, 2011). This approach fosters deeper professional growth, as teachers engage in a cycle of continuous learning, adapting their practices to better meet the needs of their students. In summary, reflective practice is a key element in teacher training that supports continuous professional growth. It allows teachers to evaluate their teaching strategies, integrate theoretical insights into their practice, and adapt to the complexities of the classroom. As Schön (1983) asserted, "competent practitioners usually know more than they can say" (p. 8).

1.1.5.3. The Constructivist Theory, Constructivist theory is a learning approach that emphasizes that learners actively construct their own knowledge rather than passively receiving information. This perspective suggests that knowledge is built through experience, reflection, and social interaction (Juvova et al., 2015). It shifts the focus from teacher-centered instruction to student-centered learning, where students engage in problem-solving, inquiry, and collaboration. In teacher training, constructivist principles play an important role in shaping effective educators. Traditional training methods often focus on rigid instructional techniques and content delivery. However, constructivist teacher education encourages active engagement, collaboration, and adaptability. Instead of simply transmitting information, teachers guide students in constructing their own knowledge and making meaningful connections between concepts (Rout & Behera, 2014). A key element of constructivist teacher training is reflective practice, which allows teachers to analyze and refine their instructional strategies. Research highlights that reflection is essential for professional growth because it helps teachers evaluate their teaching methods and adjust them based on experience. Programs that incorporate reflective teaching encourage educators to continuously improve and adapt their teaching to better meet students' needs (Kumari, 2014). Additionally, constructivist teacher education emphasizes learner-centered instruction, where students take an active role in their learning. Teachers design lessons that promote exploration and collaboration rather than passive memorization. This approach helps students develop essential skills such as critical thinking, creativity, and problem-solving, which are key to lifelong learning (Gold, 2001). In summary, constructivist teacher education transforms teaching from a rigid, lecture-based approach to a more dynamic, student-driven process. By integrating reflection, active learning, and adaptable instructional strategies, constructivist training equips educators with

the tools to create engaging and meaningful learning experiences that foster independent thinking and continuous development (Rout & Behera, 2014)

1.2. Section Two: Teaching Skills

1.2.1. *Definition of Teaching Skills*

Before defining the concept of teaching skills, an identification of the term “skills” should be first provided. According to Zhang (2019), the word skill refers to the acquired capacity to produce expected results with the highest degree of accuracy, frequently with the least amount of time, effort, or both. This definition indicates that a skill is the alignment of objectives with the final performance, it means that a skill is the competence gained through setting an objective and fulfilling that objective through practice in an underlined period of time and with a certain amount of effort. Moreover, it is specified that a skill should be perfected or mastered with the least amount of time and effort required.

Consequently, teaching skills imply to the aspect of mastering the ability to instruct people on a particular field of knowledge or subject. Rajagopalan (2019) confirmed that a teaching skill is the ability to transfer knowledge to people in both an artistic and scientific way. The artistic aspect of this skill entails the ability to deliver information to students in a structured and organized environment, while the scientific aspect involves the ability to deliver this knowledge through strategic and logical steps that enable this knowledge to be processed through learners’ cognitive system. Therefore, this description demonstrates that the skill of teaching is a multifaceted competence, outlined with cognitive, environmental and theoretical conditions. It also means that there are several theories, factors and disciplines that underline the development of teaching skills and their constant evolution.

In fact, this was confirmed through Kinley (2013), who stated that teaching skills cover the principals, values, and actions of several teaching approaches that can be used to instruct a range of disciplines or subjects. This description suggests that the skills of teaching require bot theoretical knowledge, principles and procedural practices that could implemented in order to promote the teaching process and making it effective for both students and teachers themselves. Students can enhance their knowledge and develop their own skills, while teachers can refine their own skills and develop their professionalism and expertise.

1.2.2. Foundational Teaching Skills

Teaching is a challenging task that requires the availability of several factors. It is true that teaching skills have been defined in its simplest forms as the ability to transfer knowledge, but it is not an easy task as it seems. According to Kyriacou (2007), teaching is a sophisticated cognitive ability that is reliant on understanding the material to be taught as well as how to plan and execute a lesson, with this ability, the instructor can quickly adapt to changing conditions and sudden situations in the class and make immediate decisions to adapt to these conditions. In fact, this shows that one of the foundational conditions of teaching is knowledge of the content of the subject matter and the ability to plan the strategies to be used to carry out a lesson along with the materials to be implemented. For instance, it is required for a teacher of English to be knowledgeable enough about the science of the language and its language acquisition pedagogy. Moreover, the teacher should also have a basic knowledge of lesson planning and organizing. Kyriacou (2007) emphasized that this ability is the distinguishing line between a good and a bad teacher, or a competent or incompetent teacher. This ability in planning makes teachers more flexible

in their teaching process and more prepared with any unexpected situation that could occur in the classroom.

Similarly, Rajagopalan (2019) listed three main components that encompass the foundational teaching skills; they include content, communication and feedback. She elaborated that the first element includes the ability to plan for the lesson through making content analysis and identifying the objectives of this lesson. This means that teachers should set clear objectives that they need to achieve by the end of each lesson, and that these objectives should align with learners' needs and academic requirements. The second element includes planning for the strategies and materials used in teaching to transfer knowledge to students and increase their comprehension of the subject matter through classroom interaction and communication. Moreover, the third element involves teachers' assessment of their learners' comprehension and application through their performance. This feedback is essential for guiding students' comprehension and refining their performance. This shows that the fundamental aspects of teaching skills include the ability to plan for a lesson and setting its objectives, the ability to carry out this lesson plan and deliver its content to students, and the ability to evaluate learners' understanding through assessing their performance.

However, Thakuria (2024) demonstrated in her article that teaching skills encompass a large set of sub-skills that should be acquired by pre-service teachers before embarking on their actual teaching journey. This list of sub-skills includes the skill of setting aims and objectives for the teaching process (lessons), the skill of organizing an educational content, the skill of introducing a less, questioning students, managing their responses and their distribution, and managing correcting their errors through feedback,

the skill of explaining a lesson and using teaching aids and stimulating materials, the skill of positive reinforcement to encourage students' progress, the skill of providing lesson closures and the skill of general classroom management (Thakuria, 2024)). This list shows that teaching skills extend the ability to just plan for a lesson and deliver it to students, it encompasses a larger repertoire of how to communicate with students during the lesson delivery and how to increase their engagement through the materials used and the activities implemented. Therefore, it could be stated that teaching is not as easy as it seems, it is a multifaceted cognitive and methodological process that requires an individual to hone many skills to master the ability to be a competent teacher. These skills are acquired through both knowledge and practice, teachers should learn what constitutes good teaching skills and their different roles in the classroom, and apply this knowledge in actual real-life practice.

In another classification provided by Sugihartini. et al, (2019), it is claimed that foundational teaching skills include four main elements: relevant, creativity and innovation, accuracy and utilization. The aspect of relevance relates to the alignment of the teaching content with the objectives set for this process. In terms of innovation and creativity, Sugihartini. et al, (2019) indicated that it is vital for teachers to be able to use innovative teaching methods and materials that encourage students' engagement and their continuation in their learning process. Moreover, teachers should be accurate in terms of the information they provide and the questions they ask. Therefore, teaching should never be vague or ambiguous because students need clarity and accuracy in their learning process. In addition, Sugihartini. et al, (2019) explained that teachers should always provide knowledge that promotes students' learning and develop of skills that could be applied in

their real-life environment. In other words, students should be able to utilize the information they receive from their teachers.

1.2.3. Cultural Competence as a Teaching Skill

In fact, cultural competence plays a significant role in promoting EFL educators' teaching skills. This competence comprises acquiring a set of abilities that, when combined, form the foundation of successful cross-cultural teaching, as well as cultivating specific cultural knowledge and interpersonal and personal awareness and sensitivity (Moore, 2021). In other words, cultural competence encompasses one's awareness of other cultures that are different from his own, it involves knowing and respecting different cultural norms, customs, beliefs and values and teaching these aspects to students. This shows that teachers should be able to instruct their EFL students of the cultural differences between their culture and the one of the target languages. Moreover, their appreciation of these cultural differences reflects on their students' ability to respect the target culture and promote their cross-cultural communication competence from members of different cultures.

Similarly, Kochoska. et al, (2022) agreed that teachers' understanding of cultural differences and instructing their students to develop their cultural competence cultivate a sense of personal growth that enables students to surpass social bias, judgements and cultural discrimination. This forms a positive step in embracing globalization and cross-cultural communication that are both considered as a necessity in today's modern and inter-connected environment. Therefore, as students learn more about different cultures and their norms and customs, they become more prepared to navigate this globalized environment and engage in global communication with people from different cultural backgrounds. They also develop a

sense of respect and empathy for people from different religions and ethnic groups and promote their open- mindedness towards diversity in the world

Furthermore, Kochoska. et al, (2022) also emphasized that instructors are supposed to demonstrate professional competence in implementing the curriculum and setting up the classroom for the best possible learning outcomes for their students. Teachers can only fulfill their professional obligation and guarantee the success of every student by gaining the awareness, knowledge, and abilities required for cultural competency. Therefore, cultural competence is a key requirement for professional and competent language teachers. This competence does not only make teachers aware and respectful of cultural differences, but it also governs their principles in dealing with students who have different cultural backgrounds than their own (Kochoska. et al, 2022). Consequently, this competence enables teachers to be neutral with all students and treat them equally with no social bias or cultural discrimination

More importantly, cultural competence is vital in the EFL teaching process because it can only teach what they know. As it has been demonstrated earlier, knowledge of the subject matter is one of the foundational skills of effective teaching. Therefore, teachers cannot address cultural differences and norms if they were not aware of them themselves. For more clarification, Hamdan and Coloma (2022) explained that intercultural competence in foreign language instruction is crucial because it gives students the tools they need to function well in a variety of cultural contexts. In other words, EFL students need to learn about the culture of the English language in order to be able to communicate with people using that language and function in different cultural situations. Thus, if their teachers did not know these cultural contexts and did not teach them to their students, these students would be culturally ignorant

and would fail to use the language they learnt in meaningful cross-cultural interaction. Therefore, it could be safely stated that cultural competence is one of the most important teaching skills for EFL educators.

1.2.4. Theories Underlining Teaching Skills

One of the first theories that are related to the teaching practice and skills could be linked to the Vygotsky's theory of the Most Knowledgeable Other (MKO). It is a socio-cultural theory that emphasizes the role of social interaction and cultural context in the cognitive development of learners, especially children. Vygotsky (1978) believed that society and social interactions are vital to the process of building and establishing children's knowledge, beliefs, values and critical thinking skills (McLeod, 2024). This means that society forms a great source of knowledge and gaining information for children, through their interaction with the social environment and members of the society, they could develop their perception of the world around them and start constructing meaning.

Moreover, this theory is linked to the ability of children to learn from someone who is more experienced than them, known as the more knowledgeable other (MKO), who facilitate knowledge through the Zone of Proximal Development (ZPD). Vygotsky (1978) believed that young learners learn from their interaction with more experienced and knowledgeable people from their social environment. Therefore, teachers serve as guides who provide knowledge to their learners through the zone of proximity that combines them in the classroom environment. Moreover, this also shows that teachers form an integral part of children's early education process, since they are the main source of knowledge that outlines the first skills that these children learn in their early development stages.

Furthermore, there is another important theory that forms a foundational theoretical basis for teachers' teaching skills, which includes Gardner's multiple intelligences theory. This theory proposed that people can possess multiple forms of intelligence (Cherry, 2025).

This suggests that this theory encourages the perception of students as individuals who possess different types of intellectual intelligence that enables them to succeed in their learning process, and enables teachers to both accommodate and promote this intelligence through their teaching practices. Moreover, Gardner (1983) also identified eight types of intelligence that distinguish each learner from another, they include spatial, verbal, mathematical, kinesthetic, musical, interpersonal, intrapersonal and naturalistic intelligence (Cherry, 2025). Each type of the listed forms of intelligence indicates that students have a particular way of processing information and storing knowledge. Some are visually smart, in terms that they learn through seeing images, shapes, diagrams and designs, others are linguistically intelligent in terms that they rely on their language skills to process knowledge (writing, listening, reading and speaking), some are able to comprehend through numbers, logic and statistics, while others are able to process through physical movement and practical experiences. Moreover, there are also students who learn through music and songs, and students who gain knowledge and comprehension through their interaction with another person (interpersonal) or from their self-reflection and inner cognitive abilities (intrapersonal). In terms of the last type of intelligence, this one is related to a certain category of students who learn through their interaction with their surrounding natural environment.

This theory shows that learners have different types of intelligence that enable their learning process and their language acquisition of the target language. Therefore, teachers should be aware of the specifics of these types and their characteristics in order to be able to accommodate students' processing styles.

As a result, Gardner (1997) encouraged language educators to adopt differentiated instruction in their teaching methods, for the aim of meeting students' different needs and learning styles (Morgan, 2021). This approach also encourages teachers to implement innovative teaching tools and strategies that could add more diversity to the learning process and more personalization for students who can find their most effective learning method and use it to promote their language learning process and its outcomes. Similarly, Peñalber (2023) also recommended through his study that teachers should continuously increase their knowledge and awareness about students' multiple intelligences through reading and find ways to adopt theory-based practices in their teaching to promote their teaching methods and increase their expertise in this field. It should be noted that the more teachers are aware of the theories that underline their students' learning process, the more they are able to achieve successful teaching results and help their students develop both their language proficiency and increase their learning outcomes.

1.2.5. Categories of Teaching Skills

Teaching skills could be classified into three main categories based on the nature of the teaching process and its objectives. These categories include teaching as means of learning, as an intentional activity and as a normative behavior (Rajagopalan, 2019).

1.2.5.1. Teaching as a Means of Learning. This first category could be described as the most widespread form of teaching that is known in the world. This category entails the act of teaching as a main method for educating students and developing their learning process. Rajagopalan (2019) indicated that this teaching is correlational with students' learning process. In other words, teachers' teaching skills in this category are directly linked to students'

learning and their academic performance. Therefore, these skills could be a strong indicator of students' success or failure in their learning process; if the teacher has effective teaching skills, students would demonstrate successful academic performances and outcomes.

1.2.5.2. Teaching as an Intentional Activity. The second category of teaching skills is also related to the learning process, but it does not necessarily guarantee the success of this process. According to Rajagopalan (2019), this category indicates that learning is one of the outlined objectives of the teaching process, but it is not exactly a guaranteed outcome of this process. In other words, it is true that this teaching process is intentional and purposeful in terms teachers make their lesson plans and integrate different strategies to deliver their content. However, learning may or may not occur. This may imply that students can acquire skills and competences in a language course, but may not develop their language skills or increase their academic achievements, which serve as a measurement for their learning process.

1.2.5.3. Teaching as a Normative Behavior. The third category of teaching skills entails treating the teaching process as a standard or a typical behavior. With an emphasis on specific action kinds such as training, instructing, or enlightenment this category views teaching as an action meant to bring about learning (Rajagopalan, 2019). This shows that refining students' skills and their intellectual or cognitive awareness are the main aims of this category. Thus, learning could be considered as a complimentary outcome. In other terms, this category encompasses a wider range of instructional practices in which the teacher's impact on the student is a component of a broader educational or social norm.

1.2.5.4. The Evaluation of Teaching Skills. Teaching skills as, it has been illustrated, are vital for the success of any teaching process. However, evaluating these skills and

assessing teachers' competence is a challenging and complicated task. Some may argue that they can assess teachers based on their teaching performance and their ability to manifest the foundational teaching skills in their teaching classroom. Yet, there are several other criteria based on which a teacher could be deemed as competent. Despite the difficulty of this task, it is proved that teaching skills evaluation offers insightful criticism to promote development, enhance the efficacy of instruction, and aid in continuous professional growth (King, 2024). Thus, this assessment process is not a practice to humble teachers, but it is rather a positive endeavor that enhances their professional growth and the efficacy of their teaching methods and practices. In fact, King (2024) proposed four effective methods that could be used to evaluate teachers' teaching skills in the language learning classroom, they include students' survey and feedback, classroom observations, self-reflection and assessment, peer review and performance- based assessment. The first method involves the participation of students through assessing their perceptions of their teachers' teaching methods and the role they adopt in the classroom. This strategy may work with adult learners, but it may not yield accurate results if it was used with young learners, who are not mature enough to have assessment skills. The second method includes conducting classroom observations, either by the teacher himself through recording his performance, or by colleagues who can evaluate the teacher's classroom management skills, teaching methods and strategies, and even their interaction with students. Therefore, peer feedback could offer a valuable source of evaluation for teachers' teaching skills.

Furthermore, King (2024) demonstrated that performance-based assessment also entails students' involvement as well. This method is based on teachers evaluating their teaching skills based on their students' performance in conducting assignments or through their

test scores. Thus, the more students score high in tests and assignments, the more competent teachers' teaching skills are, and the opposite is true. If teachers found that there are reoccurring errors in students' performance, they could reflect on their teaching strategies in delivering a particular lesson and evaluate their effectiveness.

In an application of one of these methods, Hawa. et al, (2020) conducted action research to examine two Indonesian teachers' teaching skills, particularly, their skill in opening and closing lessons, through the method of classroom observation and peer review. The researchers used a checklist to assess whether the selected teachers had the necessary skills to introduce and close a lesson in an EFL teaching classroom. Their evaluation revealed that there were some deficiencies in the participants' teaching skills, they failed in arousing students' curiosity at the beginning of the lesson, and they also missed the aspect of reviewing the key points of the lesson in the closure. This shows that there are specific steps that should be followed when finishing a lesson, one of which is allowing students to provide a brief summary of the main points of the lesson. Therefore, these observations are valuable because they could play a role in helping the participants to identify their errors or weaknesses and improve their performance for the aim of elevating their teaching skills.

Conclusion

Teaching is one of the most important jobs in the world, without teaching, learning cannot rarely happen. Therefore, it is vital to understand the foundation of this job and develop special skills to carry out this educational process effectively and successfully. This chapter highlighted the importance of teaching and underlined the basic aspects that frame the teaching process. It highlighted that the first requirement of delivering knowledge to others is to first an adequate level of that knowledge. Then, teachers can undergo a professional training that builds their teaching expertise and sets the foundation for their teaching skills. This chapter also demonstrated that there are different categories for teaching, but three main basic foundational skills, which include the knowledge of the subject matter, the ability to transfer this knowledge to students and the ability to assess the strategies used in this process. This set of foundational skills enable teachers to adapt to the learning and teaching environments and select the suitable tools and materials that meet learners' needs and preferences.

Chapter Two: Teachers' and Inspectors' Perspectives on Training for Teaching English in Primary Schools

Introduction

This practical part of the research focuses on gathering and analyzing the opinions of primary school teachers and inspectors about the role of training in improving English teaching skills. A questionnaire was given to a group of teachers who received only a few days of pre-service training. Another questionnaire was shared with inspectors, as they are the ones responsible for organizing and providing teacher training sessions.

The goal of this part is to understand how both teachers and inspectors see the effectiveness of training in helping teachers become more effective in the classroom. Their answers help in seeing if the current training programs are enough, and what could be improved. By looking at the views of both groups side by side, a clearer picture of what kind of support teachers really need to teach English better in primary schools.

2.1. Section One: Teacher's Questionnaire

2.1.1. Administration of the Questionnaire

The sample consisted of 20 primary school teachers who were newly recruited in 2023 and 2024. They were chosen because they had received only a few days of pre-service training, which made their responses especially relevant to the study. The questionnaire was distributed in two ways: printed copies were handed out in schools, and an online version was shared to make it more

convenient for teachers to take part. The administration process went smoothly overall, as the questions were clear and there were no major difficulties reported.

2.1.2. Description of the Questionnaire

This questionnaire is designed to explore how teacher training programs impact English language instruction in Algerian primary schools. It consists of 13 structured questions, organized into four clear sections, using a mixture of yes or no, multiple-choice and short written responses

Section 1: Background Information (Questions 1–3)

This section collects basic professional details about the participating teachers. It includes questions about their academic qualifications, the grade levels they currently teach, and whether they have experience teaching English outside public schools. These questions help establish the context for the respondents' teaching environment and experience, providing a foundation for analyzing their responses in subsequent sections.

Section 2: Training (Questions 4–8)

Focusing on teachers' training experiences, this section explores whether they have received any professional development before or during their teaching careers. It also identifies the types of training they find most valuable, such as classroom management techniques or technology integration. Additionally, teachers are asked to reflect on how training has impacted their teaching skills, including their confidence, lesson organization, and student engagement. This section highlights the perceived benefits and gaps in current training programs.

Section 3: Teaching Skills (Questions 9 - 12)

This section aims to understand the challenges that teachers may face during their teaching and the factors that help them improve their teaching skills. The questions focus on the types of difficulties teachers encounter in the classroom, the reasons behind these problems, and the sources that support them in developing their teaching methods. Question 10 asks whether the teacher has experienced any challenges while teaching. This helps to know how common teaching difficulties are among primary school teachers. Question 11 gives options for the kinds of challenges they may face, such as lack of teaching materials, managing the class, or students not being interested. Teachers can also write their own challenges if not listed. Question 12 tries to find out the reasons behind these challenges. The options include lack of training, big class sizes, lack of experience, or poor school resources. Finally, Question 13 focuses on the sources that help teachers improve their teaching. These could include university studies, pre-service or in-service training, learning from other teachers, or using online platforms like YouTube and websites.

Section 4: Open-Ended Suggestions

The final section offers teachers an opportunity to share their thoughts freely. They can provide additional comments, suggestions, or personal reflections on how training programs could be enhanced to better support English language teaching in Algerian primary schools. This open-ended question ensures that valuable, unanticipated insights are captured, enriching the overall findings of the study.

2.2.3. Analysis of Teachers' Questionnaire

Q01: What is your degree?

Table 1:*Teachers' Degrees*

Option	Number	Percentage
Bachelor	6	30%
Master	14	70%
Total	20	100%

The purpose of this question was to determine the academic qualifications of the teachers. As shown in the table, 70% of the participants hold a Master's degree, while 30% hold a Bachelor's degree. These results indicate that the majority of the surveyed teachers have achieved a postgraduate level of education, which may reflect their strong academic background and dedication to professional growth. This could also suggest a positive impact on their teaching quality and effectiveness in the classroom.

Q02: Which grade(s) do you currently teach?**Table 2: Teachers' Current Teaching Grades**

Option	Number	Percentage
Grade 3	13	38.2%
Grade 4	13	38.2%
Grade 5	8	23.6%
Total	34	100%

This question aimed to find out which grade levels the surveyed teachers are currently teaching. According to the results, 76.4% of the teachers reported teaching both Grade 3 and Grade 4, while 23.6%% reported teaching Grade 5. The overlapping percentages suggest that many teachers handle more than one grade. This shows a level of flexibility and versatility among the teaching staff, as they are able to manage the needs of learners across different age groups and academic levels.

Q03: Have you ever taught English outside of school (e.g., private lessons, language centers)?**Table 3: Teachers' English Teaching Outside of School**

Option	Number	Percentage
Yes	9	45%
No	11	55%
Total	20	100%

The purpose of this question was to explore whether teachers have teaching experience outside the formal school setting. The findings show that 45% of the teachers have taught English in contexts such as private lessons or language centers, while 55% have not. This suggests that almost half of the teachers have gained additional teaching experience outside of school, which could help them develop broader instructional skills and contribute positively to their classroom performance.

Q04: Did you receive any training before or after starting your teaching career?

Table 4: Teachers' Participation in Training

Option	Number	Percentage
Yes	20	100
No	0%	0%
Total	20	100%

This question was asked to determine whether teachers had received any professional training before or after beginning their teaching careers. The results indicate that 100% of the teachers have undergone training. This suggests that all of the teachers have engaged in professional development activities, which could positively affect their teaching practices and classroom performance. As highlighted by Alzahrani and nor (2021), teachers' participation in professional development programs is essential for improving their teaching effectiveness. Their review emphasized that training opportunities aligned with teachers' actual needs lead to better instructional practices and increased confidence in the classroom. However, they also noted that

the success of such programs depends on how well they are tailored to local teaching contexts and supported by institutions.

Q05: What type of training did you wish to receive?

Table 5: Preferred Training Types

Option	Number	Percentage
How to teach English to kids step-by-step	13	24.1%
Classroom games and activities	9	16.7%
Correcting students' mistakes	6	11.1%
Using technology (apps, videos) in teaching	9	16.7%
Managing classroom behavior	12	22.2%
How to behave with individual differences	1	1.9%
How to do lesson plan	1	1.9%
Total	54	100%

This question aimed to explore the areas where teachers felt they needed more training.

The results revealed that many teachers expressed a desire to learn how to teach English to children step-by-step (24.1%) and how to manage classroom behavior (22.2%). Other areas of interest included classroom games and activities, using technology in teaching, and correcting students' mistakes. These responses reflect a strong demand for practical and classroom-focused training, highlighting teachers' interest in improving both instructional strategies and classroom management. In a study by Korkmaz and Yıldırım (2021), it was found that English teachers preferred training focused on practical classroom strategies, technology integration, and methods

to enhance student engagement. Their research indicated that teachers value interactive workshops and collaborative settings, which allow them to exchange ideas and experiences with their peers.

Q06: Do you think training ameliorates your teaching skills?

Table 6: *Teachers' Views on Training Impact*

Option	Number	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

This question was designed to evaluate teachers' opinions about the effectiveness of training. The majority of the respondents (90%) agreed that training helps to improve their teaching skills, while only 10% believed otherwise. This clearly shows that most teachers see value in training and view it as a means to enhance their professional performance and classroom effectiveness.

Q07: What skills have improved after receiving in-service training?

Table 7: Skills Improved After Pre-Service Training

Option	Number	Percentage
Explaining grammar clearly	6	13.3%
Managing time in class	8	17.8%
Using teaching materials effectively	14	31.1%
Making lessons more fun	11	24.4%
Communicating with students	5	11.1 %
Apply psychological principles	1	2.2%
Total	45	100%

This question aimed to identify which teaching skills improved after pre-service training. The highest percentage (31.1%) of responses indicated improvement in using teaching materials effectively. This was followed by making lessons more fun (24.4%) and managing time in class (17.8%). Fewer responses pointed to gains in explaining grammar clearly (13.3%) and communicating with students (11.1%), while only one teacher (2.2%) mentioned improvement in applying psychological principles. These findings suggest that the training programs were particularly effective in developing practical classroom tools and engagement strategies, though less emphasis appears to have been placed on pedagogical and psychological skills.

Q08: How do you evaluate your improvement after training?

Table 8: Teachers' Self-Evaluation after Training

Option	Number	Percentage
I feel more confident in class	14	46.7%
My students participate more	4	13.3%
My lessons are more organized	8	26.7%
I use more creative methods	4	13.3%
Total	30	100%

The purpose of this question was to evaluate teachers' perceptions of their progress after training. Nearly half of the responses (46.7%) reported increased confidence in class, which was the most common reflection. Better lesson organization was the next most cited outcome (26.7%), while student participation and the use of creative methods were both mentioned by 13.3% of respondents. These results imply that training positively impacts teachers' self-assurance and lesson structure, though it appears to have a lesser influence on student engagement and methodological innovation. As noted by Zagyváné Szűcs (2018), once training is complete, teachers are encouraged to reflect on their performance, allowing them to assess their progress and compare their achievements to established standards. This process helps them identify strengths and weaknesses, fostering a sense of ownership over their improvement. Additionally, self-evaluation enables teachers to apply their training more effectively in real classroom situations, bridging the gap between theory and practice. Ultimately, it promotes a culture of continuous learning and self-reflection, highlighting that teacher training should focus

not only on knowledge and skills but also on developing habits of ongoing self-assessment for professional growth.

Q09: Have you faced any challenges while teaching?

Table 9: Teachers' Challenges while Teaching

Option	Number	Percentage
Yes	19	95%
No	1	5%
Total	20	100%

This question aimed to find out whether teachers have encountered any difficulties in their teaching journey. A large majority (95%) reported facing challenges, while only one teacher (5%) said they had not. This indicates that most teachers deal with various obstacles in the classroom, which can affect the quality of teaching and learning if not addressed properly. Demir Ayaz, et al (2019) explored challenges in teaching English in Turkey and identified common issues such as limited resources, insufficient training, and large class sizes. These factors were reported to negatively affect teachers' ability to meet students' diverse needs, often leaving them overwhelmed and stressed.

Q10: What kind of challenges have you faced?

Table 10: *Types of Challenges Faced by Teachers*

Challenge	Number	Percentage
Students' lack of interest	15	37.5%
Lack of teaching materials	11	27.2%
Difficulty managing the class	9	22.5%
Difficulty explaining grammar	2	5.0%
Individual differences	1	2.5%
Classroom management	1	2.5%
Problem of time	1	2.5%
Total	40	100%

This question explored the various challenges encountered in teaching. The most frequently reported problem was students' lack of interest (37.5%), followed by lack of teaching materials (27.2%) and difficulty managing the class (22.5%). Minor issues included explaining grammar (5%), individual differences, classroom management, and time management (each 2.5%). These findings indicate that teachers are mainly struggling with student motivation and insufficient resources, while pedagogical and organizational issues occur less often. Demir Ayaz et al (2019) explored challenges in teaching English in Turkey and identified common issues such as limited resources, insufficient training, and large class sizes. These factors were reported to negatively affect teachers' ability to meet students' diverse needs, often leaving them overwhelmed and stressed.

Q11: What are the root reasons for these challenges?

Table 11: *Reasons behind Teaching Challenges*

Root Cause	Number	Percentage
Large class sizes	14	34.1%
Inadequate school resources	12	29.3%
Lack of teaching experience	8	19.5%
Lack of training	7	17.1%
Total	41	100%

This question aimed to uncover the underlying causes of the challenges teachers face.

Large class sizes were the most frequently cited reason (34.1%), followed by inadequate school resources (29.3%). Lack of teaching experience (19.5%) and insufficient training (17.1%) were also noted. These results suggest that many teaching difficulties stem from structural issues in the educational environment, particularly overcrowded classrooms and a shortage of resources, while gaps in experience and training contribute to a lesser extent, Korkmaz (2020) pointed to the lack of effective training, minimal institutional support, and the pressures of standardized testing. His findings suggest that such conditions create a teaching environment that is often demotivating and limits teachers' ability to deliver effective instruction.

Q12: Which one(s) among the following help(s) you in your teaching process?

Table 12: *Helpful Tools and Resources in the Teaching Process*

Support Method	Number	Percentage
Pre-service training (before starting the job)	11	27.5%
In-service training (during teaching)	10	25%
Online platforms (YouTube, websites, etc.)	9	22.5%
University studies	6	15.0%
Watching experienced teachers	2	5%
Asking other teachers	1	2.5%
Self-improvement and personal effort (open answer)	1	2.5%
Total	40	100%

This question asked teachers to identify sources that support their teaching. Pre-service training was the most helpful for 27.5% of respondents, followed closely by in-service training (25%) and online platforms (22.5%). Fewer teachers mentioned university studies (15%), watching experienced teachers (5%), and asking colleagues or self-improvement (2.5% each). The data suggests that both formal training and digital resources are essential in supporting teachers' growth, while peer support and personal initiatives are less commonly relied upon. Kessler (2018) emphasized the importance of integrating helpful tools and digital resources in the teaching process. His study pointed to the benefits of using educational technologies, online training platforms, and collaborative tools to improve both teaching quality and student learning experiences. These resources were found to enhance classroom engagement and support continuous professional development.

Section Four: Further Suggestions

Q13: Please add any suggestions you see relevant to the topic or the aim of the work.

In this question, participants were invited to share their personal suggestions regarding the role of training in improving English language teaching at the primary level. Upon analyzing the responses, several common themes emerged:

Importance of practical training before teaching: Many professors underlined the importance of training before entering the teaching profession, particularly for novice educators. It provides a realistic view of the educational setting, allowing pupils to identify their strengths and limitations early on. This hands-on experience boosts confidence and serves as a basis for improving teaching skills.

- Bridging theory and practice: Teachers understood that university degrees provide theoretical understanding but are insufficient for practical application. Training bridges the gap by allowing teachers to experiment, reflect, and improve their methods in real-world classroom settings.
- Enhancing professional awareness and competence: Respondents stated that training enhances individual awareness and exposes teachers to a variety of educational methods and psychological concepts. It teaches them how to deal with students' unique diversity, manage large classrooms, and adjust to changing educational needs.
- Ongoing professional development: Teachers stated that ongoing professional development was critical for staying current with the latest teaching methods, classroom

management strategies, and curriculum changes. Regular training allows them to reflect on their practices and adapt more effectively to the needs of their students.

- Training for inexperienced and long graduated teachers: Some participants mentioned that teachers who graduated a long time ago, especially those who have been away from English teaching, would greatly benefit from refresher training. It helps them remember grammar rules, vocabulary, and efficient strategies for interacting with young students.
- Developing a deeper understanding of language teaching.
- Several teachers proposed that pre-service training should include components such as:

Understanding second language acquisition stages, recognizing how teaching varies with student types, becoming aware of the types of decisions made in the classroom, challenging personal beliefs about language teaching, and learning how students perceive different activities.

- Confidence Building and peer learning: Teachers who had the opportunity to see experienced educators during their training reported that it increased their confidence and enabled them to implement effective strategies. This peer-based learning was described as especially beneficial for personal and professional development.
- Call for more real-world training experiences: A number of teachers advocated for training programs that incorporate real-world classroom experience. They feel that experiencing real-life events before officially entering the teaching profession helps new teachers overcome fear and adjust fast.

- Collaboration and mentoring: some responders proposed holding frequent collaborative meetings, seminars, and mentoring programs to promote information sharing and develop a culture of continual growth among English teachers.

2.2. Section Two: Inspector's Questionnaire

2.2.1. Administration of the Questionnaire

The questionnaire was given to six primary school inspectors through an online form. These inspectors were selected because they have direct experience in training and evaluating English teachers. While the online format made it easy to share, some inspectors were difficult to reach due to their busy schedules. A few gentle reminders were needed to get all responses. However, once they participated, they provided valuable insights. The questions were clear, so there were no major issues with understanding or completing the form.

2.2.2. Description of the Questionnaire

This questionnaire explores how inspectors view the role of training in developing teachers' English language skills. It contains of sixteen (16) structured questions divided into four sections, using multiple-choice and open-ended responses.

Section 1: General Information (Questions 1–3)

This part collects basic details about the inspectors, including their education level, gender, and years of experience. They help understand their background and perspective.

Section 2: Training Teachers (Questions 4–8)

Here, inspectors share their involvement in teacher training whether it's a main part of their job, what kind of training they focus on like workshops or mentoring, and how often they do it.

Section 3: Developing Teachers' Skills (Questions 9–15)

This section asks inspectors about the strengths and weaknesses they see in new teachers' performance, what training methods work best, and how they measure success—like through classroom observations or student progress.

Section 4: Further Suggestions

This final section is designed for inspectors to share any additional suggestions or opinions they may have about the role of training in improving teachers' skills. It gives them the opportunity to express their personal views or recommendations that were not covered in the earlier questions. These comments can be very helpful for understanding how training programs can be developed or improved to better support primary school teachers in their professional growth.

2.2.3. Analysis of Inspectors' Questionnaire

Section one: General Information

Table 13: Inspectors' Degree(s) Held

Degree	Frequency	Percentage
Magister/Master	6	100%
Doctorate	0	0%
Total	6	100%

This question aims to identify the educational background of the inspectors.

All of the participants (100%) held a Magister or Master degree.

This shows that all inspectors have a high academic level, but none of them hold a Doctorate, which may reflect current qualifications needed for their positions in Algeria.

Table 14: *Inspectors' Gender*

Gender	Frequency	Percentage
Female	6	100%
Male	0	0%
Total	6	100%

The goal of this question was to understand the gender distribution among inspectors. All six respondents (100%) were female, and no male inspectors participated. This complete gender imbalance limits the ability to explore any differences in views based on gender, and it suggests a possible female dominance in this particular educational role.

Table 15: *Inspectors Years of Experience*

Experience Level	Frequency	Percentage
Less than 1 year	0	0%
1–5 years	2	33.3%
More than 5 years	4	66.7%
Total	6	100%

This question was asked to know how long inspectors have been in the field. Most of the respondents (66.7%) had more than five years of experience, and 33.3% had between 1 and 5 years.

This means that the majority have some long experience, which gives more value to their opinions in this questionnaire

Section Two: Training Teachers

Table 16: *Inspectors' Involvement in Teacher Training*

Response	Frequency	Percentage
Yes	5	83.3%
No	1	16.7%
Total	6	100%

This question checks whether training teachers is the main job of the inspectors.

Most inspectors (83.3%) said yes, while one (16.7%) said no.

This shows that training is a major part of their role and they are directly involved in improving teachers' performance; still, they have other duties that they need to take care of. A study by Beshah and Anshu (2024) found that teacher training significantly impacts teaching practices, emphasizing the importance of training as a core responsibility for improving classroom performance and professional development.

Table17: *Forms of Training Provided by Inspectors*

Type of Training	Frequency	Percentage
Pre-service	2	33.3%
In-service	4	66.7%
Total	6	100%

This question looks at which training type inspectors find more important.

The majority (66.7%) preferred in-service training, while 33.3% preferred pre-service.

This means that inspectors believe ongoing support during the job is more effective than training only before the job.

Why?

Inspectors argued that in-service training helps teachers apply new methods, keep up with changes, and improve their skills in real situations. Pre-service training is still important to prepare teachers who have no experience yet.

Table 18: *Frequency of Training Organized by Inspectors*

Frequency	Count	Percentage
Monthly	2	33.3%
Quarterly	1	16.7%
As needed	3	50%
Annually	0	0%
Total	6	100%

This question checks how often inspectors give training. Half (50%) of them said they train teachers as needed, 33.3% said monthly, and only one 16.7% said quarterly.

This shows that training is usually given when the need arises rather than on a strict schedule.

Table 19: *Strengths Observed in Newly Recruited Teachers.*

Responsibility	Frequency	Percentage
Workshops	5	29.4%
Class room observations	4	23.5%
Mentoring teachers	4	23.5%
Evaluating training outcomes	4	23.5%
Total	17	100%

Inspectors were asked to indicate their main duties in teacher training. Workshops were the most common responsibility (29.4%), followed closely by classroom observations, mentoring teachers, and evaluating training outcomes (each 23.5%). This shows that inspectors play diverse roles in professional development, combining practical, observational, and evaluative tasks to support teachers.

Section Three: Developing Teachers' Skills

Table 20: *Weaknesses Observed in Newly Recruited Teachers*

Response	Frequency	Percentage
Yes	2	33.3%
No	4	66.7%
Total	6	100%

This question asks inspectors if they think new teachers are skillful. Only 33.3% said yes, while 66.7% said no. This shows that many novice teachers are not fully prepared when they start teaching, and training is highly recommended. Ahn (2024) found that novice teachers often struggle due to insufficient training and practical exposure, which aligns with the inspectors' observations that novice teachers require more hands-on experience to develop their skills.

Table 21: *The Challenges Faced while Organizing Training*

Reason	Frequency	Percentage
Lack of experience	4	40%
Insufficient training	2	20%
Lack of knowledge	1	10%
Practical side lacking	1	10%
Most are old	1	10%
Total	9	100%

Inspectors who said “no” were asked to explain why. The most common reason was lack of experience (40%), followed by lack of training (20%). Other reasons such as lack of knowledge, lack of practical experience, and older age of trainees each received 10%. These results suggest that classroom inexperience is the major factor behind poor performance, and that current training does not provide enough real-world teaching exposure. This supports the need for more hands-on training for novice teachers.

Table 22: *Evaluation Methods Used to Assess Teacher Performance*

Needs	Frequency	Percentage
Pedagogical skills	5	26.3%
Classroom management	4	21.1%
Language proficiency	4	21.1%
Technology integration	4	21.1%
Student engagement	2	10.5%
Total	19	100%

This question aims to explore which areas inspectors believe require the most improvement. The top need identified was pedagogical skills (26.3%). This was followed by classroom management, language proficiency, and technology integration (each 21.1%), and finally student engagement (10.5%). Cai (2024) emphasized the importance of improving pedagogical skills and integrating technology into teaching practices, which aligns with the inspectors’ identification of these areas as critical for teacher development.

Tables23: Preferred Modes of Training Delivery

Theory	Frequency	Percentage
Sociocultural Theory	4	44.4%
Behaviorist Theory	3	33.3%
Cognitive Theory	2	22.2%
Total	9	100%

This question aimed to identify which educational theories guide inspectors when designing training sessions. The most cited was Sociocultural Theory (44.4%), followed by Behaviorist Theory (33.3%) and Cognitive Theory (22.2%). These findings indicate a strong focus on social learning and interaction in training approaches. However, behavioral and cognitive models also influence inspectors' decisions, reflecting a blended theoretical foundation.

Table 24: Suggestions for Improving Teacher Training

Task	Frequency	Percentage
Identifying training needs	5	33.3%
Giving feedback after observations	4	26.7%
Observing teachers in class	3	20%
Mentoring or coaching	3	20%
Total	15	100%

The purpose of this question was to discover which strategies inspectors use most when training teachers. The top practice was identifying training needs (33.3%), followed by giving feedback after observations (26.7%), and then mentoring/coaching and classroom observation (each 20%). This shows that inspectors begin with a needs-based approach and follow up with

tailored feedback and direct support. These practices suggest a personalized and reflective model of professional development.

Section Four: Further Suggestions

Q16: Add any final suggestions regarding the role of training in enhancing teachers' skills

The aim of this question was to allow inspectors to share any final thoughts or suggestions about how training can help improve teachers' skills. It was an open-ended question, giving them the chance to express their opinions freely. Only three inspectors (60%) chose to answer this question. Even though not all of them responded, the answers that were given were thoughtful and showed real concern for improving the training system. These results suggest that while some inspectors may have felt they already shared their main ideas in previous questions, a few still wanted to highlight important points they felt were missing. Their answers showed that training needs to be practical, better organized, and helpful for both teachers and inspectors themselves.

Here are the suggestions they provided:

- More coaching should also be offered for inspectors so they can do their jobs better and keep up with new methods.
- There should be good coordination between those who design the syllabus and those who make the textbooks, so everything fits well together.
- Training is especially important for novice (new) teachers to help them improve their skills and learn how to manage their classrooms better. Learning from experienced teachers can be very helpful.

- Teachers should be given only the training they really need—no unnecessary topics, just the things that help them in the classroom.

3.2.Section Three: Main Findings

3.2.1.Discussion of the Result

This research was conducted to explore the role of teacher training in improving English language instruction in Algerian primary schools. It focused on the views of both newly recruited teachers and English inspectors. The findings were obtained after analyzing and interpreting the questionnaires, answering the main research questions, and offering clear insights into the effectiveness of current training programs, the challenges teachers face, and the types of support they require. The analysis revealed several important themes. Although teachers received only few days of training and the expectations were negative ,the findings were positive.

First, the study found that both teachers and inspectors believe that training plays a key role in developing teaching skills. Teachers reported that training helped them improve in many areas, particularly in using teaching materials effectively (31.1%), making lessons more fun (24.4%), and managing classroom time (17.8%). They also mentioned that they feel more confident in the classroom (46.7%) and that their lesson organization has improved (26.7%). Similarly, inspectors confirmed that training has a strong positive impact on teacher performance. These results indicate that training is not only useful but also necessary for improving the quality of English language education at the primary level.

The findings also showed that teachers need training focused on practical classroom skills. Many expressed a desire to learn step-by-step methods for teaching English to kids (24.1%) and classroom management techniques (22.2%). There was also strong interest in using technology in teaching (16.7%) and interactive classroom activities (16.7%). Inspectors

supported these views, adding that teachers also need better pedagogical skills (26.3%), stronger classroom management techniques (21.1%), and greater language proficiency (21.1%). These points make it clear that training should focus on real classroom challenges, rather than just general theory.

The study revealed that many teachers face difficulties in the classroom. The most common challenge reported was students' lack of interest (37.5%), followed by insufficient teaching materials (27.5%), and difficulty managing classrooms (22.5%). Teachers also pointed to large class sizes (34.1%), poor school resources (29.3%), and lack of experience (19.5%) as reasons behind these struggles. Inspectors also noticed that many new teachers enter the profession unprepared, citing lack of experience (40%) and insufficient training (20%) as major concerns. These findings show that stronger pre-service and in-service training programs are needed to help teachers develop practical skills.

Another key finding was related to how training is delivered. Inspectors reported that they usually conduct training through workshops (29.4%), mentoring (23.5%), classroom observations (23.5%), and evaluating training outcomes (23.5%). However, training is often organized only when needed, rather than on a regular schedule. While this method gives some flexibility, it may lead to inconsistencies in teacher support. Additionally, training effectiveness is mostly measured through classroom observations (33.3%), teacher feedback (25.0%), and lesson plan quality (25.0%), showing that practical application is prioritized over theoretical assessment. These findings suggest that training should be continuous, well-structured, and regularly monitored to ensure lasting improvement.

Finally, both teachers and inspectors shared important recommendations to improve training programs. Teachers called for more real-world training experiences and peer learning opportunities, particularly for newly recruited teachers. Inspectors emphasized the need for additional training (30.8%), updated resources (30.8%), and more time for mentoring (23.1%) to make their role in teacher development more effective. They also recommended better coordination between syllabus designers and textbook creators to prevent misalignment in teaching materials. These suggestions highlight the need for stronger collaboration between educators, inspectors, and policymakers to enhance teacher development.

The discussion of results shows clearly that teacher training is essential for improving education in Algerian primary schools. Training helps teachers gain practical skills, boosts their confidence, and enhances classroom effectiveness. However, the study also reveals several gaps in current training programs, including limited hands-on practice, lack of consistent follow-up, and inadequate resources. To truly support teachers, training should be structured, ongoing, and tailored to real classroom challenges. Stronger coordination, resource allocation, and continuous mentorship will ensure that teachers receive the necessary support to deliver quality English instruction, ultimately benefiting students and the entire education system.

3.2.2. Conclusion

The practical part of this study centered on collecting and examining the views of newly hired primary school teachers and educational inspectors about the influence of training on teaching effectiveness. Through the use of questionnaires as the main method of data collection, the research showed that the majority of teachers, particularly those with little formal training,

faced considerable difficulties in managing their classrooms, planning lessons, and accommodating the varied needs of students.

Despite these challenges, both teachers and inspectors overwhelmingly recognized the necessity of comprehensive training programs. Teachers reported that even brief training sessions provided valuable insights and increased their confidence, but also expressed a need for more extensive and ongoing professional development opportunities tailored to their specific classroom realities. Inspectors echoed these sentiments, emphasizing the importance of both initial and continuous training in equipping teachers with the skills required for effective English instruction at the primary level.

The results suggest that the absence of prior practical teaching experience and limited familiarity with contemporary teaching methods are major impediments to successful instruction. However, both groups showed a keen desire to pursue additional training and to address challenges for the sake of their professional development and better student results. The research concludes that focused, hands-on training—centered on classroom management, lesson development, and the use of technology—can greatly improve teachers' skills and positively influence the learning atmosphere.

In conclusion, the practical study shows that teacher training is essential for cultivating the skills required for effective English teaching in primary education. It emphasizes the critical importance for educational policymakers to develop and maintain high-quality training initiatives, guaranteeing that teachers are adequately equipped to tackle the demands of modern education and to aid their students' learning experiences.

3.2.3.Recommendations for Teachers

Teachers are urged to take a proactive approach to professional development by participating in frequent training programs throughout their careers. Teaching is no longer static in today's educational climate; new methods, theories, and tools are continually evolving, and teachers must stay current in order to sustain effective classroom practices. Professional development allows teachers to keep up with the latest innovations in pedagogy, curriculum standards, educational technology, and student-centered learning. Therefore, training should not be considered a burden or a one-time obligation, but rather a professional necessity and an opportunity for self-growth. By making continuous development a core part of their identity as educators, teachers can enhance their competence, boost their confidence, and ultimately provide higher-quality education to their students.

In order for training to be truly effective, it needs to be accompanied by deliberate application within the classroom. Educators should not only participate in training sessions but also consider what they have absorbed and how it can be tailored to meet their unique teaching contexts. This includes assessing their own teaching methods both before and after the training, pinpointing what has enhanced, and establishing objectives for further growth. Reflection is essential for connecting theory to practice. Additionally, applying new approaches—such as active learning, differentiated instruction, and formative assessment—requires careful planning, trial and error, and at times, adjustments. Teachers should allow themselves time to navigate the process and utilize classroom experiences to refine and tailor the strategies they acquire from training.

Alongside personal development, educators are highly encouraged to cultivate an atmosphere of cooperation and mutual assistance within their schools. Exchanging ideas,

engaging in discussions about training material, and reflecting on teaching experiences with peers can amplify the benefits of professional development. Schools can foster this cooperation by creating professional learning communities or peer mentoring groups where teachers regularly convene to tackle challenges, exchange resources, and showcase effective teaching strategies. This collaborative approach alleviates feelings of isolation, fosters a sense of camaraderie among staff, and establishes a forum where educators can learn from one another. When teachers embrace collaboration and the sharing of knowledge, the whole school reaps the rewards of enhanced teaching methods, uniform instructional strategies, and increased morale.

3.2.4.Recommendations for Inspectors

Inspectors have a vital role in promoting teachers' development by organizing and facilitating meaningful training opportunities. It is important that these training sessions are not sporadic or overly general, but rather regular, structured, and responsive to the specific needs of primary school teachers. Topics should be carefully selected based on classroom realities—such as managing large groups, teaching English as a foreign language, integrating ICT tools, or supporting struggling learners. In addition, training content should be practical, relevant, and applicable to the local context. By planning sessions that are interactive, goal-oriented, and well-resourced, inspectors can ensure that training is not only informative but also empowering for teachers, equipping them with tools that they can use immediately in their teaching.

Merely undergoing training is insufficient to enhance teaching quality without subsequent support and follow-up from inspectors to assist teachers in implementing their new knowledge. By conducting classroom visits and regular check-ins, inspectors can witness the practical application of training results and provide necessary guidance to teachers. These visits should be

viewed as opportunities for development rather than as punitive assessments, where inspectors can deliver constructive criticism, propose enhancements, and acknowledge positive efforts. In addition, inspectors ought to gather teacher feedback on the relevance and effectiveness of the training received. This reciprocal feedback process enables inspectors to assess the training's impact and pinpoint areas that need improvement for upcoming sessions, ensuring that professional development is continually evolving and aligned with teachers' needs.

. Ultimately, inspectors need to concentrate on fostering a nurturing atmosphere that values and promotes professional development. Educators are more inclined to participate in training when they feel valued, inspired, and acknowledged. Inspectors should recognize and commend the efforts of teachers who proactively strive to enhance their abilities, while also offering emotional assistance to those who encounter difficulties. Furthermore, inspectors ought to advocate for improved training conditions—such as flexible scheduling, sufficient resources, and equitable access for all educators. By exhibiting understanding, support, and professionalism, inspectors can cultivate trust and encourage teachers to perceive training as a chance rather than a duty. A culture of reciprocal respect between inspectors and educators is crucial for maintaining impactful professional growth and elevating the overall quality of education in primary schools.

3.2.5.Limitations of the Study

This study faced several limitations that may have affected the scope of the findings. Firstly, the sample size was relatively limited, particularly in terms of the number of inspectors involved. Only six inspectors were included, which may not fully represent the broader population of educational inspectors.

Additionally, while the questionnaire was sent to both male and female participants, only female inspectors responded. This lack of male responses created a gender imbalance in the data and may have influenced the overall perspectives presented in the study.

Another limitation was the limited availability of resources. The research was conducted with a lack of direct and updated resources, which may have restricted the depth of the literature review and the analysis. These constraints should be taken into consideration when interpreting the results and drawing conclusions from the study.

General conclusion

According to the research, many primary school instructors confront considerable hurdles, such as a lack of experience with efficient teaching methods, issues with classroom management, and unfamiliarity with assessment procedures and technology integration. Even experienced teachers may struggle to adjust to new educational goals and various student demands if they do not receive enough training. The study underscores that structured training programs-both during university education and through ongoing professional development are essential for helping teachers develop and refine their instructional approaches, adapt to new challenges, and deliver engaging and effective lessons.

Additionally, the research shows a significant positive relationship between teachers' feelings of preparedness and their effectiveness in the classroom. Educators who undergo thorough training express greater confidence, a heightened sense of accountability for student achievement, and an increased likelihood of utilizing innovative teaching techniques. Nevertheless, the findings indicate that the effectiveness of training is contingent on its quality, relevance, and how well it meets the actual needs of teachers. Consequently, training programs

should be meticulously crafted to be practical, focused, and attuned to the realities of primary school teaching.

This dissertation highlights the importance of ongoing investment in teacher training for enhancing educational methods and results. By focusing on professional development, educational leaders can assist teachers in addressing classroom difficulties and ultimately create a more effective and engaging learning atmosphere for students.

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Appendices

Appendix: Teacher's Questionnaire

Dear Teacher,

Thank you for participating in this study. Your responses will help us better understand how training can improve English teaching skills in the Algerian primary schools. Your answers are anonymous and for research purposes only.

Please tick ☐ the appropriate box (es) or write briefly where needed.

Section 1: Background Information

1. Degree(s) held:

☐ Bachelor ☐ Master

2. Which grade(s) do you currently teach?

☐ Grade 3 ☐ Grade 4 ☐ Grade 5

3. Have you ever taught English outside of school (e.g., private lessons, language centers)?

☐ Yes ☐ No

Section 2: Training

4. Did you receive any training before or after starting your teaching career?

☐ Yes ☐ No

5. What type of training did you wish to receive?

- ☐ How to teach English to kids step-by-step
- ☐ Classroom games and activities
- ☐ Correcting student mistakes
- ☐ Using technology (apps, videos) in teaching
- ☐ Managing classroom behavior
- ☐ Other: _____

6. Do you think training ameliorates your teaching skills?

- ☐ Yes ☐ No

7. What skills have improved after receiving pre-service training?

- ☐ Explaining grammar clearly
- ☐ Managing time in class
- ☐ Using teaching materials effectively
- ☐ Making lessons more fun
- ☐ Communicating with students
- ☐ Other: _____

8. How do you evaluate your improvement after training?

- ☐ I feel more confident in class

- ☐ My students participate more
- ☐ My lessons are more organized
- ☐ I use more creative methods
- ☐ Other: _____

Section 3: Teaching Skills

9. Have you faced any challenges while teaching?

- ☐ Yes ☐ No

10. What kind of challenges have you faced?

- ☐ Lack of teaching materials ☐ Difficulty managing the class
- ☐ Students' lack of interest ☐ Difficulty explaining grammar
- ☐ Other: _____

11. What are the root reasons for these challenges?

- ☐ Lack of training ☐ Large class sizes
- ☐ Lack of teaching experience ☐ Inadequate school resources
- ☐ Other: _____

12. Which one(s) among the following help(s) you in your teaching process?

- ☐ University studies ☐ Pre-service training (before starting the job)
- ☐ In-service training (during teaching) ☐ Watching experienced teachers
- ☐ Online platforms (YouTube, websites) ☐ Other: _____

Section 4: Further Suggestions

Please add any information about the role of training in improving teachers' skills in the

Algerian primary

schools.....

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THANK YOU!

Appendix: Inspectors Questionnaire

Dear Inspector

You are kindly requested to fill in this questionnaire to express your perspectives about the role of training in developing novice teachers' skills. Your expertise is invaluable in helping us understand how to enhance English teaching skills in primary schools. Thank you in advance for your time, efforts, and information.

Section One: General Information

1. Degree(s) held: Magister/Master ☐ Doctorate ☐
2. Gender: Male ☐ Female ☐
3. Years of experience as an inspector: Less than 1 year ☐ 1–5 years ☐ More than 5 years ☐

Section Two: Training Teachers

4. Is training teachers your primary responsibility?

Yes ☐ No ☐

5. Which type of training do you prefer more?

Pre-service ☐ In-service ☐

Why? _____

6. How often do you train teachers?

Monthly ☐ Quarterly ☐ Annually ☐ As needed ☐

7. What are your primary responsibilities in teacher training? (Select all that apply)

Designing training programs ☐ conducting workshops ☐ Classroom

observations ☐ Mentoring teachers ☐ Evaluating training effectiveness ☐

Section Three: Developing Teachers' Skills

8. Do you find novice teachers skillful?

Yes ☐ No ☐

If no, is it because of:

Lack of experience ☐ Insufficient training ☐ Lack Knowledge ☐

Other ☐

9. Based on your expertise, what are teachers' greatest needs?

Pedagogical skills ☐ Classroom management ☐ Language proficiency ☐ Technology integration ☐ Student engagement ☐

Others.....

10. Based on which theories you decide the skills you work on?

- ☐ Sociocultural Theory (e.g., cultural competence, social interaction, learning through community)
- ☐ Behaviorist Theory (e.g., classroom routines, reinforcement strategies)
- ☐ Cognitive Theory (e.g., thinking processes, problem-solving, information processing)
- ☐ Multiple Intelligences Theory (e.g., addressing varied learner strengths and preferences)

11. What are the most common training practices you rely on?

- ☐ Observing teachers in the classroom ☐ Giving feedback after classroom observations ☐
- Identifying teachers' training needs ☐ Mentoring or coaching novice teachers.

12. Do you find training helpful in improving teachers' skills?

Very helpful ☐ Helpful ☐ Not helpful ☐

13. On what basis do you measure training effectiveness?

Classroom observations ☐ Student outcomes ☐ Teacher feedback ☐ Lesson plan quality ☐ Other ☐

14. What improvements would you recommend for teacher training?

More practical classroom strategies ☐ Ongoing mentoring ☐ Better training materials ☐ Follow-up support ☐

Other: ☐

15. What support would help you train teachers more effectively?

Additional inspector training ☐ Updated resources ☐ More time for mentoring ☐ Administrative assistance ☐

Other: ☐

Section Four: Further Suggestions

16. Add any final suggestions regarding the role of training in enhancing teachers' skills

Thank you so much!

Résumé

L'introduction de l'anglais en tant que langue étrangère dans les écoles primaires algériennes a entraîné des défis significatifs pour les éducateurs, notamment en raison du manque de formation professionnelle parmi de nombreux enseignants nouvellement recrutés. Cela a rendu difficile pour eux de gérer efficacement les classes, de mettre en œuvre des méthodes d'enseignement appropriées et de répondre aux besoins divers de leurs élèves. Cette étude examine l'impact de la formation des enseignants sur l'amélioration de l'enseignement de la langue anglaise, en s'appuyant sur les perspectives des enseignants de l'école primaire et des inspecteurs d'anglais. Les données ont été collectées par le biais de questionnaires distribués aux enseignants recrutés en 2023 et 2024, ainsi qu'aux inspecteurs responsables du développement des enseignants. Les résultats révèlent que la formation influence positivement la confiance des enseignants, la planification des leçons, l'engagement des élèves et la gestion de la classe. Cependant, plusieurs obstacles, notamment le manque de ressources, des classes surchargées et une expérience pratique insuffisante, continuent d'entraver un enseignement efficace. Bien que les enseignants reconnaissent l'importance de la formation, ils soulignent la nécessité d'une pratique plus concrète et d'opportunités de développement professionnel continu. Les inspecteurs, quant à eux, soulignent la nécessité de programmes de formation structurés qui abordent les défis réels en classe et équipent les enseignants de stratégies d'enseignement modernes. Cette étude souligne l'urgence d'améliorer les programmes de formation des enseignants en Algérie pour garantir un enseignement de qualité en anglais dans les écoles primaires. Elle plaide pour des initiatives de formation pratiques et continues qui comblent le fossé entre les connaissances théoriques et leur application en classe, conduisant finalement à de meilleurs résultats d'apprentissage pour les élèves.

Mots-clés : défis en classe, développement professionnel, enseignement de la langue anglaise, formation des enseignants.

المخلص

قد أدت إدخال اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية إلى تحديات كبيرة للمعلمين، خاصة بسبب نقص التدريب المهني بين العديد من المعلمين الجدد الذين تم توظيفهم. وقد جعل ذلك من الصعب عليهم إدارة الفصول الدراسية بفعالية، وتنفيذ أساليب تدريس مناسبة، وتلبية الاحتياجات المتنوعة لطلابهم. تستعرض هذه الدراسة تأثير تدريب المعلمين على تحسين تدريس اللغة الإنجليزية، مستندة إلى آراء كل من معلمي المدارس الابتدائية ومفتشي اللغة الإنجليزية. تم جمع البيانات من خلال استبيانات وزعت على المعلمين الذين تم توظيفهم في عامي 2023 و 2024، بالإضافة إلى المفتشين المسؤولين عن تطوير المعلمين. تكشف النتائج أن التدريب يؤثر إيجابياً على ثقة المعلمين، وتخطيط الدروس، ومشاركة الطلاب، وإدارة الفصول الدراسية. ومع ذلك، لا تزال هناك عدة عقبات، بما في ذلك نقص الموارد، والفصول الدراسية المزدحمة، وقلة الخبرة العملية، تعيق التدريس الفعال. بينما يعترف المعلمون بأهمية التدريب، فإنهم يؤكدون على الحاجة إلى مزيد من ال ممارسة العملية وفرص التطوير المهني المستمر. من ناحية أخرى، يبرز المفتشون ضرورة وجود برامج تدريب منظمة تعالج التحديات الحقيقية في الفصول الدراسية وتزود المعلمين باستراتيجيات تدريس حديثة. تؤكد هذه الدراسة على الحاجة الملحة لتعزيز برامج تدريب المعلمين في الجزائر لضمان تقديم تعليم عالي الجودة في اللغة الإنجليزية في المدارس الابتدائية. وتدعو إلى مبادرات تدريب عملية ومستدامة تسد الفجوة بين المعرفة النظرية وتطبيقها في الفصول الدراسية، مما يؤدي في النهاية إلى تحسين نتائج التعلم للطلاب

الكلمات المفتاحية: تحديات الفصول الدراسية، تدريس اللغة الإنجليزية، تدريب المعلمين، التطوير المهني