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

The Case of EFL Secondary School Teachers in Ouargla City

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Before the jury

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Dedication

To the dearest persons I have in the entire world my father and mother

"My words can never express the deepest gratitude I have for you"

To my second mother, Karima, who enlightens my life with her love

To my beloved brothers and sisters for their encouragement

To my lovely nephews Abedlraouf and Mohammed

To my precious friend and sister Assia

To my dear uncle Ahmed "Nounou"

To all people who care about me

Cherairia Bochra

Dedication

« The least thing we can do for those who have enlightened us with the beam of support is to

Acknowledge them »

My life would be meaningless without the everlasting source of unconditioned love, infinite

affectionand abundant support: My dear parents! Since my birth dawn you toiled to see me

prosper. Thanks for your love and the treasure of advice with which you paved my way until I got

outfrom the tunnel of darkness to the light of happiness and success.Thanks indeed…

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and summoned me towards brightness. We shared the best and the worst of life, hand in hand we

walked on the road of prosperity preserving our pride and dignity. Ikram, Siham, Iness, Nassiba,

and Abdessamed, I love you all.

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List of Abbreviations

ABC   stands for "Affective, behaviour, and cognitive".

CBA   stands for "Competency-Based Approach".

EFL   stands for "English as a Foreign Language".

INST   stands for "In-service Training".

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General introduction

Background

Education in its long journey has known a great shift in teaching methods and learning objectives. In fact, these changes were brought along by the development of teaching approaches and reforms. As education reform becomes larger and more profound, teachers should have access to a variety of professional experiences which contribute to their personal growth and self-advancement. To that end, in-service training (henceforth INST) seems to be a key element to educational success.

INST of teachers is thoroughly rooted in history. According to Rothwell (cited in Taouinet, 2014) INST passed through four stages. The first one was characterized by what is termed as "standard training" which focused on the quantity rather than the quality. The second stage was depicted by the revolutionary ideas of Deming (cited in Taouinet, ibid) that borne a strong belief in "quality training" depending on international criteria. The third stage highlighted "training by knowledge". This stage witnessed a shift from the traditional meaning of training and the establishment of a totally different meaning which was centred on the idea of improving teachers' performance. The last stage adapted the concept of modern training which stresses identifying the main competencies that enable the workers to perform their profession perfectly.

Statement of the problem

To meet the complex demand of today's education reform, teachers need to develop a repertoire of skills and teaching competencies via INST. The latter represents an essential ingredient in EFL educational context. In-service EFL teachers' training is becoming increasingly rampant in a number of educational settings all over the world. The Algerian context is never an exception. Yet, in-service EFL teachers' training in Algeria is still operating in a limited scope. Many reasons are in the interplay. On the one hand, the training is principally addressed to newly recruited teachers. Besides, some of in-service EFL teachers are reluctant to training on the grounds that it is not of prime importance. However, it is highly recommended that teachers should be interested in INST. In this vein, the present paper attempts to find out how in-service EFL teachers' attitudes towards training contribute to the development of their competencies.

Aims of the study

The purpose behind researching in-service EFL teachers' training is twofold. Firstly, our study is trying to demonstrate how holding positive attitudes towards INST has a direct effect on developing teaching competencies. Secondly, this research is an attempt to determine whether INST is effective in developing teachers' competencies.

Research questions

This research paper strives to answer the following questions:

1. Is in-service EFL teacher's training important to the development of their teaching competencies?
2. To what extent do in-service EFL teachers' attitudes, positive be they or negative, towards training influence their teaching competencies?

Research hypotheses

It is hypothesised that:

1. Teachers' training, if done appropriately and in accordance with their interests, preferences, beliefs, needs, and teaching goals, would positively develop their teaching competencies mainly lesson planning, classroom management, assessment, and designing tests.
2. In- service EFL teachers' attitudes towards training contribute to a great extent to the development of their competencies; if negative, teachers' attitudes would hinder their competencies, and if positive they would enhance some of their competencies but not all of them unless they believe in continuous training.

Significance of the study

The present study treats the development of some of the teaching competencies as a result of INST. A number of professionals and academics carried out research in this area giving thus a theoretical and practical rationalization to the importance of INST in developing teachers' pedagogical skills, competencies, and their learners learning outcomes. Ekpoh, Oswald, and Victoria (cited in Omar, 2014) claim that INST enables teachers to acquire new strategies and techniques compulsory for effective and efficient performance. Nakpodia (2008), likewise, confirms that INST aims at developing teachers' knowledge, skills, and competencies. In today's world, teachers must develop the core twenty-first century competencies. According to the

UNESCO (2008), "a competent teacher should have firm knowledge of the curriculum of his/her subject matter, and to introduce technology to the curriculum". INST is important in a number of ways in that it enables EFL teachers to plan and present a lesson in an effective way and thus it improves the quality of education. In other terms, the professional development rests heavily on INST as it appears to be a significant contributor to educational institutions improvement.

Methodology

This study is qualitative attempting to approach the relationship between teachers' attitudes and competencies development with reference to training. In this research, we collected data by means of interviewing EFL secondary school teachers in Ouargla City to explore their views and attitudes towards INST. Besides, we implemented teaching competencies evaluative grid to assess teachers' competencies.

Structure of the dissertation

This dissertation is divided into two parts: the theoretical part and the practical part. The former consists of two chapters. Chapter one is sub-branched into two sections: attitudes and INST. It discusses the correlation between attitudes and the effectiveness of INST. Chapter two deals with the CBA and the core competencies that INST aims at developing for novice teachers. On the other hand, chapter three, the practical part, is devoted to the methodology and to data analysis and interpretation of the results.

Key terms:

Attitudes: Attitude is positive or negative feelings or opinions that a person has towards another person, object or situation.

Competency-based approach: CBA is an approach based on pre-determined learning objectives in the form of competencies.

EFL teachers: EFL teachers are teachers who teach English as a foreign language. They can be either native or non native speakers of English.

In-service training: INST is a primary tool of updating teachers' knowledge and skills for better learners learning outcomes.

Teaching competencies: Teaching competency is an umbrella term covering knowledge, skills, beliefs, and personal traits that fuel the teacher to perform in a professional way in different conditions (Koster & Dengerink, 2008).

Chapter One: Attitudes towards in-service training

Introduction

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Introduction

There seems to be a firm relationship between teachers' attitudes and INST in the sense that teachers' positive attitudes contribute to a certain extent to the effectiveness of their training. The latter is embodied in the development of teaching competencies and the improvement of the learners learning outcomes as well. Therefore, the first chapter of the present work is divided into two sections: the first section provides the theoretical background of attitudes, and the second one introduces in-service EFL teachers' training.

1.1. Definitions of Attitudes

Attitude is a widely discussed term in the field of psychology as it is an unstable notion having both temporary and relatively permanent nature. In this vein, many scholars have afforded a variety of definitions of attitudes. Bagozzi (cited in Zainal Abidin et al, 2011) claims that attitude is an umbrella expression including several concepts such as beliefs, feelings, values, opinions, principles, judgements, expectations, and intentions. Formerly, Allport (1935) defines attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p.810). A decade later, Krech and Crutchfield (quoted in Albarracin et al, 2014) emphasise that "An attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" (p.152).

Schneider (1988) stresses the idea of personal traits in his view to attitude. He puts "attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object" (p.179). Likewise, Mayers (2001) holds similar view by defining attitudes as agreeable or disagreeable reactions to someone or something. Psychologically, both Schneider and Mayers agree on the fact that attitude centres on beliefs, feelings, opinions, and intended behaviour. Hence, EFL teachers, from educational psychology perspective, may show their attitudes towards INST according to their feelings, tendencies, and negative or positive past experience.

In short, it could be said that attitude is positive or negative feelings or opinions that a person has towards another person, object, or situation.

1.2. Components and theories of attitudes

Every attitude consists of three components that are represented in the ABC model of attitude, i.e. the most common model of attitude. A: affective, B: behaviour, C: cognitive. Affective component (neural) of attitude involves emotions, feelings, and desires about the attitude object. In other words, it is the emotional response towards an attitude object. In our view, the affective component refers to EFL teachers' feelings (liking or disliking) which they acquire through what they experience during INST.

Behavioural component (readiness) is comprised of person's observable actions towards a situation, something, or someone (Wicker, 1969). Pedagogically, we think that the behavioural component would refer to EFL teachers' responses to do something regarding INST.

Cognitive component (mental) includes individual's factual knowledge, beliefs, opinions, and thoughts about an attitude object. Here, we can say that the cognitive component contains EFL teachers' beliefs, ideas, information, and experience which they acquire during INST and thus they affect their attitudes towards it.

As a closing statement, the aforementioned theories do not compete, but they complete each other since each theory has approached attitudes from a different component.

1.3. Characteristics of attitudes

Psychologists spell out some characteristics of attitudes. They could be positive or negative. Attitudes are measurable and not directly observable. This leads us to seek the most appropriate method to observe teachers' attitudes during the experiment and measure them. Attitudes are relatively permanent feelings, beliefs, and evaluations (Hogg & Vaughan, 1995). In other words, attitudes can change over time under some circumstances. Furthermore, psychologists believe that attitudes can be intentionally (explicit) or unconsciously (implicit) formed. According to Petty and Krosnick (1995), the strength, centrality, and transparency of attitudes differ in their degrees. In addition to that, Fishbein and Ajgen (cited in Albarracin et al, 2014) point out that "an attitude is a learned predisposition to respond to an object in a consistently favourable or unfavourable way". So, in his opinion attitude is acquired and learned; we are not born with attitudes, but we acquire them through what we experience

1.4. The importance of attitudes

Attitude is vital in many disciplines especially psychology since it is a key determinant of one's personality. By dint of this fact, Allport (1935) declares that "attitudes determine for each individual what he will do" (806). He insists that attitudes are reflections of an individual's personality as they affect the way they behave towards or deal with persons, objects, or situations. Therefore, one can say that attitudes become an essential aspect in EFL teachers' decisions to take part in INST. Moreover, attitudes, if they are positive, would help people to overcome difficulties that they may face in their lives. From pedagogical perspective, if EFL teachers have positive attitudes towards INST, they would develop their teaching competencies because there is a correlation between positive attitudes and the effectiveness of INST and, thus, the achievement of teaching goals. By contrast, if they have negative attitudes towards INST, they would hinder their teaching competencies. In other words, EFL teachers' attitudes can influence their responses towards INST and thereby influence the success and the effectiveness of INST.

1.5. Definitions of in-service training

INST is a primary tool of updating teachers' knowledge and skills for better learners learning outcomes. It has been defined from several sides. Wallace (2002) declares that "training and learning are something that can be presented or managed by others" (p.03). Ong (quoted in Omar, 2014) views INST as a means of making teachers more competent and qualified. Craft (1996) defines INST as a term used to cover a set of activities aiming at developing teaching competencies. In addition, Sapp (quoted in Kazemi & Ashrafi, 2014) points out that INST is intended to lead teachers to the enhancement of their professional performance. As a matter of fact, INST is designed to provide EFL teachers with specific skills, pedagogical techniques, and new instructional approaches.

Marsha and Naftaly (quoted in Omar, ibid) add that INST is one of the most important factors of strengthening the knowledge and competencies of teachers and, thus, improving the quality of teaching and learning processes. Moreover, Nakpodia (2008) agrees that INST is an ongoing process by which teachers update their understanding of teaching. Applying this definition to the context of our research, INST is a practical way for EFL teachers to acquire new knowledge, better methods, and skills. According to Saiti and Saitis (2006), INST is a required

process for professional development and qualification of teachers. What they claim, in our opinion, is that INST is a continuing and organised process whereby teachers' competencies are improved.

1.6. The importance of in-service training

As it was emphasised by researchers above, INST must be found in every educational system to enable teachers to continually develop their competencies in accordance with any educational development. That is to say, in-service EFL teachers training helps to improve the essential competencies that make teachers effective in the classroom in the sense that they can plan and present lessons in an effective and efficient way.

The Commission of National Education (cited in Rahman et al, 2011) claims that "we say it with force and without reservation that none of the reforms we are proposing will succeed unless we are able to recruit to the teaching profession at all levels men and woman of the highest abilities, and can train them" (p.150). According to the aforementioned quote, no education reform would succeed if EFL teachers do not believe in continuous training as a stepping stone for lifelong learning. Likewise, Angrist and Lavy (2001) confirm that INST does not only have effects on teachers, but on students too. They insist on the fact that students' achievement is influenced by the qualifications of teachers and teaching performance.

Saban (2002) adds that INST is designed to enhance qualities that affect directly teachers' practice. Johnson and Sloat (2006) support Saban's view about that INST has a great impact on teachers' behaviour in many phases such as information, instruction, classroom management, and performance. In this line, Nakpodia (2008) deems that INST aims at developing teachers' knowledge, skills, and competencies.

According to Ekpoh, Oswald, and Victoria (quoted in Omar, 2014), INST enables teachers to acquire new strategies and techniques compulsory for effective and efficient performance since it keeps them abreast of everything new in the field of pedagogy. In other terms, INST is fruitful for EFL teachers' effectiveness in the classroom.

On the other hand, Kazmi, Pervez, and Mumtaz (2011) stress the usefulness of INST in preparing future teachers with better teaching methodology. For that reason, INST courses are essential in facing challenges of the teaching and learning processes (Craft, 1996)

Arizona State University (cited in Rahman, 2014) declares that teachers' training affects their beliefs and attitudes. That is to say, training can reshape teachers' beliefs and change their attitudes towards their career and INST as well. On the other hand, Smith (2006) states that INST encourages teachers in the sense of raising their self-efficacy and self-confidence in their teaching practice.

On this basis, one can say that INST helps EFL teachers to enhance their teaching competencies that will lead them to the achievement of their teaching goals among which assisting students reach a higher level of the English language proficiency. Consequently, INST provides EFL teachers with an opportunity to update their understanding of teaching.

1.7 The effectiveness of in-service training

Most of the researchers in the following section agree that the effectiveness of INST is closely related to some factors:

1.7.1. The role of teacher educator and inspector

The teacher educator and the inspector play a prominent role in in-service EFL teachers' training. They have many responsibilities such as acting as facilitators and providers of both authentic materials and corrective feedback. As listed by Omar (2014) the teacher educator and the inspector have to ensure EFL teachers' awareness about the importance of developing teaching competencies. Besides, they should create a comfortable atmosphere so that EFL teachers will not feel stressed and inhibited. Thus, the teacher educator and the inspector have to take into account the EFL teachers' different levels of motivation and readiness for training. Since the teacher educator and the inspector deal with adults, they must take into consideration the principles of adult learners, i.e. adults are self-directed; they benefit from being involved in the learning process, adults have life experience and knowledge; they benefit better when they connect what is new to this base knowledge and experience, and adults learning is helped and hindered by their effect; being motivated and feeling positive can greatly aid learning. Another point worth noting is that the teacher educator and the inspector must be knowledgeable and experienced. Omar (ibid) adds that the teacher educator and the inspector are teachers, counsellors, and friends and hence they have to encourage in-service EFL teachers in the training. On the other hand, giving recommendation and formative assessment of teachers' performance during the INST programme may raise their self-confidence and self-esteem.

1.7.2. The role of teachers' positive attitudes towards in-service training

The effectiveness of INST depends on EFL teachers' attitudes towards the INST itself. This means that EFL teachers must be intrinsically motivated to take the training as a step for change to the better and as a reflective approach to a more efficient quality of teaching. In other words, they have to consider INST as an essential element to improve their teaching competencies and thereby the quality of education (Omar, 2014). Moreover, Blanchard and Thacker (cited in Omar, ibid) confine teachers' attitudes to those related to job performance regardless their response towards teaching philosophy and educational reform.

As adults, in-service teachers are better trained if the programme is goal oriented i.e. the more the goal is related to the teachers' interests and abilities the more their attitudes and behaviour towards training would be positive.

1.7.3. Needs analysis for in-service training

Since needs analysis is the process of establishing the *what* and the *how* of the training programme, it is essential then to determine the training needs of the in-service teachers at early stages of planning and executing the programme. An effective INST programme has to develop the objectives and the activities necessary for teachers' development. Trainees' needs can be detected by different methods particularly an evaluative checklist including training outcomes, content and materials selection, duration, and competencies that may be of great benefit to the teachers if they take active part in the designing of the programme.

1.8. In-service training modes and methods

INST can be conducted by different modes and methods. Some researchers point out some methods such as lectures, workshops, seminars, conferences, micro-teaching, classroom visits, and publications.

1.8.1.Lectures

Lecture is the most traditional way used in INST. Wallace (2002) states that a lecture is a method where the teacher educator acts as the primary source of information. Although lecturing is unidirectional and trainer-centred in which teachers are not fully involved, it is still widely used as an appropriate way for the transmission of knowledge.

1.8.2. Workshops

Workshop is an educational programme based on practical work and specific topics. The members of the workshop share their experiences, exchange their points of view about certain issues, and try to find solutions to problems (Bruner, quoted in Wallace, ibid). In addition to that, Wallace (ibid) claims that workshops include other practical and interactive activities such as the preparation of teaching materials and lesson planning.

1.8.3. Seminars

Seminars are understood to be a gathering of teachers and inspectors for the purpose of discussing particular topics and discovering the problems and difficulties that impede educational development and thereby they give suggestions to overcome those difficulties. Since seminars are more lively interactive sessions, they help teachers to develop their communication skills. Another point worth noting is that seminars differ from workshops in that they are less hands-on.

1.8.4. Conferences

Conference is a formal meeting of teachers, principals, supervisors, inspectors, and academicians for discussing and exchanging views about particular topics or problems related to the education system. A conference is quite formally organised and it usually lasts for few days.

1.8.5. Micro-teaching

Micro-teaching is considered as an efficient technique for learning teaching skills. Allen (1967) declares that "the technique allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten-minute encounters with a small group of real students, often with an opportunity to observe the results on videotape. Its distinction lies in the opportunity it provides teachers for immediate and individual diagnostic evaluation of teacher performance by colleagues, supervisors and participating students and for measuring progress in specific teaching techniques" (p.01). Micro-teaching is a technique where real teaching situations are employed (Remesh 2013).

Wallace (2002) adds that micro-teaching should be done through four main stages. Firstly, the briefing is the stage when the trainee gets information on what he/she is going to present. Secondly, the teach is when the trainee starts presenting the microlesson. The trainee teaches students or the teacher educator and colleagues who act like real students. Thirdly, the

critique or observe consists of discussions, analysis, and evaluation. Finally, the reteach is the stage in which the trainee explains the same microlesson taking into consideration the discussion and feedback in the previous stage.

Micro-teaching therefore is very helpful for in-service EFL teachers because it improves their performance and behaviours. At the level of performance, micro-teaching helps trainees to learn best practices of classroom management. On the other hand, micro-teaching changes in-service EFL teachers' negative attitudes towards their career and their students as well since they wear the hat of their students by acting like them.

1.8.6. Classroom visits

Classroom visits, done by the inspector, are considered as one of the most common modes of INST because they afford direct and concrete feedback to the teachers. Almasry and Mohammed (2012) claim that classroom visits is the method in which the inspector observes and evaluates teaching methods and approaches adopted by teachers. Besides, classroom visits allow the inspector to find out if teachers are taking benefit from the INST programme and help the inspector to explore the challenges that teachers may face in teaching English as a foreign language in real situations. During classroom visits, the inspector focuses on the core teaching competencies as evaluative criteria for the teachers' effectiveness. That is why teachers are frustrated during the inspector's visits.

1.8.7. Publications

Publications are useful as they cover topics and issues that interest teachers. They are results of the compilation of the works of trainees during other modes such as seminars and conferences. In addition to that, publications take the form of articles, reports, or series of lectures.

Conclusion

It is clear from what has been mentioned earlier that there is a strong correlation between EFL teachers' attitudes and INST in the sense that teachers' positive attitudes towards training open up opportunities for teachers to promote their competencies and to reflect on their classrooms and career in a rapidly changing world.

Chapter two: Teaching Competencies

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Introduction

In their pursuit for excellence, EFL teachers need to be supplied with a wide range of teaching competencies. Teaching competencies represent an inherent element to the professional development of teachers. INST is intended to help teachers to develop some of their teaching competencies. Therefore, the programme of INST should primarily focus on understanding and improving teaching competencies. In this vein, the present chapter treats teaching competencies namely those addressed in the INST.

2.1. Definitions of competency

Before specifying the meaning of teaching competencies, it is imperative to address the general meaning of competency. Blakemore (2008) coined the term "competency". He points out "a competency is a skill performed to a specific standard under particular conditions". Competencies result from breaking down a job or role into the specific and observable skills that are needed to do it well.

Nessipbayeva (2012) stresses that "a competency is more than just knowledge and skills; it involves the ability to meet complex demands by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context" (p.150).

Rychen and Salganik (2003) suggest that "a competency is practical skills, attitudes such as motivation, value orientations and emotions" (p.11). Crick (cited in Caena, 2013) describes competency as "a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective embodied human action in the world, in a particular domain" (p.10).

2.1.1. Teaching competency

Teaching competency in its turn is defined in the light of competency. First, Medley and Shannon (quoted in Dunkin, 1997) define teaching competency in terms of possession of knowledge and skills which are considered as important requirement to be a good teacher. Thus, in their opinion, teaching competency refers to the abilities beliefs, and knowledge a teacher possesses and brings to the teaching situation. Venkataiah (quoted in Ahmed & Ahmed Khan, 2016) defines "Teaching Competency as any single knowledge, skill or professional expertise, which (1) a teacher may be said to possess and (2) the possession of which is believed to be relevant to the successful practice of teaching" (p.69).

Finally yet importantly, Koster and Dengerink (2008) define teaching competency as an umbrella term covering knowledge, skills, beliefs, and personal traits that enables the teacher to perform in a professional way in different conditions. This last definition better serves the purpose of our research.

2.3. The importance of teaching competencies

Teaching competencies represent a key component in the teaching-learning process. Alkhalifa (quoted in Almasry & Mohammed, 2012) assumes that teachers' effectiveness is due to their possession of the core teaching competencies since the pedagogical performance rests heavily on them. It is imperative that EFL teachers demonstrate such core competencies and attributes in the classroom for teaching necessitates monitoring the classroom, controlling students, consolidating their responses, and evaluating their progress.

Hence, teaching competencies seem to be of a prime importance for teachers and are crucially indispensible to enable them to perform their job appropriately and thereby to promote learners' achievement. In this respect, it is noticed that if teachers are thourouly knowlegable about the curriculum, content, and pedagogy, they will help their students to perform effectively (Wilson et al., 1987).

Westera (cited in Kumar, 2013) offers a schematic view of the common operational definition of competence.
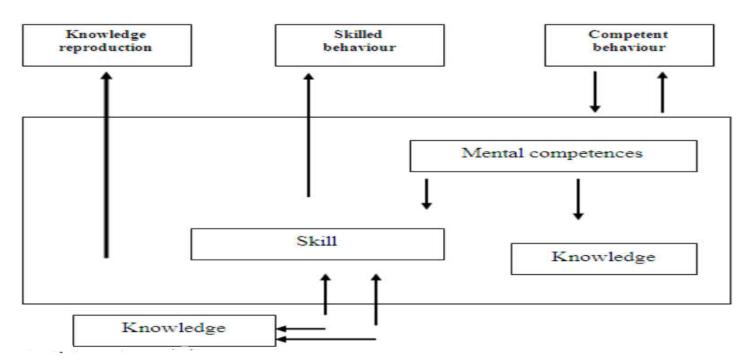
Fig.2.1: A competence model, according to common definitions (Kumar, 2013).

This figure represents a combination of knowledge, skills, and mental competencies to yield a competent behaviour. As it is shown, there is a mutual effect among the competent behaviour and the combination of knowledge, skills, and mental competencies.

2.3. Competency-based approach to English language teaching

Algeria has adopted a new educational trend known as competency-based approach (henceforth CBA). Its landmark was constructed in 2003 as a result of a series of educational reform which generates new requirements to be blended in the Algerian Educational System.

2.3.1. Definition of competency-based approach?

CBA is an approach to English language teaching that displays a focus on knowledge, skills, and abilities that qualify learners to solve problems faced in real world. It is an approach based on pre-determined learning objectives in the form of competencies. CBA views learners as the central figures in the educational process since it enables them to contextualize their learning and to reinvest their knowledge to become linguistically competent and pedagogically autonomous when dealing with real life situations (Boualeg, 2004).

The Ministry of National Education in the national programme of English as a second foreign language in the first year middle school teachers' guide (2003) declares that "CBA is a know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem- situations or in circumstances that have never occurred before" (p.4). CBA, thus, aims to help learners to cross the bridge between classrooms and the world outside.

2.3.2. Historical background of competency-based approach

Competence based approach has first emerged as an educational tendency in the USA. Its origins are traced back to generative grammar by Chomsky (1968) who stated that "fundamental difference between the competence or knowledge of language and the application of actual use of language" (p.172). Afterwards, the notion of CBA developed to be used in numerous educational settings such as UK, Germany, and Australia. This approach pays attributes to the cognitive and the constructive theories.

Furthermore, the CBA roots go back to the behaviourist theory of human psychology as CBA views competence from performance perspective (Taylor, cited in Chelli, 2010).

2.3.3. Principles of competency-based approach

A number of principles constitute a platform upon which the CBA is built. These principles entail different areas namely education, the learning process, the learner, and the competence.

As a starting point, the CBA looks at education as an opportunity in which the learner creates a kind of harmony between his own interests, needs, and his society's expectations and requirements.

As a second point, within the CBA context, learning is seen as a manifold process that incorporates knowledge, skills, and a set of behaviours. In this process, learners are perceived to be the steering wheel since they are fully engaged and interested in their learning.

As a third point, CBA is a problem-solving approach in that it places learners in spots that check their abilities to cope with problems and urges learners to re-use what they have learnt so far in a new fashion.

As a further point, among the key principles of CBA is the focus on communicative competence. CBA gives a primary importance to language functions. It is similar to the communicative language teaching approach (CLT), yet CBA goes one step further by asserting that learners are able to apply what they learn in class lifelike situations.

The incorporation of project work as a learning strategy to foster communication is one of the prominent principles of CBA. Project work enables learners to concretize their learning. Last but not least, CBA defines the learning objectives and outcomes in a clear and explicit way to make them achievable for teachers since CBA focuses on the outputs (learning outcomes) (Ministry of National Education, 2003).

2.3.4. Competency-based approach to in-service training

CBA to training seems to be of paramount importance in the teaching-learning process. First, it helps teachers to perform their job effectively particularly in planning, executing performance objectives, and specifying the various skills. Besides, by adopting CBA, INST helps to equip them with core teaching competencies and thus enables them to develop professionally.

Farouk (cited in Almasry & Mohammed, 2012) considers in-service improvement of teaching competencies more crucial than pre-service development. From his viewpoint, pre-service training is merely an introduction to a successive series of professional development activities and tasks.

According to him, teachers' trainings are ineluctable in their careers since they serve to improve their performance in a constant level (Almasry & Mohammed, 2012).

2.4. EFL teachers' Core competencies and their demonstration in INST

It has been proved beyond doubt that there lies a firm relationship between INST and the improvement of their teaching competencies. The set of competencies acquired by a teacher at the end of his training can be deemed as an integration of pre-existing characteristics with knowledge, abilities, and beliefs acquired during the training. This can extend help in inculcating desirable competencies among teachers.

INST is commissioned with two-fold task: bridging theoretical and practical knowledge and helping teachers grow in competence. As a matter of fact, a bundle of teaching competencies frequently demonstrated in an INST program are worth mentioning in the present investigation.

2.4.1. Lesson planning

Planning is singled out as one of the most important competencies a teacher needs to possess; teachers who plan better teach better. Because it comprises so many skills, planning is an intricate and pivotal component in the teaching process. Teachers will find that they need to refer to a plenty of sources and to appeal for a set of techniques and strategies in order to affirm the effectiveness of their lessons.

As a first step to plan a lesson, teachers ought to be knowledgeable of their students' needs, interests, preferences, and learning styles. Second, the flow of the lesson has much to do with its plan. By adopting the three Ps procedure (presentation, practice, and production), the lesson should move smoothly from one stage to another. Besides, a competent teacher is the one who can set SMART objectives; S: specific, M: measurable, A: achievable, R: relevant and T: time bound. Furthermore, choosing the most appropriate teaching approaches to present the content is a key factor when planning a lesson. Responding to the recent curricular demand, teachers are asked to incorporate a communicative approach that positions the learners at the center of the learning process and enhances their expressiveness.

At length, teaching materials, spiced with variety, should be employed in a lesson. To mention just a few written (printed) materials, visual aids, audio tapes, real objects (realia), and human resources. Materials must be prepared beforehand. Teachers should exhibit anticipation by having available necessary materials required for learning to occur (Handouts, worksheets, PowerPoint presentations, flashcards, songs, and videos).

Combining so many elements at once may seem quite challenging to a novice teacher. This is why careful planning of a lesson is so necessary. Consequently, INST should allocate a big deal of its programmme to lesson planning.

To conclude, learning to plan well is worth the effort. Many teachers find that, as their planning skills improve, their performance in the classroom becomes more comfortable and efficient (ICE, 1986).

2.4.2. Classroom management

Classroom management is the process of ascertaining that classroom lessons proceed smoothly despite disruptive behaviour of some students.

Effective classroom management is one of the most important tasks a teacher is assigned to do. Most experienced teachers agree that a large part of their teaching time is spent maintaining a classroom environment conducive and prompting to learning. Novice teachers and those lacking in experience find it quite challenging to manage their classrooms.

Classroom management encompasses a number of overlapping constituents. The most eminent ones are organizing and managing time, space, and learners' behaviour.

2.4.2.1. Time and space management

To start with, time management is one of the key factors necessary for success in school. Students need time to practice, rehearse, review, apply, and connect new learning to their experiential world. Teachers who are crafted in managing time create for their students the best opportunities to develop personal habits that lead to wise use of time.

Then, thinking carefully about how to arrange seating and create spaces for special activities plays a major role in managing the classroom. Teachers should establish traffic patterns that help students move freely around the classroom in order to minimize disruption. In such way, the classroom arrangement represents an incentive that invites students in, makes them comfortable, and, most importantly, willing to study.

2.4.2.2. Healthy atmosphere

Learners' behaviour has a clear impact on the teacher's performance and learning outcomes. A set of standards for acceptable classroom behaviour, such as conversation norms, participation in an organized way, and respecting each other should be established from the very beginning of the academic year. Teachers have to be multi-skilled in creating and maintaining a

positive learning environment and enhancing a safe micro- community in the classroom to ensure the effectiveness of their instruction without any distracters

2.4.2.3. Disruptive behaviour

Disruptive behaviour is the behaviour that is problematic or inappropriate in the learning context and represents an obstacle that hampers the flow of the lesson. Teachers have to be wise in treating disruptive behaviours. To that end, they need to be regularly trained and well-informed about different techniques and strategies which allow them cope with discipline problems.

2.4.2.4. Group dynamics

Teachers should exhibit a higher command in maintaining learners' discipline more particularly during activities and tasks that necessitate pair work, group work, and whole class engagement. Theachers' main role is to monitor their learners and to guide them to act perfectly during different communicative activities.

INST dedicates a special care to effective classroom management strategies since they are focal in the educational process (McLeod, Fisher & Hoover, 2003).

2.4.3. Assessment

Although teaching takes place, learning may not forcefully occur. So that teachers should periodically check their learners' progress by means of assessing their abilities and skills. Assessment is a primordial competency a teacher should possess since it is very beneficial.

First, assessment provides teachers with an ongoing profile of students' learning. Also, it enables them to diagnose which learners need additional help and scaffolding. Besides, it aids teachers to determine whether their instruction is effective or not and to find out the extent to which their teaching methods, techniques, and strategies are paying off. Assessment is in demand since teachers cannot evaluate their effectiveness if they do not know whether their learners have grasped the main points of their lessons.

Assessment plays a pivotal role in that it reports information to teachers, students, and even parents about how learners are performing in school. It then serves as a means of communication between the educational institution and parents.

Effective assessment incorporates a variety of methods be that formal tests, responses to quizzes, evaluation of classroom assignments, student performances and projects, and

standardized achievement tests to detect how well students have learned. Utilizing more than one source in assessing learners permits teachers to have an accurate feedback of learners' levels. Assessment strategies should be developed to involve learners in self-assessment activities which help them become aware of their strengths and weaknesses and responsible of their own learning. Meanwhile, teachers should adopt differing assessment techniques such as evaluation grids, rubrics, and the like.

As a conclusion, assessment of student learning is a vital tool and a kind of regular evaluation that offers a clear and detailed indication of students' progress. It is also advantageous for teachers as it gives hints on both learners' strengths and areas of weaknesses. (ICE, 1986)

2.4.4. Test designing

Test designing is one of the substantial competencies a teacher should own. A competent teacher is the one who can use a wide range of methods in assessing his students' performance. Test designing has been the center of discussion and debate among educators for years. Technically, testing entails four main steps: test designing, test administration, scoring, and analyzing the test (ICE, ibid).

For a test to be good, teachers should bear in mind that it ought to fulfill two characteristics; validity and reliability. The former should test what is assumed to test .It is divided into two ramifications which are face validity and content validity. Face validity stands for the form and the design of the test. On the other hand, content validity means testing what learners have learnt so far. Reliability has to do with learners' results. That is to say, for a test to be reliable, it has to realistically mirror learners' level (Harmer, 2007).

Designing a test is not a mere task, but it is rather a whole procedure. First, a test should correspond to the programme. Next, its format (layout) should be familiar to an average student. In addition, a test should include a wide range of activities and tasks that strive to meet learners' needs, preferences, and interests. Furthermore, gradation between different activities is necessary in that the preceding activity prepares the floor for the following.

Devising tests is one of the core competencies a teacher needs. Teachers ought to be skillful in designing tests because teacher-made tests can provide valuable information about what students have learnt and what they still need to learn (ICE, 1986).

Conclusion

To put it in a nutshell, teaching competencies are interestingly favorable for teachers in their practice in that they help them greatly in planning their lessons, managing their classes, and assessing their learners' performance in an effective way. INST is ascribed to partially develop teaching competencies. Thus, its programme ought to be designed in the light of the previously mentioned core competencies.

Chapter Three: Methodology and Data Analysis

Introduction

3.1 Rrsearch design

3.2 Sample

3.3 Data collection tools

    3.3.1 Description of the teachers' interview

        3.3.1.1 Analysis of teachers' interview

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        3.3.2.1 Analysis of evaluative grid

        3.3.2.2 Interpretation of the evaluation grid results

    3.3.3 Practical recommendations

Conclusion

Introduction

   The present chapter deals with research design and methodology treating the adopted sample and the description of both tools and tasks. Then, the results are presented, discussed, and interpreted in relation to what has been found in the theory. This chapter also ends up with further recommendations to the benefit of EFL secondary school teachers.

3.1. Research design

   Trying to examine how EFL teachers' attitudes towards INST would enhance their core teaching competencies and thus their learners learning outcomes, a descriptive and analytical case study is adopted in order to describe the results. The proposed research is developed from a qualitative point of view.

3.2. Sample

   The target population of the study under investigation includes EFL secondary school teachers. We selected purposefully 06 female in-service teachers in Ouargla city to be the representative sample.

3.3. Data collection tools

   To collect research data, we designed and administered teachers' interviews to collect their views and attitudes towards training. In addition to that, teaching competencies evaluative grid is adopted in order to assess how INST contributes to the development of teaching competencies.

3.3.1. Description of the teachers' interview

   Semi-structured interviews are considered the most profound means of collecting data. Since semi-structured interviews are flexible, they are appropriate for answering 'why' questions (Miles & Gilbert, 2005). For that reason, a semi-structured interview is addressed. The interview encompasses fifteen open-ended questions which foster interviewees' expressiveness about their attitudes and views about INST.

3.3.1.1. Analysis of teachers' interview

Question 01: Could you tell us for how many years have you been teaching English?

Table 3.1: Teachers' Experience

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
02 years	02 years	02 years	02 years	01 year	01 year

From trainees' answers, we notice that all teachers are new in the field and in need for training.

Question 02: How long does your in-service training programme take?

Table 3.2: INST Duration

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
01 year	02 years	01 year	01 year	02 months	01 year

Four interviewees have been trained for one year. However, two trainees their training lasts for two years.

Question 03: To what extent do you think that INST is crucial for developing and building your competencies?

Table 3.3: The Importance of INST

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06	Teacher 01
To great extent	To some extent	To great extent	To great extent	To great extent	To some extent	To great extent

Four teachers believe that INST is of a great importance to developing and building their competencies; only two teachers consider INST important to some extent. No one denied its importance.

Question 04: Is INST done in accordance with your needs and beliefs?

Table 3.4: Trainees' Needs

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
Yes	No	Yes	No	To some extent	To some extent

Half of the trainees insisted on the fact that INST is done according to their needs and beliefs. However, the rest argued that INST does not meet their needs and beliefs. What they claim is that INST tends to not focus much more on teachers' needs, but it rather focuses on educational psychological side of learners, i.e. learners' needs and interests.

Question 05: In your opinion, why do teachers sometimes not accept to take in-service training programme?

Table 3.5: Reasons of INST refusal

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
Due to time	Due to time	Teachers are complacent with their performance	Teachers think that INST is a waste of time	Due to time	Due to time

All teachers emphasised that some teachers do not accept to take training due to timing and time constraints. Besides, some teachers are complacent with their performance; and hence, they see that INST is a waste of time.

Question 06: Do you think that the INST programme keep abreast of everything new in the field of pedagogy? Why?

Table 3.6: INST Programme Authenticity

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
No, because the programme does not tackle the CBA	No, because the inspector and the teacher educator stick to traditional methods	Yes, because the trainer is knowledgeable and experienced	No	Yes, INST brings new instructional strategies and methods	No, because the trainer cling to traditional methods and approaches.

Teachers claimed that INST does not keep them in accordance with every educational development because the trainer sticks to old methods. According to them, the trainer does not adopt new methods and approaches such as the CBA. On the other hand, only two interviewees stated that INST brings new strategies and recent instructional techniques because they think that the trainer is knowledgeable and experienced.

Question 07: Is your in-service training effective? What, in your opinion, makes it effective?

Table 3.7: The Effectiveness of INST

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
To some extent because it does not meet our expectations.	Yes, because I benefitted a lot from what concerns classroom management.	Yes, because the programme covers different methods to plan and deliver a lesson in an effective way.	Yes, since INST provides me with the right methods to teach the four skills.	Yes, because I learnt a lot of things in the field of educational psychology.	To some extent because it does not meet my expectations.

Four respondents stated that INST is effective since it provides trainees with new strategies and techniques for better teaching practices. On the contrary, only two interviewees claimed that INST would be effective enough if it meets teachers' expectations.

Question 08: It is claimed that in-service training aids EFL teachers to achieve their teaching goals without any hinders. What do you think?

Table 3.8: The Role of INST

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
I strongly agree. I see INST as a means of achieving teaching goals easily.	I do agree.	I strongly agree.	I strongly agree because INST helps teachers to meet their learners' needs.	I strongly agree. INST helps us to reach our goals easily.	I strongly disagree because it hinders us by assigning extra work for us.

One of the respondents strongly disagrees on the fact that INST is a means of achieving teaching goals claiming that *"INST hinders teachers to achieve their goals by assigning extra work for them"*. However, the others stated that INST is a step forward to the achievement of the underlined goals.

Question 09: Do you think that students will not really achieve a high level in English if EFL teachers do not keep developing their competencies?

Table 3.9: Teachers' Qualifications and Students' Achievement

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
Yes, the level of students is related to teachers' competencies	Yes, there is a correlation between learners' achievement and teachers' competencies	Absolutely, because teachers play a prominent role in the classroom	Yes, competent teachers can effectively enable their students to achieve high level	Yes, there is a strong relationship between students' level and teachers' competencies	Yes, students' achievement depends on teachers' as they play a vital role in the classroom

All trainees insisted that students' level depends much more on teachers' qualifications as teachers play a prominent role in the teaching and learning processes.

Question 10: Do you think that in-service training sessions are well-planned and organised?

Table 3.10: Organisation of INST

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
To some extent because of the lack of practice	Not really because teachers are passively involved in the sessions	Yes, to great extent	To some extent because there is no practice	To some extent due to lack of practice	Not really because they are theoretical sessions more than practical

Teachers mentioned that the INST sessions are not highly organised and planned because of the lack of practice; sessions focus on theory more than practice. Only one trainee claimed that INST sessions are organised and planned.

Question 11: What methods and modes should be implemented in INST?

Table 3.11: Modes and Methods of INST

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
Integrate ICT	More workshops and publications	Seminars and micro-teaching	More workshops and micro-teaching	Micro-teaching and publications	More workshops and micro-teaching

Almost all respondents agree on the role of training in enhancing teaching competencies especially if the latter is conducted in a variety of modes and methods such like workshops, seminars, micro-teaching, publications, and integrating of ICT.

Question 12: What are the strengths and weaknesses of your in-service training programme?

Table 3.12: The Strengths and Weaknesses of INST

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
1.Strengths: School legislation 2.Weaknesses: 1.Time inadequacy 2.We find difficulties in having training and teaching at the same time	1. Strengths: Having clear idea about teaching 2.Weaknesses: 1.Lack of practice 2. I think there are no clear guidelines for training	1.Strengths: Qualified trainers 2.Weaknesses: It is tiresome	1.Strengths: INST develops teaching competencies and updates teachers' knowledge and skills 2.Weaknesses: INST does not cover every new method Time inadequacy	1.Strengths: INST helps us in the field of educational psychology 2.Weaknesses: Time inadequacy	1.strengths: Solve problems 2.Weaknesses: The trainer is not qualified enough

Trainees spell out some strengths of INST. First of all, INST provides teachers with a clear idea about teaching. Secondly, it aids teachers to know the school legislation. Thirdly, INST helps to develop some teaching competencies. In addition, INST deals with many topics in the field of educational psychology such as solving problems. Furthermore, trainees add state that INST raises teachers' self-confidence. One interviewee answered that one of the strengths of INST is the experienced trainer. On the other hand, five respondents claimed that INST has some weaknesses namely time inadequacy, lack of practice, tiresome programme. In addition, it does not cover every new method. Besides, one respondent stated that there no clear guidelines for the training. The last teacher added that the trainer is not competent enough.

Question 13: What are the core competencies that INST programme aims at developing for newly recruited teachers?

Table 3.13: The Core Teaching Competencies in INST

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
1. Lesson planning	1. Lesson planning	1. Lesson planning	1. Lesson planning	1. Lesson planning	1. Lesson planning
2. Classroom management	2.Classroom management	2.Classroom management	2.Classroom management	2.Classroom management	2.Classroom management
3.Assessment		3. Designing tests		3. Designing tests	
		4.Assessment			

The competencies that INST aims at developing for newly recruited teachers are: lesson planning and delivery, classroom management, assessment, and designing tests.

Question 14: Reflecting on your responses to the prior questions, what would be the most productive way to move towards a more positive vision on training in the sense that your current in-service training has changed the way you teach?

Table 3.14: Insights for INST

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
EFL teachers should be aware of the importance of INST for developing their competencies	Teachers have to be aware of the usefulness of developing teaching competencies	Teachers must know that no education system would succeed if teachers do not develop their competencies continuously	Teachers should believe in training as a tool for updating their knowledge and skills	Teachers must believe that continuous training is of a great benefit to them	INST has not changed the way I teach. So, personally I am satisfied with my performance

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With exception of one interviewee, all trainees express positive attitudes towards INST claiming that EFL teachers must be aware of the value and the usefulness of training as it is a means of updating and developing their knowledge and skills and therefore their teaching practice.

Question 15: What do you suggest for future in-service training programmes?

Table 3.15: Teachers' Suggestions for Future INST

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
More practice	1.INST must focus on the CBA 2.More practice	More practice	Make teachers' needs assessment	More practice	INST focus on teachers' needs

Trainees gave suggestions for future INST programme. INST must be done in accordance with teachers' needs, beliefs, interests, and preferences. Further, INST should focus more on the CBA. Last, all teachers want the training sessions to be more practical.

3.3.1.2 Interpretation of the interview results

After analysing teachers' interview, many facts have been revealed concerning teachers' attitudes towards INST and their effects on developing teaching competencies. In this vein, as all respondents are females, one can suggest that there is no correlation between teacher's gender and his/her attitudes towards training. Further, in question 3, one may notice relative differences of teachers' standpoints about taking training, being convinced about its usefulness, and its relationship to promote their teaching competencies.

For question 4, since all trainees are satisfied with the INST programme to different extents, they view that the training programme is in accordance with their needs and beliefs sometimes. Still one has to mention that the weakness is not in the principle of being trained but on how the content of programme was selected, i.e. teachers' needs and beliefs should be the starting point of designing a training programme. This reveals that the trainees are aware of the

usefulness of INST provided that it should address more their needs as future qualified teachers rather than according to their learners' needs. In other terms, the training programme according to them is a psychological programme rather than a teaching programme. Besides, in question 5, the trainees reply that having negative attitudes towards INST is due to many reasons such as timing and time constraints.

For question 6 and 7, participants have shown divergences as far as authentic training is concerned. INST according to half of them do not keep abreast of everything new in the field of pedagogy whereas the others see that the trainer is using recent methods but they are not necessarily with reference to CBA. This clearly leads to suggest that novice teachers do not master the literature and terminology of training, i.e. they are on some occasions unable to distinguish between usefulness of training and its relationship to updating its content. On the other hand, they have confused notions about teachers' competencies and the framework of the teaching methodology (see question 7). Educationally, this is traced back to their learning experience as former students who did not take a didactics course where they would have opportunities to link theory to practice. Furthermore, all what they have taken as courses emerge from readymade books, articles, and textbooks that do not suit the Algerian context in the first place.

In response of question 8, all teachers except one agreed on that INST facilitates for them reaching their teaching goals. This indicates that they are aware of the role of INST in promoting the core competencies that paves the way for them to enable their students to achieve higher level of English proficiency (see question 9). As far as question 10 is concerned, the number and the content of the training sessions should be reviewed in terms of giving more practicality to the content. This is indicative enough about the difficult nature of teaching and suggestive to add training sessions about best qualities of a good teacher and good learner. For a training programme to be well planned and organised, thus, it should take teachers' views, readiness, and contribution into account. From trainees' responses to question 11, INST must be conducted in a variety of modes and methods since each method targets particular competencies. These modes and methods include workshops, seminars, micro-teaching, publications, and implementing ICT in the training.

In question 12, INST, according to teachers, has to show some flexibility and transparency in goals, tools, and allocation. In fact, time allotted to training and the content of training are the two most emphasised constraints of INST. Put differently, the INST may be interesting but the trainees could not take benefit from it since it is loaded and held on weekends. Hence, on the one hand, attitudes can affect the intaking of INST and on the other hand, INST can, negatively or positively, affect teachers' attitudes. In addition, in question 13, as INST is a key element that leads to the development of teaching competencies, it has to focus on the core competencies namely lesson planning, classroom management, designing tests, and assessment. On the basis of the interviewees' answers to questions 14 and 15, stakeholders should raise EFL teachers' awareness about the importance of INST.

3.3.2. Description of teaching competencies evaluative grid

We have observed six (06) teachers (trainees) teaching competencies via making them self-evaluate their core teaching competencies according to the following scoring rubric:

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

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

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

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

1 - No evidence in the teacher's performance

The grid encompasses four (04) major sections pertaining to the core teaching competencies: lesson planning (format, materials, and content), classroom management, assessment, and test designing.

3.3.2.1. Analysis of evaluative grid

Table 3.16: Results of Lesson Planning Competency Evaluation

Lesson planning	Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
Format:						
1. SMART objectives	3	1	4	2	3	2
2. Steps of the lesson	5	3	4	3	4	4
3.Coherent lesson	5	4	5	2	4	3
Materials:						
1.Variety of materials	3	2	4	2	3	4
2.Availability of materials	4	2	4	3	5	4
3. Materials matched to objectives	4	3	5	3	4	5
4. materials types and learning styles	3	2	4	2	3	3
Content:						
1. Students' needs tasks	4	4	4	3	4	1
2.Motivational strategies	5	4	4	2	3	3
3. Content teaching strategies	4	3	5	3	4	3
4.Learner-centred tasks	3	3	4	3	3	4
5. Problem-solving activities	5	4	4	3	2	2
6.Individualistic differences	5	2	4	2	5	2

Predominantly, there are remarkable divergences among trainees in mastering the teaching competencies. For lesson planning, all teachers present from average (03) to excellent level (05) of performance. When taken in details, we notice a significant lack of performance as far as setting SMART objectives is concerned (teacher 02= 1, teacher 04, and teacher 06= 2). As for the steps of the lesson (PPP), all teachers show good to strong evidence in their performance (teacher 01, teacher 03, and teacher 05).

Selecting, using, and varying materials seem, also, to be problematic for some teachers (teacher 02, teacher 04, and teacher 06). The teachers admit that they struggle in employing a variety of materials necessary for the different learning styles and correspondent to the objectives of the lesson. Only materials prepared beforehand such like handouts, worksheets, and flashcards are easy to be employed by the teacher. On the other hand, content selection, adaptation, designing, and strategies implementation are sources of challenge for some teachers such as teacher 02, teacher 04, teacher 05, and teacher 06 except two. Teacher 02 for instance encounters difficulties in matching the content to the students' needs and level; and finds difficulty in preparing a lesson that trigger students' motivation. Likewise, teacher 04 and teacher 06 express the same teaching performance. Only teacher 01 and teacher 03 prove strong evidence in performance in general.

Table 3.17: Results of Classroom Management Competency Evaluation

Classroom management	Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
1. Healthy atmosphere	5	3	5	2	3	3
2. Time and space Management	5	3	4	2	4	1
3.Disruptive behaviour	4	3	4	2	4	4
4. Group dynamics	5	4	4	3	4	3

Managing classroom by creating a healthy atmosphere for learning, maximising time and space exploitation, increasing learners' participation, and maintaining classroom discipline are of good command by the teachers except teacher 04 who faces problems in time and space management, motivational atmosphere, and learners' disruptive behaviours.

Table 3.18: Results of Assessment and Evaluation Competency Evaluation

Assessment	Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
1. Regular and cyclic	5	4	4	3	3	4
2.Assessment aim	5	3	5	4	4	3
3. Varied assessment methods	3	3	4	3	3	2
4. authentic assessment	3	5	5	3	4	3
5. assessing by rubrics	4	4	3	2	2	2
6. self-assessment	5	3	5	2	2	3

For regular and cyclic assessment and evaluation, all teachers present from average (3) to excellent level (5) of performance. For evaluating the effectiveness of teaching practices in terms of the pre-determined objectives of the syllabus, all teachers except two, show good to strong evidence in their performance. Further, concerning varying assessment methods and assessing by innovative techniques, almost all teachers need improvement. They confirm that they face difficulties in adopting more than one tool and method to assess and evaluate their students. Also, we notice that teachers are not familiar with innovative techniques of assessment; only two teachers show some to good evidence in their performance. As for authentic assessment, all teachers present from average (3) to excellent level (5) of performance. Moreover, since almost all teachers show little evidence in their performance, self-assessment can be considered as a problematic issue teachers. By contrast, teacher 01 and teacher 03 prove strong evidence in their performance.

Table 3.19: Results of Designing Tests Competency Evaluation

Designing tests	Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 06
1.Test face validity	5	4	5	5	5	5
2. Test content validity	4	4	5	5	5	4
3. Test reliability	5	4	4	4	4	3
4. Test activities and tasks	5	5	5	5	5	4

Concerning designing tests, teachers show good to strong evidence in their performance. Teachers take into consideration test validity and reliability. This is maybe because they have a readymade format of the test.

3.3.2.2. Interpretation of the evaluation grid results

Results of teachers' competencies evaluation reveal implications of substance. First of all, teachers are not competent enough to set SMART objectives; only one teacher shows good evidence of writing SMART objectives (teacher 03= 4). This is indicative of lack of training and awareness of the teachers about the role of objectives in the process of teaching as a systematic approach and their role in a successful lesson. SMART objectives are key criteria of measuring a competent teacher since they foreshadow the learning outcomes by the end of the lesson; they help the teacher narrow down the content, and select the appropriate tasks and assessment tools. So, if a lesson takes a wrong start via non SMART objectives, one would question the successfulness of the lesson. In fact, setting SMART objectives is a top requirement for teaching within CBA: the learner is actively at the core of the teaching process, so the teacher has to take

him into account when he writes the lesson objectives and the course overall goals, i.e. the learner will be able to do something by the end of a lesson and a course.

The use of authentic material in the language classroom has gained much attention in the literature of language teaching be it for general purposes or specific purposes. This can clearly be noticed in the results of the grid. All teachers admit the crucial role of material selection and use to facilitate the task of the teacher. Still one has to notice that the success of material use depends on some factors: availability of materials for every lesson, authenticity of its use, use of material matching different learning styles, and matching material to objectives. Apparently, this is not an easy task for teacher at the three levels: planning, executing, and assessing. Consequently, one has to emphasise the recycling of the training programmes according to material availability. From a psychological side, no use of various types of materials (audio, visual, and printed) can lead to boring classes on the one hand. On the other hand, over use of materials can lead to frustration and lack of attention as it can affect the language development of the learner as far as spelling and grammar are concerned. In other words, learners who rely solely on internet, videos, or listening scripts for instance, cannot pay attention to the written form of the language. Therefore, they can develop oral skills and neglect written ones. By the end of each term, they will not have acceptable academic achievement since all examinations are done in written medium. If we examine the grid, we notice that teacher 02 and teacher 04 are still struggling with the use of material and thus they need more practical training on that.

With reference to CBA framework, authentic materials help autonomous and active learning, but if the teacher misuses the material, he may lead to opposite outcomes. Besides, INST should be thought of before the academic year in a way to help presenting the content to the learners because we have noticed that all teachers except teacher 01 and teacher 03, face difficulties in selecting appropriate tasks for teaching the content: they do not have the competency to opt for problem-solving activities and critical thinking teaching; they do not know how to motivate their students for a new lesson, i.e. warm-up activities are a real challenge for them. With regard to what have been mentioned above, we can explain such difficult teaching situation by the following:

1. No clear curriculum goals.
2. Lack of training about setting SMART objectives.

3. Lack of clear criteria of content and material selection.

4. Training is not done all the time by a specialist in a multidisciplinary field, i.e. the trainer should have background knowledge in several domains such as education, psychology, technology, and sociology.

5. CBA as an educational reform in Algeria has faced some resistance and reluctance by the majority of the teachers. Such resistance has even grown more due to the lack of competent supervisors who did not define the goals of textbooks in a crystal way.

6. Sometimes the training sessions are held in the mother tongue and they tackle issues of regulations and laws rather than teaching practices.

Concerning classroom management, one has to mention that increasing learners' participation seems to be problematic issue for teachers (see table 3.17). By dint of this fact, we suggest that brainstorming, eliciting, modelling, ice-breakers, and five-minute activities are activities to be thought of and focused on during training. On the other hand, a good teacher is the one who can create a healthy atmosphere for his students by calling them by their first names.

Assessment should be thought of as a part of the teaching process and thereby a part of teachers' competencies, i.e. a competent teacher is the one who can master assessment throughout an ongoing and cyclic process in which he has to vary assessment methods to evaluate students' learning styles via authentic situations which match teaching aims to learners' needs. With reference to CBA principles, peer and self-assessment, valid and reliable tests are requirement for evaluating in a communicative approach. Hence, training designers should rethink of integrating the aforementioned criteria in the INST to ensure the essence of the teaching process as being cyclic and performed hand in hand with testing.

To wrap up, we have noticed in general that in-service teachers are struggling with the core competencies due to the following conditions:

- INST programmes are more theoretical than practical.
- Teachers in the Algerian context under CBA reforms are required to perform too many tasks: lesson planning, testing, correcting term examinations, invigilating, and teaching large classes with loaded programmes and busy schedules (up to 18 hours per week).

- Training programmes are stereotyped and static; they are not authentic and updated.

3.3.3. Practical recommendations

On the basis of the results of this study, we suggest the following recommendations for future INST programmes:

1. Emphasising the importance of synergy between higher national schools (ENS) and educational institutions. That is to say, learners should be trained as future teachers at pre-service stage.

2. Raising teachers' awareness about the importance and the value of INST is of a great benefit to teachers because this would motivate and encourage them to attend the INST.

3. Teachers should be intrinsically motivated to take the training as a step forward better teaching performance.

4. Teachers' needs analysis must be the corner stone for designing an INST programme.

5. Training designers have to take time allotted to training and the content of the training into account.

6. INST has a crucial role in developing teachers' competencies especially if it is conducted in a variety of modes and methods such as lecturing, workshops, seminars, and micro-teaching.

7. Enhancing self, online, and face to face trainings. In other terms, varying types of INST.

8. Training teachers with specialised centres involving other stakeholders such like unions and private institutions in planning and doing training.

9. Focusing on CBA as a framework for training will help in- service teachers to link theory to practice.

Conclusion

Since the aim of this study is twofold: to determine teachers' attitudes towards INST and their effects on developing teaching competencies, our practical part has opted for two tools of data collection: semi-structured teachers' interviews, and teaching competencies evaluation grid. The interview has provided us with the teachers' attitudes towards INST and their views about teaching competencies under CBA. On the other hand, evaluative grid has afforded a great amount of teachers' performances of the core competencies. Results showed that teachers' reluctance to INST is due to its content, time, and lack of motivating workshops. This has resulted in average to low performance of the teachers in the classroom. We look forward to

seeing some changes in the domain of teacher education and development as we hope that the practical recommendations would be of great assistance to young teachers.

General conclusion

INST in an educational context is ultimately necessary in that it equips EFL teachers with the core competencies that help to promote their performance.

The present paper strove to figure out the importance of EFL teachers' attitudes towards training as a key factor to their predisposition to attend INST and to contribute in a certain extent to the development of their teaching competencies.

This paper also tackled the improvement of EFL teachers' competencies referring to the use of INST as a way that partly develops teachers' practice. What is remarkable from both the literature review and the practical part is that whether explicitly or implicitly, INST serves as a powerful factor in promoting the core teaching competencies.

Relying on the collected data and analyzed findings, it can be generally said that EFL teachers hold positive attitudes towards INST. The only objection they have is the content of and program of training which seem to be unsatisfactory in many ways. The inadequacy of the programme and its unsuitable and insufficient time frame represent the main deficiencies of the current INST.

It is hoped that the present research would contribute with humble efforts devoted to the study to promote the teaching of English in Algeria by probing teachers to have positive attitudes and to be utterly interested in trainings to develop their teaching competencies.

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Appendices

Appendix A: Teachers' Interview

Dear teacher,

      Our study endeavours to investigate in-service EFL teachers' attitudes towards training and their effects on developing teaching competencies. We would be so grateful if you could answer the following questions to help us in our research for the accomplishment of a Master thesis in Applied Linguistics and ESP. Much thanks in advance for your cooperation.

1. Could you tell us for how many years have you been teaching English?
2. How long does your in-service training programme take?
3. To what extent do you think that INST is crucial for developing and building your competencies?
4. Is in-service training done in accordance with your needs and beliefs?
5. In your opinion, why do teachers sometimes not accept to take in-service training programme?
6. Do you think that the INST programme keep abreast of everything new in the field of pedagogy? Why?
7. Is your in-service training effective? What, in your opinion, makes it effective?
8. It is claimed that in-service training aids EFL teachers to achieve their teaching goals without any hinders. What do you think?
9. Do you think that students will not really achieve a high level in English if EFL teachers do not keep developing their competencies?
10. Do you think that in-service training sessions are well-planned and organised?
11. What methods and modes should be implemented in INST?
12. What are the strengths and weaknesses of your in-service training programme?
13. What are the core competencies that your INST programme aims at developing for newly recruited teachers?
14. Reflecting on your responses to the prior questions, what would be the most productive way to move towards a more positive vision on training in the sense that your current in-service training has changed the way you teach?
15. What do you suggest for future in-service training programmes?

Appendix B: Teaching Competencies Evaluative Grid

In order to assess how INST contributes to the development of teaching competencies, an evaluative grid is implemented as a tool to serve this purpose. We would be so grateful if you could self-evaluate according to the scoring rubric below:

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

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

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

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

1 – No evidence in the teacher's performance.

1. **Lesson Planning**

   1.1.   The format

   - SMART objectives are clearly stated.

     - 1   2   3   4   5

   - The lesson includes the three Ps design: presentation, practice, and production.

     - 1   2   3   4   5

   - The different parts of the lesson are internally coherent.

     - 1   2   3   4   5

   1.2.   Materials

   - A variety of teaching materials is employed (visual, audio, audiovisual, printed).

     - 1   2   3   4   5

   - Materials necessary for learning to occur are prepared beforehand (handouts, worksheets, PowerPoint presentations, flashcards, songs, videos).

     - 1   2   3   4   5

   - Selection of materials corresponds to the objectives of the lesson.

     - 1   2   3   4   5

   - Materials address various learning styles.

     - 1   2   3   4   5

1.3. Content

- Designs quality tasks, which are based on learning progressions and students' needs.
  - 1   2   3   5
- Prepares learning experiences and lessons that serve to enhance interest and trigger motivation.
  - 1   2   3   4   5
- Selects teaching strategies suitable for content and students.
  - 1   2   3   4   5
- Different tasks are learner-cantered, i.e. learners are actively involved in the learning process.
  - 1   2   3   4   5
- Problem-solving activities are used.
  - 1   2   3   4   5
- Activities opt for diverse levels (gifted, normal, learning difficulty student).
  - 1   2   3   4   5

2. **Classroom Management**
   - Creates appropriate environment and positive atmosphere for learning.
     - 1   2   3   4   5
   - Uses available time and/or space to maximize learners' participation.
     - 1   2   3   4   5
   - Disruptive behaviours are wisely treated.
     - 1   2   3   4   5
   - Maintains higher command of learners' discipline in pair work, group work, and whole class engagement activities.
     - 1   2   3   4   5

3. **Assessment and Evaluation**
   - Learners' assessment is regular and cyclic.
     - 1   2   3   4   5

- Evaluates the effectiveness of teaching practices and instruction in terms of the pre-determined objectives of the syllabus.
    - 1   2   3   4   5
- Relies on more than one tool and method to evaluate learners' progress.
    - 1   2   3   4   5
- Evaluates students through meaningful and authentic situations (life-like situations).
    - 1   2   3   4   5
- Introduces innovative techniques to assess learners such as evaluation grids, rubrics.
    - 1   2   3   4   5
- Encourages self-assessment to improve one's skills within CBA principles.
    - 1   2   3   4   5

4. Designing Tests

- The layout (design) of the test is valid in that it comprises diverse types of items.
    - 1   2   3   4   5
- The content of the test correlates with what is taught (the program).
    - 1   2   3   4   5
- The test is reliable in that it reflects learners' level in a real, concrete way.
    - 1   2   3   4   5
- A wide range of activities and tasks is introduced within the different parts of the test.
    - 1   2   3   4   5

Abstract

The present study aims to show in-service EFL teachers' attitudes towards training and their effects on developing teaching competencies. It identifies the correlation between EFL teachers' attitudes and the success of in-service training. This study is an attempt to explore the extent to which EFL teachers' attitudes towards in-service training contribute to the improvement of their teaching competencies. The research is conducted via using EFL teachers' interviews to collect their views and attitudes towards in-service training. Besides, teaching competencies evaluative grid is implemented to assess to what extent INST contribute to the development of teaching competencies. Therefore, the results of the interviews revealed that the EFL teachers' reluctance to INST is due to its content, time, and lack of practice. On the other hand, the evaluative grid showed that teachers present little to good evidence in their performance.

Key terms: Attitudes, CBA, EFL teachers, in-service-training, teaching competencies.

Résumé

Cette étude a l'objective de démontrer les attitudes des enseignants d'Anglais envers la formation en cours d'emploi et ses influences sur le développement de leurs compétences pédagogiques. Cette étude sert aussi à déterminer la relation entre les attitudes des enseignements et l'efficacité de formation. La recherche a utilisé des interviews des profs d'Anglais pour savoir ses points de vue envers la formation en plus une grille d'évaluation a été employé pour évaluer le développement des compétences. Au terme de la recherche, on a constaté que la négligence des profs et l'hésitation d'assister à la formation est à cause des quelques lacunes comme le programme et le contenu de formation, sa nature théorique. Et d'après la grille d'évaluation, on a conclus que la performance des profs dépend à un tel point sur les compétences pédagogiques.

Les mots clés: Les attitudes, l'approche par compétences, les enseignants d'Anglais, la formation en cours d'emploi, les compétences pédagogiques.

ملخص الدراسة

تهدف هذه الدراسة إلى إبراز اتجاهات أساتذة اللغة الانجليزية نحو التكوين أثناء الخدمة وتأثيرها على تطوير كفايتهم التدريسية. كما أنها تحدد العلاقة بين اتجاهات الأساتذة وفعالية التكوين. اعتمد هذا البحث على إجراء مقابلات مع أساتذة تعليم اللغة الإنجليزية لمعرفة أرائهم ووجهات نظرهم تجاه التكوين أثناء الخدمة إلى جانب استعمال شبكة تقويم الكفايات التدريسية التي تقوم مدى تطور هذه الكفايات نتيجة للتكوين. وعليه أفضت نتائج البحث أن عدم إهتمام أساتذة اللغة الإنجليزية بالتكوين أثناء الخدمة راجع إلى بعض النقائص من بينها محتوى التكوين, توقيته وطبيعته النظرية كما أظهرت نتائج الشبكة التقويمية للكفايات التدريسية أن أداء الأساتذة يظهر استنادهم على أهم الكفايات التدريسية في إلقاء دروسهم بنسبة قليلة إلى لا بأس بها.

الكلمات المفتاحية: الإتجاهات، المقاربة بالكفاءات، أساتذة اللغة الإنجليزية, التكوين أثناء الخدمة, الكفايات التدريسية.