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Dissertation

Academic Master

Domain: Letters and Foreign Languages

Field: English language and Civilization and Literature

Specialty: Linguistics

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Title

Developing objective-based training English course:

the case of in-service teachers of Hamma Lakhder University-El-Oued

Publically Defended:

On: 18 /06 /2019

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Academic Year: 2018-2019

Dedication

I would like to dedicate this work to

*My beloved parents for supporting and encouraging me to
believe in myself*

My dear grandmother "Nanna"

My lovely sister Chahd and my dear brothers: Abderrahmane,

Abdelmoez, Salahelddine

All my family

All my friends who encouraged me

BOUBEKEUR Tamader

Dedication

I would like to dedicate this modest work to my source of power, my mother for her help, patience and support during all the years of my study, and my symbol of respect , my father for his prayer and encouragement.

To my two lovely sisters Ilham and Oumeyma and my two awesome brothers Amine and Bilal .

To all my relatives for their assistance.

To all my teachers throughout my career of study .

Last but not least to all my truthful friends who wish all the best to me.

BENAISSA Asma

Acknowledgements

First and foremost, we would like to thank ALLAH who paves the way for the accomplishment of this work.

I owe my deepest gratitude to my supervisor **Dr. Farida SAADOUNE** for her valuable guidance, patience. she was patient; enough to help us accomplish this work.

We would like to thank the examiners who have accepted to examine this work.

I also deeply appreciate the help, advice and encouragement of **Dr. BOUBEKEUR Mensour**

Finally, we are pleased to thank the trainer who helped us to apply the course and train the in-service teachers, all the in-service teachers who have helped us in answering the needs analysis questionnaire and post questionnaire.

Abstract

This study attempts to examine the effectiveness of English training course designed on the teachers' development. A sample of Thirty five (35) IST was selected at the University of Hama Lakhder El-Oued. The descriptive and the experimental methods were adopted to answer the following questions: What are the needs of IST in English training course? What does the English training course for IST contain? To what extent does the English training course for IST is effective? Thus, the results show that: first, the ministry's English training program is too broad and not suitable for the needs of I.S.T. Second, the main significant IST's needs are to learn academic writing skill. Third, the English training course designed in this study has achieved very limited results due to time constraints of training to fulfill all the course objectives.

Key words: *IST training program, course design, teachers need, teacher development, teacher competencies.*

List of Abbreviations

CLT: Communicative Language Teaching.

EAP: English for Academic Purse.

ESP: English for Specific Purpose.

EOP: English for Occupational Purpose.

IST: In- service Teacher.

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General introduction

Background to the study

The prosperity of any institution depends on affective human resources that embrace various adequate skills. Those skills enable the human resources to perform its roles in qualified manner.

One of the indicators of qualified feature of higher education is no doubt the university's ownership of teachers with degrees of competence. This feature centers on developing the instructors teaching proficiency. For that reason, designing a program for training the in-service teachers is considered as must of the ministry of higher education.

The English language training is vital in this program due to the globalization of this language nowadays. Furthermore, the university's teachers need to be update to all the new researches to be more affective. Also, the teachers need to produce the articles and publish them in international journals. So, they need the global language which is English.

In addition, English is the most language used online, with nearly 1 billion users. So, the university's teachers will find the frame where they will publish their researches.

All what is mentioned above concerned with the production of the teacher's researches and how is English important for them? Also, English is very helpful for them in case when they will search for the information because, most of the content produced on the internet is in English. So, having background i.e, knowledge about English will give the teachers access to a large amount of information which helps them to update their knowledge and skills.

The current study seeks to set an effective objective-based course for in-service teachers at Hamma Lahaker university of El-oued. In addition, designing this course is basing upon the teacher's needs.

Statement of the problem

The sector of higher education seeks to develop the adequacy of the university's teachers in Algeria. For that reason, the ministry of higher education set a program of the pedagogical accompaniment which aims to train the in-service teachers and develop their skills by teaching them many modules among which English. However, the quickness of the execution of this program makes many problems that have relation with the quality of the English training. Moreover, the lacks of the organized course is one the main problems which lead us to conduct this study. Furthermore, trainers lacked background knowledge about the language itself and knowledge about the training process.

The program giving by the higher education was found that it is poor many aspects by looking at the document in which it does not clarify what should be taught? And what do exactly the teachers need?

Hence, this study intends to set and develop an English training course for university in-service teachers and examine its effectiveness.

Aims of the study

This study aims to:

- 1- To identify the needs of IST in English training program.
- 2- To suggest the main elements and the content of the English course.
- 3- To investigate the effectiveness of the English training course for the IST.

Research questions

There are two major research questions that are going to be explored in this study:

- 1- What are the needs of IST of El-oued University in English training course?
- 2- To what extent does the English training course promote IST competencies?

Research hypotheses

We hypothesize that:

- 1- The needs of IST mainly centered around academic writing.
- 2- English training course design is effective and promotes teacher competencies such as academic writing and planning lesson.

Significance of the study

The subject of this research has great importance, manifested in two parts: the first scientific and the second practical.

Scientific importance

- The subject of the study tackles three important scientific aspects which are: cognitive psychology related to learning and training, language learning and human resources management, including the teaching competencies of the university teacher.
- There are many studies dealing with the subject of training the in-service teachers, the subject of the development of the competencies of the university teachers, and last but not least the studies on design of a training program "course design".
- The scientific importance of this study is highlighted in the fact that it is a study with an applied dimension based on the experimental method. So, it does not only describe the reality, but also it based on designing and implementing an educational training program" course design".

Practical importance

This study comes as a response to a concrete problem at the university which is the lack of a detailed program for teaching English for the in-service teachers in the framework of the accompaniment program, so we expect that the results of this study give practical solutions to serve the pedagogical accompaniment program.

Methodology

This study is qualitative designed to explore the effectiveness of university's in-service English training in Algeria. In our study we adopted an quasi experimental in which we design an EAP English course then apply it, and a descriptive method. We collected data by means of questioning the in-service teachers of university of Hamma-Lahkder in El-oued to explore their needs and gather information from them by using the needs analysis questionnaire. Besides, we made an interview with the teacher who taught the in-service teachers, and then we collect the feedback of the in-service teachers about the English training.

Structure of the research

This dissertation is divided into two parts: the theoretical part and the practical part. The theoretical part consist of two chapters; chapter one discusses the EAP course design. Chapter Two deals with the in-service training and the teacher development. In chapter Three, the practical part is devoted to data collection and data analysis then the interpretation of the results.

Definition of key terms

Course design: course design is to plan a course based on achieving certain or specific objectives. In other words, is a process of structuring and creating strategies of learning. Hutchinson and Waters (1987:65) define a course as "An integrated series of teaching- learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge".

In this study course design is to plan an English training course for in-service teachers at university.

In-service Teacher: in-service teacher refers to the new university's teacher or newly recruited teacher. They are from different specialties and they have different background and professional experience. We call them teacher trainees because they must undergo training before teaching at university.

Objectives: objectives is define us a set of steps that one's plan to achieve. Also, it is the outcomes that someone or company, institution aims to achieve. Here, in determining the objectives you need to take into account that your goals are specific,

measurable, achievable and time-bound. In other words, make your goals SMART to put it in the right path and to reach them. (online Business Dictionary.com). Novembre, 2018.

In our study objectives is to develop English training program according to the needs of in-service teacher.

Pedagogical accompaniment program: pedagogical accompaniment program is a training program for in-service teacher of university. It made by the ministry of higher education. The program aimed to develop the skills, educational experiences of the university's teacher, and to train them in various aspects. This program came in accordance with resolution 932 of 28 July 2116.

CHAPTER ONE

EAP COURSE DESIGN

Introduction

1.1 Definition of course design

1.2 Elements of course design

1.2.1 Needs Analysis

1.2.2 Course Goal

1.2.3 Determining course Content

1.2.4 Selection of materials and activities

1.2.5 Teaching theory and methods

1.2.6 Assessment and evaluation

1.3 Approaches to course design

1.3.1 Language -centered approach

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1.3.3 Learning-centered approach

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1.4.1. A multi-ability class

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1.4.3. Content difficulty

1.4.4. The choice of syllabus

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Introduction

Teaching English as foreign language is not an easy task especially for those who never use it in their daily life .They only use it in academic context such as job, universities, schools, etc. For that reasons ,EAP aims at meeting the needs of the learners, achieving the objectives of this latter. Designing a course became a challenging task, because it focuses on several key questions :what do the teachers want the learners to achieve ? How will the learning strategies be achieved? How will the teachers know that the objectives have been achieved? All these questions must be taken into consideration when we come to design a course. Furthermore, in designing a course especially an EAP course we need to be selective because we cannot teach everything about topics ,that is to say ,we have to choose the appropriate and the most significant material and focus more on the content required for the learner's needs. The present chapter deals with course design, this includes: definition of course design, elements of course design, approaches to course design and issues in designing course.

1.1. Definitions of course design

Hutchinson and Waters (1987) define a course as an integrated series of teaching-learning experiences, who is ultimate aimed is to lead the learners to a particular state of knowledge. So it is the methodology of creating quality learning environment and experience for students through structured expose to instructional materials, learning activities and interaction, thus, student will be able to access information, obtain skills and practice higher level of thinking. Also, it is concerned primarily with how much design should go into a particular course, that is, how much to be negotiated with learners (Umera, 2005, p.82). In other words, course design is not based on teacher-centered approach. It focus more on the learner and gathering information about them. In addition, Course design related to the planning and structuring of a course to the needed goals. The main elements of course: the finding of the needs analysis, the course designer's approach to syllabus and methodology, and existing materials (Robinson, 1991)

1.2. Elements of course design

In order to design an effective course, some parameters have to be taken into consideration. Generally, the most significant ones are the following: needs analysis, course goal, content conceptualization, selection of materials, teaching strategies and assessment and evaluation.

1.2.1. Needs Analysis

The main step of any course must include gathering information about learner, by assessing their needs analysis, designing course tasks, and select the right materials activities. Last but not least assessing learners and make the evaluation of whole course (Nunan, 1990). So, needs analysis is vital process in designing course. It is the process of collecting information about learners that helps the course designers to determine the course goal, the appropriate syllabus, and to select the right materials that match the student's needs. Also, needs analysis according to language centered approach is the ability to comprehend or produce the linguistic features of the target situation (Hutchinson and Waters, 1987,p.54). That is, all the linguistic knowledge that help us to determine the wants, lacks and needs of the learners. Hutchinson and Waters (1987,p.54-58) viewed that needs analysis is concerned with three types which are: Necessities, lacks, and wants. Each notion has own definition.

First, necessities are (the need of the learner to function effectively in the target situation). Second, Wants (the objectives of the learner behind attending the course). Third lacks (the gap between what learners already have "their level" and the required proficiency). Furthermore, Dudley Evans and ST John (1998) viewed that the importance of gathering information about learners and they stated it as a significant part of needs analysis. That is the needs analysis tools and they divide them into four sections which are: Personal information, English language information, professional information and language learning information.

Thus, need analysis goes beyond finding out about the language student needs to acquire. Furthermore, Needs analysis aims at collecting information about learner and investigates the perceptions of language needs of a mixed group of learners. In this case the need of learner in different fields might be difference. Need analysis is a significant step which helps the course designers to set an appropriate course that

meets the learner's needs. The information gathered often is different. For example, when we ask learners about their lacks or wants, they will have different objectives, perception, etc. Needs analysis become a vital issue that should be taken into consideration? The other issues of ESP course design are discussed in the coming section.

1.2.2. Course Goals

The next step after the process of needs analysis is setting a clear objectives, that is, what is wanted from a course (Hutchinson and Waters,1987) stated that goals and objectives should be the outcomes of needs analysis. Determining the goals for the course will provide a roadmap to the course content, and help deciding what you want the students to learn. Also, specifying the course objectives will then help you to select the appropriate materials, to choose and organize the content in systematic way, to decide about which teaching methods to use according to the student's ability and to provide the right kind of assessments. When you determine the course goals, you have to take into account (the students ability, the knowledge, skills you want your student to acquire by the end of the course , their level, interest and the time), in order to make your course effective and helpful to this group of learners.

In addition, the course goals need to be specific and measurable, both for the teacher and the student, relaying on the need analysis and the information gathered. In the same view, (Brindley quoted in Johson, 1989, p.63) claimed that needs analysis is vital pre-requisite to the specification of language learning objectives. It means that needs analysis lead you to determine the course goals.

1.2.3. Determining Course Content

This element is a core in course design since it focused on the organization of the major topics and what does the course contain? All the content of the course including: topics skills and knowledge based on the course objectives. In addition, course organization is vital since it provides the teacher and the students with a clear idea of what will be taught (Xenodohidis ,2002) .That is, the course content will helps the teachers to know the main themes and topics should give to their students in good order "systematic way". In determining course content some steps must be taking into account .First , select the main topics to be covered , the appropriate one

that is related to the learner's needs. Second, determine the structure of the course; arrange the topics in logical order. This step refers to the organization and sequencing of course content. There is many effective ways to organize a course For example, a course organized in chronological way: from concrete to abstract (or vice versa), from simplest to complex (or vice versa), from theory to practice (or vice versa), all courses must build towards complex point, then starting to make it easy and clear by integrating pieces that support the major point till reaching to the learning objectives. As (Fink, 2003, p.128) stated that "the goal is to sequence the topics so that they build on one another in a way that allows student to integrate each new idea, topic, or theme with the preceding ones as the course proceeds ".

Indeed, the course content tells us about what should be taught and gives the way to the teachers and students. As (Hutchinson and Waters, 1987, p.80) defined the syllabus as " Documents which says what will (or at least what should) be learnt ". Finally, you have to take into consideration that all the selected topics and their organization must always target the learner objectives of the course.

1.2.4. Selection of materials and activities

In this following section we will look at the point of selection materials .The materials are tools used by the teacher or it is what the teacher uses depending on the objectives. Material is related to the student's motivation and their needs. It can be text book, technology, newspaper, scripts, and role play, etc.

In addition, the selection of materials has four main purposes. First, materials provide a stimulus to learning. Good materials do not teach, they engage learners to learn (Hutchinson and Water, 1987, p.107). So, the materials should meet the level and age of students. They should present content which is interesting and motivating for student work. And, they should accept different cultures, costumes or taboos second, materials are source of language. In some situation where English is a foreign language not a second language, the ESP classroom may be it is almost the only source of language, In this case, materials play a crucial role in exposing to the language acquisition, we mean that we need to present a material which is full of knowledge and information. Third, they are used as learning support. The material need to be reliable (related to the need of the learner). That is, to work, to be consisted

and to have some recognizable pattern. Fourth, they used as a source of reference. In many ESP context learners has little time "time bound " for class contact, so they need to use material as reference for self study, here the materials need to use material as reference for self study, in this situation the materials need to be completed and self explanatory (they explain by themselves).

These are two principles underlying the concept of sequencing material; building and recycling. Building can follow the process of the simple to the more complex, from concrete to more open-ended, while recycling means that the students deal with taught materials in a new way (Xenodohidis, 2002). Moreover, the material should be authentic to an able and develop learner's ability and the communicative competence in specific. Authentic materials are vital in language classrooms. They used to help teaching language to the learner. One can judge the material authenticity by its relevance to the learner's needs. They have to be applicable in real life situation. In fact, the use of authentic materials is not an easy task. The term authenticity encompasses the use of material by native speaker with communicative purposes. Thus, the role of the teacher is to write, provide, and select materials that is meet the needs of learners

1.2.5. Teaching theory and methods

After determining the learning objectives, the deciding on which materials and appropriate elements included in the content. We can select teaching methods that suit the needs of the learners and the course goals. In determining the teaching methods you have to consider some aspects including; the size of the class, the course goal, different learning styles, and the use of the appropriate approaches. These later, are differ, but the most used and trend in second language teaching is communicative language teaching (CLT).When we use this approach, we can integrate and support it by other approaches, In this case the teacher should be wise to select the appropriate method and strategies that are targeted the learner's needs (Hutchinson and Waters 1987,p.51) view that "It is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher "Moreover, other specialists argue that CLT is an eclectic approach. So, it is the most useful method in language classroom in general, and ESP context in specific.

However, the CLT is the useful method; the practitioner should integrate the other approach that suits the learner's needs.

1.2.6. Assessment and Evaluation

Assessment and Evaluation are the last step in course design. They are vital in language teaching. That is they are the core of any course design. Both of them are measuring the learner's performance. In fact, assessment and evaluation are completely different. First, making a clear distinction between them is necessary. Ur (1991) gives a broad distinction between assessment, evaluation and appraisal in language learning. He states that the first is related to the learner, in contrast to the second and the third, which relate to courses and teachers. Moreover, for some specialists assessment is about learner, by contrast evaluation is using the information gathered from assessment to make judgment about learners. So in this sense we can use assessment to assess learners in specific and evaluation to evaluate the course.

In addition, the teacher needs to make a clear distinction between them to meet their goals and the course goals. This can help him knowing how and where does he/she assess and evaluate his students. Since assessment is ongoing process that aimed at determining the improvement of the student's performance and involves gathering information about him. The assessor (teacher) can use the assessment to be built on the learner's performance. However, evaluation aimed at examining and measuring the utility of something. So, it more focus on the courses. Thus, the last step in course design which is evaluation and assessment they complete each other. Both of them are used them to make a judgment. Assessment is about learner and evaluation is about the course. (Hutchinson and Waters, 1987, p.144) view that "To assess the evaluation process two procedures are introduced: a learner assessment and course evaluation. Thus, the process of course design ends up with the assessment and evaluation elements. So, the following figure shows us the process of course design and the correlation between all the elements. It is indicate that course design is a cyclic and an ongoing process.

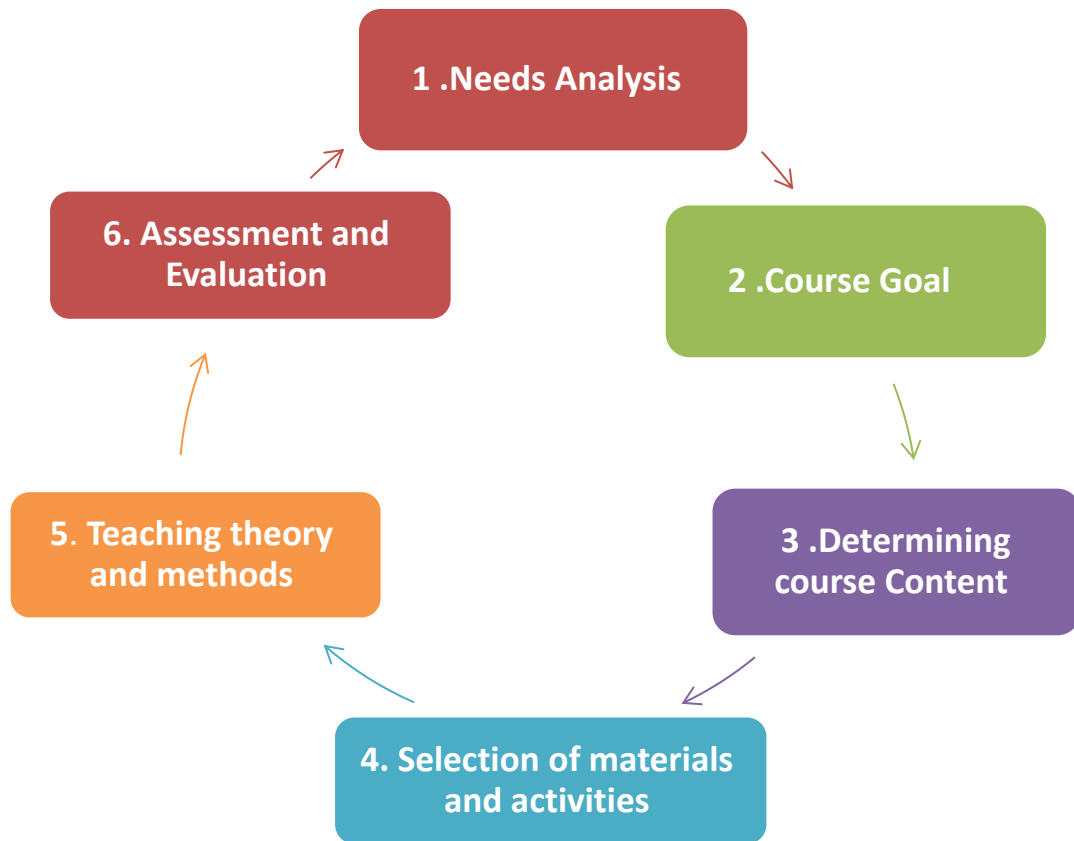


Figure1.1: Elements of course design

1.3. Approaches to ESP course design

Approaches generally are the theoretical framework. Course design has three approaches which are: language centered, skills centered, and learner centered.

1.3.1. Language centered approach

This approach is based on theoretical view of language. It is the most trends and the most used by teacher. As (Hutchinson and Waters, 1987, p.65) view that" this is the simplest kind of course design process and is probably the one most familiar to English teacher". It is the more logical approach, simply because it states by selecting the theoretical views of language and identify learners then moving to identify linguistic features of target situation, create syllabus, design materials and last but not least establish evaluation procedures (Hutchinson and Waters, 1987).

Criticism

The language centered approach has some weakness .It is not flexible and neglect the learner's immediate needs .Also, it is decontextualized in sense that focus on the language itself not related to the learner's needs .In this case, the learner are passive. (Hutchinson and Waters, 1987, p.67) claim that «the learner is used solely as a way of locating the restricted area. This after the learner plays no further part in the process".

1.3.2. The skills- centered approach

The skills- centered approach is more applicable and use in ESP context. It based on the four skills according to Hutchinson and Water (1987) identify two fundamental principles which are: theoretical and pragmatics. First, the theoretical principle based on the skills and the strategies that are based by learner to be able to comprehend and produce the source. Second, the pragmatic divided into two main oriented which are: Goal-oriented and process-oriented. Oriented course (Widdowson, 1981 quoted in Hutchinson and Waters, 1987). Skills-based approach aimed to develop the skills and strategies to make learner have good understanding and process the information in a good manner. It means that enabling students to perform the knowledge.

Criticism

The skills- centered approach has some weak points. As Hutchinson and Waters (1987) claim that it is not based on the learner needs, also it is time consuming.

1.3.3 Learning-centered approach

Learner -centered approach focus on the learners as being more than the language users. That is, the learners are the core of the process. (Hutchinson and Waters, 1987, p.72) argue that "the learner –centered approach is based on the principle that learning it totally determined by the learner. As teacher we can influence what we teach , but what the learner learn is determined by the learner alone ".Learning is a vital process that enable learners to use the previous knowledge and their background knowledge to understand the new information (Hutchinson and Waters ,1987) .Thus, in learning-centered approach we must consider the learner in any step of the course. It means that we have to take into consideration all the factors

that affect the learning process including: Learner's age, background, and abilities, etc. According to (Hutchinson and waters, 1987, p.74)"takes account of the learner at every stage of the design process .This has two implications: A course design is a negotiated process...A course design is a dynamic process."

1.4. Issues in design ESP course

In addition to needs analysis as core issue some points must be taken into account. In this section we tackle some of other issues which are the following:

1.4.1. A multi-ability class

Learners are different. That is, they have different backgrounds, levels, experience in their job or study career, disciplines, professions, abilities, etc. In this case the teacher will deal with a group of learners that are heterogeneous. Then, the practitioner has to find ways to make a balance between all learners. In addition, the teachers will find difficulties in selecting the appropriate materials and activities which are suitable to all learners. As (Yogman & Kaylani, 1996 quoted in Gathouse, 2001) view that establishing the minimum level of language proficiency is a solution for the course designer.

1.4.2. Authenticity

ESP is not a matter of teaching the knowledge only that are related to the learner's specialty. ESP is not just a matter of science words and grammar for Scientists, Hotel words and grammar for Hotel staff and so on. (Hutchinson and Waters 1987, p. 18). So, the issue here is that there are varieties of knowledge which should be taught. Then, the teachers should teach them. All the additional information of course take times and it needs to teach in an authentic way by using authentic materials. Those authentic materials take time and ESP course taught in a limited time. In this case the teacher should be wise to match between the time and the suitable materials to develop the learner abilities. When we say authentic content we are dealing with authentic materials and authentic assessment. First, authentic materials are vital in ESP classes. Practically, the use of authentic material is not an easy task that is why it became an issue. Second, authentic assessment is significant in language learning. It has to do with the performance that elicits the ability of the learners. Also, in

authentic assessment you have to make students perform and assess their knowledge in real-life situation. In addition, there are two main techniques related to authentic assessment which are: self-assessment and peer assessment. Self-assessment is the ability to assess learner's own progress, according to Hathaway (2014) the benefit of this kind of assessment is that learners take part of the evaluation process. Peer-assessment concerned with all the activities which allow students to evaluate each other.

1.4.3. Content difficulty

The issue of the content difficulty concerned with the teacher abilities. In some situation the English teachers need to learn about some aspects of other specialties in order to comprehend some hard text. For instance, we cannot ask medical students and doctors to study high school biology. They need their university level (Lowe, 2009). In this situation, some English teachers may find some difficulties. So, the English teacher should develop their abilities and knowledge to be more effective and help learners to get the content of the course.

1.4.4. The choice of syllabus

Syllabus is an outline of the course. The syllabus contains the main topics, the choice of the language, vocabulary, grammar that should include. There are many types of syllabus. In ESP context the most used syllabus is **communicative syllabus**. The communicative syllabus helps to target the needs of the learners. It is based on the communicative competence. Since the communicative syllabus is most used in ESP classrooms, it is challenges task for teacher and to develop it that is why it becomes an issue in designing courses. Then, the teacher needs to know how can integrate the abilities of learner in communicative syllabus and they have to be wise in developing the learners' communicative competence according to their needs.

1.4.5. Adult learning

In ESP classrooms the majority of learners are adult. The adult learners have some characteristic that may affect the learning process. In 1980, Knowles made four assumptions about the characteristics of adult learners that are different from the

assumptions about child learners. Which are the following: Self-Concept "autonomous", adult learner experience, readiness to Learn, orientation to learning, and motivation to learn. The entire mentioned characteristic must be taken into account when you design courses. For instance, when we want to decide about the appropriate method to use we need to remember that the adult learner want to apply knowledge immediately, so the most used method is the communicative teaching method. Thus, it is very necessary to consider the adult learning as an issue in all the steps of course design.

Conclusion

So far, we have dealt in chapter one with the main aspects of course design that are vital in designing any ESP course. We tackled the definition of course design, the main elements that should be considered in designing a course, the approaches of course design. Course design is challenging task, it needs many factors to design a suitable course that suit the learner' needs. Also, it is an ongoing process for ESP learners. That is, it is based on specific elements related to each other. In addition, the role of ESP practitioner is vital; one of the main roles is course designer in addition to teacher, evaluator, and provider. So, the practitioner has a crucial role in designing a course. Thus, this chapter has an importance in our study because it is considered as a key to the practical chapter.

CHAPTER TWO

**IN-SERVICE TRAINING AND TEACHER
DEVELOPMENT**

Introduction

2.1 Teacher training

2.2 Definition of in-service training

2.3 The Significance of In-Service Training

2.4 Teacher development

2.5 Teacher competencies

2.6 Task-based approach and Training

2.7 Pedagogical accompaniment program

2.7.1 Definition of pedagogical accompaniment program

2.7.2 Content of pedagogical accompaniment program

2.7.3 Definition of English training program

2.7.4 English Training Objectives

Conclusion

Introduction

One of the ways for teachers to improve their proficiency level in English is to receive in-service training. This chapter conducts the correlation between teacher training and teacher development, in the sense that the improvement of teachers is based on the effectiveness of the training. Therefore, the present chapter includes two main parts: the first part tackle the theoretical framework of the in-service training of the whole program given by the higher education, and the second is about teacher development and teacher competencies.

2.1. Teacher training

Teacher training is a set of procedures planned to develop the teacher' skills and knowledge. In other words, teacher's training refers to the courses that the teachers receive in limited time to improve their competence and enhance their job performance skills. As (Blanchard & Thacker, 2009, p.199) view that “In a training context, we are concerned about employee’s attitudes that are related to job performance”. In addition, the higher education planned an organized training program which contains all the knowledge that enable the university teacher to be successful. The teacher training is vital because it enhances the competence of the teachers.

2.2. Definition of in-service training

In-service training is vital tool of upgrading the teacher's proficiency level and skills in teaching and learning. After completing teacher education, novice teachers are sometimes asked to take an induction program, which is often regarded as a formal program intended to provide some systematic and sustained support (Austin, 1990). In other word, the newly recruited teachers need to receive in-service training before starting their teaching carrier to be more effective in their way of teaching and to be aware about the issue and way of teaching as Demirtaş (2010) claims that teachers require in-service training in order to adapt themselves to these changes. In addition, in-service training according to (Chenari, et al., 2016) is In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work. So, the main purpose of in-service training is to train the teacher and improve their competencies.

Moreover, Ong (quoted in Omar, 2014) views in-service training as a tools of making teachers competent and qualified.

2.3. The Significance of In-Service Training

IST is needed in any academic setting because it can enhance the professionalism of teachers and give them chance to acquire new knowledge. This later helps the teacher to deal with real situation and face new challenges. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work (Chenari, et al., 2016). In-service training gives to the teachers one of the ways and instructions that make them know the right path to reach their teaching objectives. Training teachers and teach them is a necessity because it could not only improve their understanding and expertise of teaching but also giving them more confidence and increasing their chance of staying in the field of teaching (Kosnik & Beck, 2009). The significance of in-service training has various perspectives. It helps teachers to be in very flexible environment, to improve their critical thinking, and to develop their teaching and learning process. The significance of in-service training according to (Frederick & Stephen, 2010) is enables teachers to acquire new understanding and instructional skills to develop their effectiveness in the classroom. In our context the significant of the English training program is enables the IST to acquire a new skills to develop their professional level in the university. Also, it helps them to be effective researchers.

2.4. Teacher development

Teaching is an on-going professional activity, it is developed by the time. It needs to be updated to the new discoveries related the teaching and learning methods, strategies and process. So, we need to focus on the development of all the staff has related to teaching process including teacher. Moreover, teacher development is one of the factors affect teaching because it enhance the teacher' level. As Russell and Munby (1991,p. 164) point out:

Ask any teacher or professor, 'How did you learn to teach?' As likely as not, the response will be 'by teaching' or 'by experience', and little more will follow, as though the answer were obvious and unproblematic. While there is an implicit

acknowledgement that actions and performances can be learned through or by experience, there is little understanding of how this comes about.

In addition, many researchers do not define teacher development but they interpret it. According to (Bell and Gilbert, 1994:493) provide that "teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing". Therefore, Bell and Gilbert (1994) they identify three main types of teacher development: personal, professional, and social: The process of teacher development can be seen as one in which personal, professional, and social development is occurring, and one in which development in one aspect cannot proceed unless the other aspects develop also. Leithwood's (1992, p.87) 'multidimensional description of teacher development' incorporates three dimensions: the development of professional expertise; psychological development; and career-cycle development. All the mentioned dimensions are vital in teacher development. Thus, teacher development is very fundamental it should be taken into consideration to make the learning process more effective. Then, in any in-service courses the most significant criteria is teacher development.

2.5. Teacher competencies

Before relating and identifying the teacher competencies, it is necessary to know the general meaning of the term competence. (Nessipbayeva,2012:150) defines 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".

Teacher competencies are all the professional skills and knowledge that help teacher to be effective. As (Koster & Dengerink, 2008) define teacher competencies as the combination of knowledge, skills, attitudes, values and personal characteristics, empowering the teacher to act professionally and appropriately in a situation, deploying them in a coherent way. Moreover, the main teacher competencies are: knowledge of students and their development, creates an effective leaning environment, and understands subject matter plans and designs appropriate learning experiences. In addition, there are main features of teachers competencies. According

to Selvi (2007) the main feature of teachers' professional competencies are the following: field Competencies, research Competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, environmental competencies, and information and communication technologies (ICT) competencies. Thus, the main aim of training teachers is to enable them to be qualified and improving the quality of teaching and learning "the education system".

In addition, the term teaching competencies is vital. It is based on developing the teachers' abilities. Venkataiah (quoted in Ahmed & Ahmed Khan, 2016, p.69) 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". Also, (Hagger & McIntyre, 2006) claim that teaching competences focused on the role of the teacher in action in the classroom, therefore directly linked with the craft of teaching. So, according to them teaching competency refers to all the knowledge, skills, and attitudes that the teachers bring to the teaching context. Thus, the training program of the ministry of higher education aimed at developing the skills and knowledge of the university teachers to be good teachers through teach them some basic competences.

Therefore, improving teacher' competencies is one of the main factors that lead to develop the whole education system. So, the following figure will show us the main teachers competencies (knowledge, skills, attitudes, values and personal characteristics).

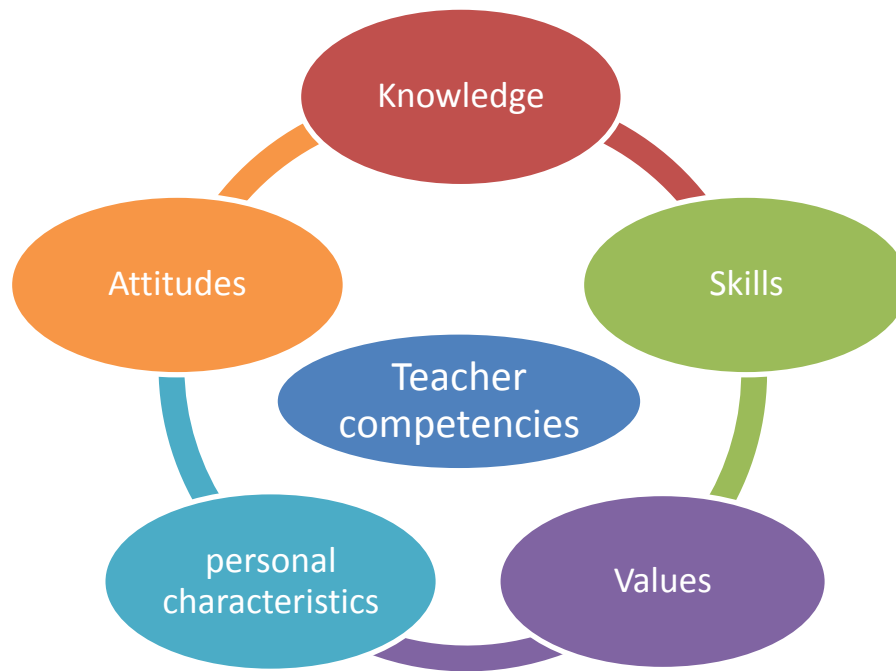


Figure 2.1: Teacher competencies

2.6. Task-based approach to Training

Generally, the task-based approach is a fundamental approach in teaching. It aimed at giving a chance to learners to be autonomous and let them exchange the spoken and written information. Therefore, the task-based approach helps learners to perform the knowledge in real-situation and solve problem. According (Prabhu, 1987, p.24) task-based approach is "An activity which requires learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task' ".

In addition, our study aims at training in-service teachers in this case the most relevant approach is task-based. The task based approach is based on integrating learners in real and authentic situations, so it is very helpful for the in-service teacher to act and perform in a good way. Hayes (1995) suggests that the training for language teachers should be task-based. Thus, the integration of a task-based approach into English training course is vital since the main purpose of training in-service teacher is to enable them to perform all the skills and knowledge in real-situations.

2.7. Pedagogical accompaniment program

Pedagogical accompaniment program has many fundamental aspects.

2.7.1. Definition of pedagogical accompaniment program

The career of the researcher's requires complementary skills to perform his task satisfactorily at the university. In addition, the teacher need to be active and involve in science research, he should also strive to constantly improve and develop methods of imparting knowledge to his students. This basic task which aims to prepare the frames and the researcher of the future then requires teachers to prepare well and acquire a cognitive knowledge. The master plan of the research professors, which came at the initiative of the ministry, will ensure that this goal is achieved because of its importance. The guidelines for this training program are outlined in decision 932 of 28 July 2116. This program ensures the basic training of new professors and the formation of other classes of professors. These formative courses are evaluated by the reference document for teacher competencies.

The document, drawn from the Ministerial Decision to clarify the principles and guidelines and how to implement them, it seeks to develop a pedagogic training program within the reach of higher education institutions to frame this segment of staff. Its main objective is to frame the formation of teachers over a period of 131 hours through the construction of educational pedagogic competence, centered on an approach focused on learning the profession of the researcher. The document provides for the development of the gradual acquisition of professional skills and competencies required for teaching assignments. It also included a work reference tool that required competency-based competencies. Where they involve effective methods of planning and preparing knowledge and competencies.(the ministry of higher education,2016).

2.7.2. Formation of the pedagogical accompaniment program

Pursuant to Ministerial Decision No. 932 of 20 July 2016, the Minister of Higher Education decides on the organization and formation of the Pedagogical Accompaniment Program based on the following: It Organized at the level of all institutions of higher education accompanied pedagogy for the newly recruited teachers. All higher education institutions have a cell that is responsible to the develop and follow-up of the Pedagogical Accompaniment Program for the research teachers.

The cell consists of the Vice-Rector for Higher Training in the first and second stages, the continuous training and the certificates, the high level training in the

gradient, the quality assurance department officer and the three research professors, each representing the science department, the human and social sciences department, And the arts, chosen by the university institution's head of lecturers with proven qualifications in the field of pedagogy and education in higher education. The cell is headed by a coordinator chosen from among its members. (The ministry of higher education,2016).

2.7.3. Content of pedagogical accompaniment program

The content of this document has been pre-negotiated with all parties concerned. The work of the pedagogic accompaniment will be coordinated by the Ministry of Higher Education and Scientific Research under the responsibility of a national steering committee for the basic and continuing training of the researcher. Content of teacher training program include the following:

Table 1: Content of Teacher Training Program

Topics	Time
Share of acquaintance, policy and purpose of university formation.	3 hours
Ethics and ethics in inclusive education. Educational supervision.	5 hours
Total configuration between the system of LMD and the classic system bets and reality.	5 hours
Preparation of training program, education and the environment.	5 hours
Portfolio of works, (Applied contents and management methods and evaluation networks).	5 hours

Chapter Two In-service Training and Teacher Development

Education and training within the LMD system Pedagogical and educational characteristics.	5 hours
Pedagogy and pedagogical psychology in the training configuration at the requestor.	10 hours
Activation techniques of the composition and supervision teams.	10 hours
Evaluation and preparation of networks of competencies.	10 hours
Road paper for student projects.	5 hours
Book of conditions and road paper in the formative activity.	5 hours
Media and communication technologies Digital tools.	15 hours
Ways and means of education and information and communication technologies.	10 hours
Ways and means of preparing good quality training programs.	10 hours
Language Learning Classes Intensive Language Learning Center.	10 hours
Techniques of written expression and model for science report.	10 hours

Research bibliographic techniques and preparation of documents suitable for the configuration path.	5 hours
Purpose of university training.	1 hours
Role and tasks of research.	1 hours
Foreign affairs.	1 hours
Moral responsibility and the university's qualification.	1 hours
Education, composition and human relations.	1 hours

(The ministry of higher education,2016).

2.7.4. Definition of English training program

The training is based on active learning, lectures, seminars, methodological workshops, self-guided studies, group work and individual work. The hours allocated for English language instruction are 15 hours. The program depends on the selection of teaching methods based on (systematic courses and workshops, seminars, discussions and presentations) using the training tools (documents, e-learning platform, information technology and communication ...) and providing an English specialist. (The ministry of higher education, 2016).

2.7.5. English Training Objectives

The aim of training teachers in English is to develop the professional skills and verbal expression. Also, it aimed at improving their grammar competence, communicative competence, and enriches their vocabulary in English. As well as to promote efforts to acquire language: writing and pronouncing fluently, various texts, translation ... in English, and learn how to use the media to improve his English. In addition, it aimed at making teachers express correctly both orally and in writing form

CHAPTER THREE

IN-SERVICE UNIVERSITY TRAINING

OBJECTIVE BASED COURSE

Introduction

3.1 Research Methodology

3.2 Sample

3.3 Data collection tools

3.4. Research results

3.4.1 Description of needs analysis questionnaire

3.4.1.1 Analysis of needs analysis questionnaire

3.4.1.2 Interpretation of needs analysis questionnaire findings

3.4.2 Description of in-service teacher' post-questionnaire

3.4.2.1 Analysis of in-service teacher' post-questionnaire

**3.4.2.2 Interpretation of in-service teacher' post-
questionnaire findings**

3.4.3 Description of trainer's interview

3.4.3.1 Analysis of trainer's interview

3.4.3.2 Interpretation of trainer's interview findings

3.4.4. Description and analysis of trainees' results

3.5. Practical recommendations

Conclusion

in English and last but not least to enable the teachers to present their work (presentation, lectures ...) in English.

Target competencies:

At the end of the activity the teacher will be able to: talk to edit paragraphs correctly according to language rules, understanding and production of texts (lectures, presentations, reports ...), and use of written and readable language suitable for pedagogic activities. **(The ministry of higher education, 2016).**

Translated and adopted from the Arabic version see appendix E

Conclusion

This chapter has tackled the main aspects of in- service training in general and the training program of the higher education in specific. The main aim of this chapter is to identify the theoretical framework of the training program deliver by the ministry of higher education. All what mention in the present chapter lead us to the coming practical chapter? All the information gathered concerning the English training program let us confirm that really there is a need for an organized course. That is why in coming chapter we will try to design a course and see the effectiveness of the English course.

Introduction

After reviewing the literature on the in-service training which is an important part, we will tackle the practical part to examine and to evaluate the information we gathered. This present chapter deals with methodology used to treat the adopted sample, data collection tools, description of all the tools used, and the interpretations of the findings. This chapter ends with the recommendations to the benefit of the in-service training for the university teachers.

3.1. Research Methodology

Any research needs to conduct a certain method that suits the study. As Swanepoel *et al.* (2000, p.499) stated that: "the choice of methods of data collection and the choice of data sources depend partly on the nature of the problem and the purpose of the investigation. That is why there are different types of research; in this study we used descriptive and experimental methods".

The research design of our research is descriptive design with qualitative approach. According to Gay (1992, p. 217), "descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. We used this method to describe the training program of the higher education". In addition, the qualitative researchers have to go "into the field" to observe the phenomenon in its natural state. They take extensive field notes and then code and analyze these in a variety of ways (Trochim, 2002, p.1).

This study is designed to investigate the effectiveness of English training course for IST at Hamma Lahkder university of EL-oued. In this study we tried to design a course that suits the needs of the IST. So, the design of this research is experimental Research Design. According to Gay (1992, p.298)," The experimental method is the only method of research that can truly test hypotheses concerning cause-and-effect relationships. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science". We used this method to diagnose the effectiveness of the English training course, because we design a course and we tried to apply it.

3.2. Sample

The target population of the study includes all the in-service teachers of university excepting the English teachers. In our study we selected purposefully 35 IST in Hamma Lakhder university of EL-Oued to be the representative sample. Those IST recruited in September 2018.

3.3. Data collection tools

In our study we collect data by means of needs analysis questionnaire to collect data about the needs of IST. In addition to that, we did an evaluation of the English training course by using the interview with the trainer and post questionnaire to see the feedback of IST.

3.4. Research results

In our study we collect information from different tools to reach to significant results, so our research results were gathered from those tools.

3.4.1. Description of needs analysis questionnaire

This questionnaire has been distributed to nineteen (19) IST at university of Hamma Lakhder EL-Oued. This questionnaire aimed at collecting data about the needs of IST. The questionnaire is divided into four main sections. The first is about personal background, the second investigate interest and importance, the third one is concerned with language skills, and the fourth is about language sub-skills.

3.4.1.1. Analysis of needs analysis questionnaire

Question 01: How many years have you been studying English?

Table 3.1: Language exposition

Age	Number	Percentage %
From 2years to 7years	12	63,15%
From 8 years to 10 years	6	31,57%
More than 10 years	1	5,26%
Total	19	100%

It is noticeable from the table 3.1 that the majority of IST have been studying English for two to seven years, whereas six teachers have been studying English for eight to ten years and one teacher have been studying English for more than 10 years.

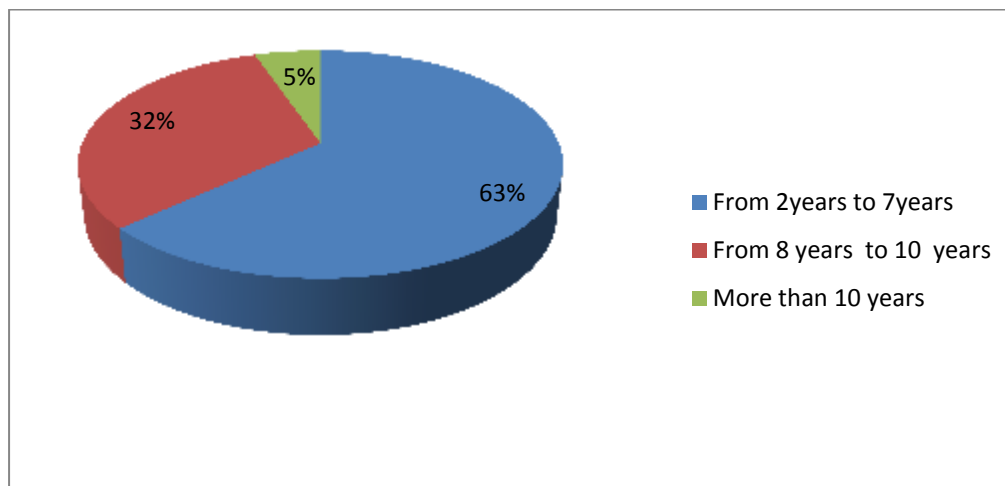


Figure 3.1: Language exposition

Question 02: what are the reasons behind attending this training course?

All the IST claimed that their reasons behind attending this training course is to develop their skills in learning English and the other discipline included in the training as general. Some of them claim that they want to develop their academic English and their skills of teaching, but it is obvious that IST is really novice teachers and they are aware about the importance of training. As one of the IST says that "My participation in this training course is for the development of my language abilities to

contribute to improving my level of scientific research and improvement of my teaching abilities".

Question 03: Is the duration of this training (15h) sufficient to fulfill your needs?

Table 3.2: Course duration

Options	Number	Percentage %
Not Sufficient	12	63,15%
Sufficient	7	36,84%
Total	19	100%

Result from the table 3.2 reveal that twelve in-service teachers said that the duration of this training is not sufficient to fulfill their needs, the rest, (seven) teachers said that it is sufficient only if there is extra efforts done by the teachers themselves.

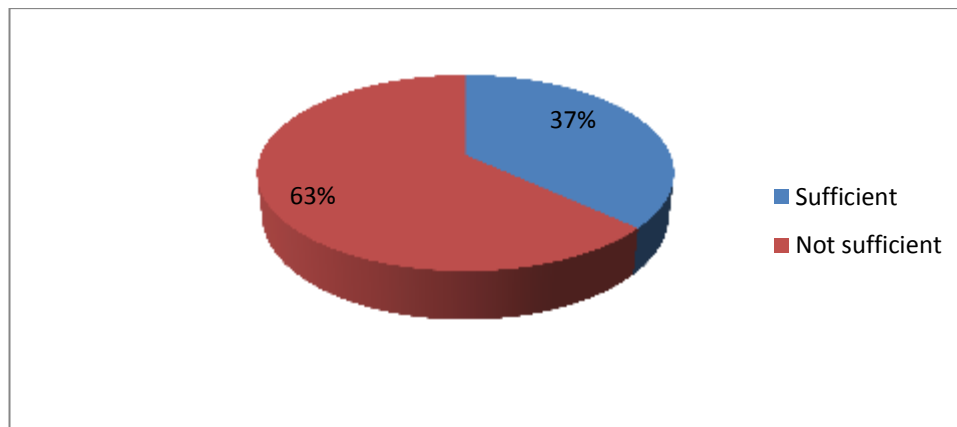


Figure 3.2: Course duration

Question 04: How important in your opinion is integrating English language vital in the training program of IST? Justify.

Table 3.3: Teachers' evaluation of the position of English in the training program

Options	Number	Percentage%
Important	19	100%
Less important	0	0%
Not important	0	0%
Total	19	100%

Table 3.3 shows that most or all IST have been claimed that integrating English is important in this training. They showed the importance of English language.

For their justification, the majority argued that integrating language is vital in the training because it is the language of science; others showed that English is needed for their research papers and they need it for the international conferences, seminar and their publication works. In general, they need the English training program that contains the main features of academic English.

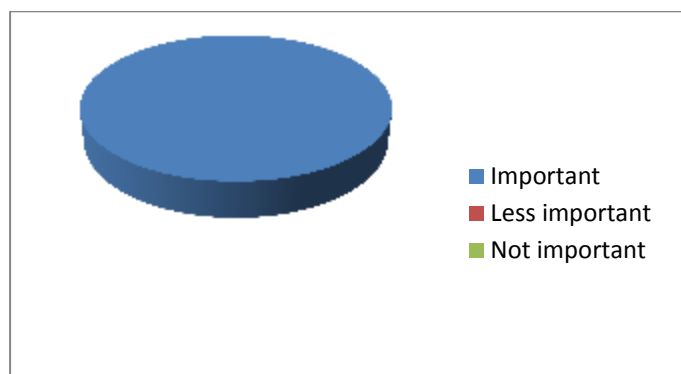


Figure 3.3: Teachers' evaluation of the place of English in the training program

Question 05: Are you interested in taking English course that focuses on academic English?

Table 3.4: Teachers' interest about Academic English course

Options	Number	Percentage%
Yes, interested	13	68,42%
Yes, to some extent	6	31,57%
Not interested	0	0%
Total	19	100%

Integrating academic English in the English course regarding the table 3.4 there are 68,42 % of teacher who strongly agree about taking courses in academic English, while 31,57% of them claim that " it is interested to some extent". So, all the teachers think of academic English as a key to achieve career development i.e. to carry on scientific research and get promotions.

Question 06: Please rank your English language proficiency from 1 to 5, with one being not fluent at all and 5 being very fluent?

Table 3.5: The level of fluency in the listening skill

Options	Number	Percentage%
1	2	10,52%
2	5	26,31%
3	5	26,31%
4	5	26,31%
5	2	10,52%
Total	19	100%

The majority of IST are intermediate in listening skill, they are not very fluent.

Table 3.6: The level of fluency in the speaking skill

Options	Number	Percentage%
1	2	10,52%
2	8	42,10%
3	4	21,05%
4	4	21,05%
5	1	5,26%
Total	19	100%

The majority of IST is fluent in speaking skill.

Table 3.7: The level of fluency in reading skill

Options	Number	Percentage%
1	1	5,26%
2	2	10,52%
3	3	15,78%
4	4	21,05%
5	5	26,31%
Total	19	100%

In the table 3.6 the majority of in-service teachers are not fluent in reading skill.

Table 3.8: The level of fluency in writing skill

Options	Number	Percentage%
1	2	10,52%
2	2	10,52%
3	5	26,31%
4	6	31,57%

Chapter Three In-service university training objective based course

5	4	21,05%
Total	19	100%

The level of proficiency in the writing skill in this table it is remarkable that most of IST is not fluent.

Question 07: Which academic reading sub-skills, techniques, and strategies do you want to improve or which one is important for you? (Please tick one or more than one sub-skill).

Table 3.9: The needed academic reading sub-skills for IST

Option	Number	Percentage%
Reading for comprehension	17	31,48%
Scanning	14	25,92%
Skimming	14	25,92%
Reading for details	9	16,66%

The most needed academic reading sub-skills are reading for comprehension. Generally, they need all the reading sub-skills.

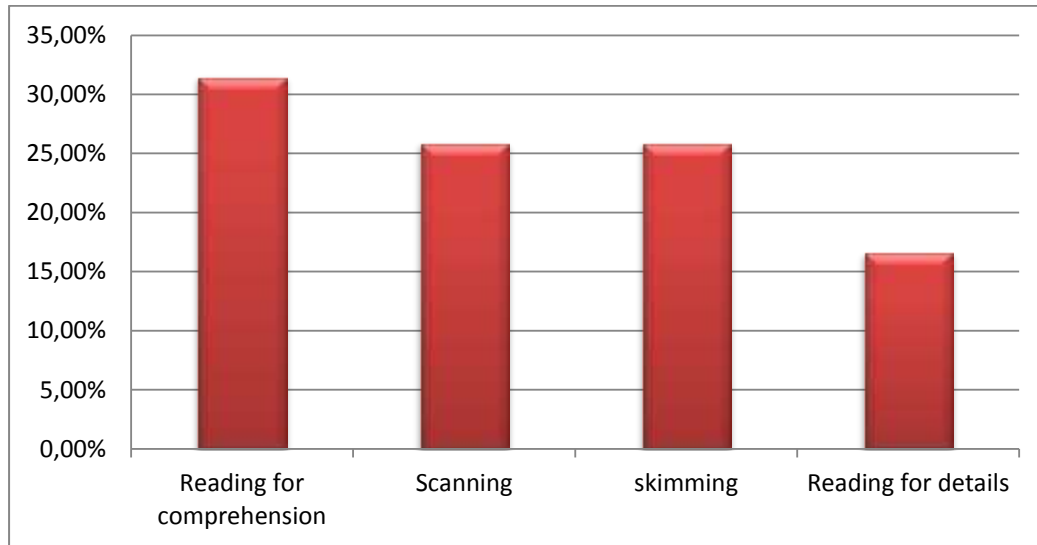


Figure 3.4: The needed academic reading sub-skills for IST

Question 08: Which academic speaking sub-skills, techniques, and strategies do you want to improve or which one is important for you? (Please tick one or more than one sub-skill).

Table 3.10: The needed academic speaking sub-skills for IST

Options	Number	Percentage%
Taking parts in meeting	18	38,29%
Giving presentation	15	31,91%
Speaking in international places	14	29,78%

The most important speaking sub-skill needed for IST is taking parts in meeting.

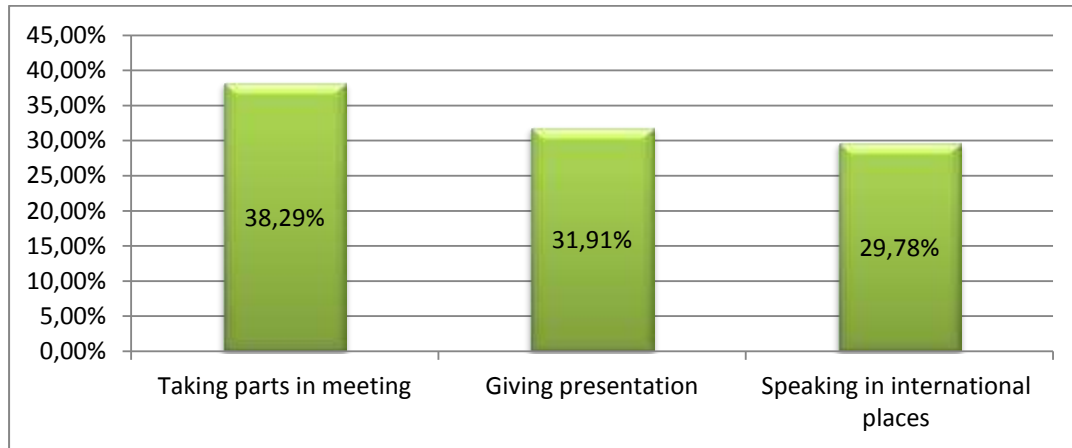


Figure 3.5: The needed academic speaking sub-skills for IST

Question 09: Which academic writing sub-skills, techniques, and strategies do you want to improve or which one is important for you? (Please tick one or more than one sub-skill).

Table 3.11: The needed academic writing sub-skills for in-service teachers

Options	Number	Percentage%
E-mail	13	25,49%
Report, articles	15	29,41%
Research paper	16	31,37%
Translation	7	13,72%

The most important writing sub-skill needed for IST is writing research paper.

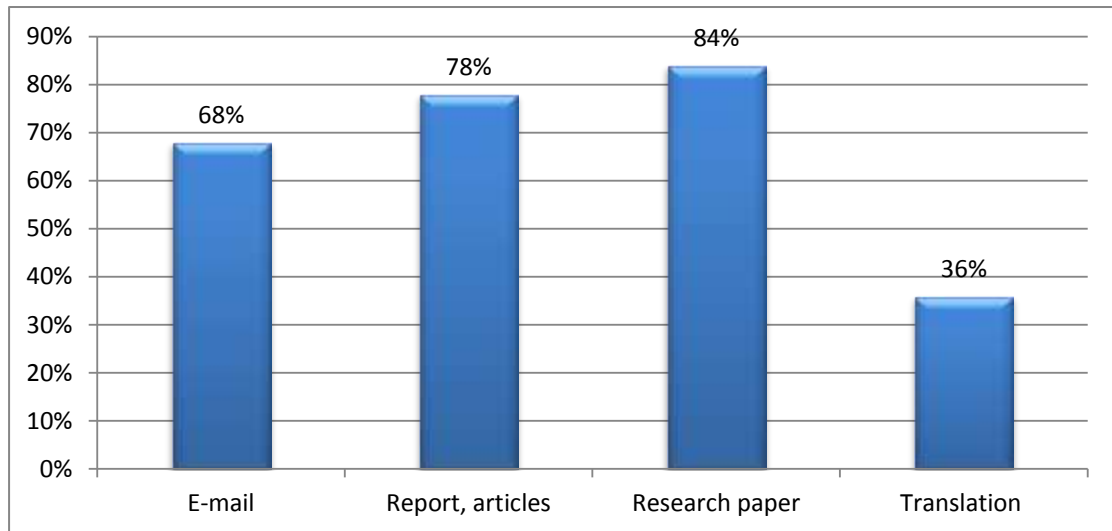


Figure 3.6: The needed academic writing sub-skills for in-service teachers

Question 10: Which academic listening sub-skills, techniques, and strategies do you want to improve or which one is important for you? (Please tick one or more than one sub-skill).

Table 3.12: The needed academic listening sub-skills for IST

Option	Number	Percentage%
Lectures	14	32,55%
instructions	7	16,27%
Teacher talk	11	25,58%
Listening in conferences	11	25,58%

The most important listening sub-skill needed for IST is listening to lectures.

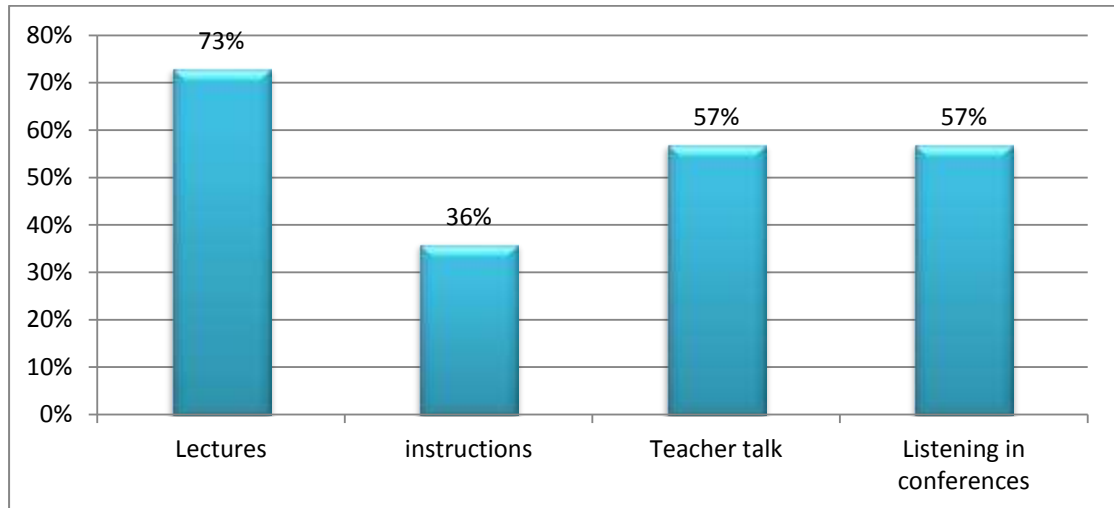


Figure 3.7: The needed academic listening sub-skills for IST

Question 11: Do you have any additional suggestions or special needs you recommend?

Table 3.13: The suggestions of IST

Suggestions	Number	Percentage%
Learn how to write an academic research	16	48,48%
Learn how to read academic research	17	51,51%

The majority of IST suggested that learning how to write an academic research is significant. They want to focus more on academic English.

3.4.1.2 Interpretation of needs analysis questionnaire findings

The major points tackled in the questionnaire section as a tool to assess the needs of in-service teachers at Hamma Lahkder EL-oued University, reveal many facts on the teachers attitudes towards taking training courses in general and English courses in specific, their preferences, their difficulties, and some suggestions for future training courses. This implies that all the teachers are aware of the importance of taking training courses in academic English at university.

Language proficiency is a crucial factor that affects IST reactions and attitudes towards training. One can predict that teachers who have more experience with the English language would not find any difficulty during the training. Surprisingly enough, teacher's responses showed little or no acquaintance with academic English. As result, one may assume that English for general purposes is not sufficient for them. In addition, they need English for academic purposes for their career especially that the training course is not taking a long duration. So, to guarantee quickness and effectiveness of training, the trainer should focus on specific purposes derived from IST needs. On the other hand, all in-service teachers stressed the vital role of training in academic English to promote language proficiency and career experience too.

At the practical level, trainees need to be exposed to simplified theories, implementation of specific textual features, and reconsideration of priorities in terms of language skills so that they will get maximum benefit from the course.

The management is crucial here; to motivate the adult learners due to the limited period of training more group work could check teachers' readiness for training and the abilities for peer and self-assessment.

In response of question 8,9,10, and 11 the majority of IST have showed their interest to the main academic sub-skills (see questions 8,9,10, and 11). This is indicative enough about the awareness of IST about their needs, which comes from a pragmatic view. Language skills is significant in this training course, it is clear that all the IST want to develop their proficiency skills. Generally, all the sub-skills derived from the four skills. As Robinson (1991) suggest that sub-skills are developments

coming not from considering traditional four skills but from looking at the constituents of these four skills.

3.4.2. Description of in-service teachers' post-questionnaire

This questionnaire has been distributed to thirty five (35) IST at university of Hamma Lakhder E-Oued. This post-questionnaire aimed at evaluating the English course of IST. The questionnaire contains two sections seven. The first is about personal and professional information, the second contains seven questions related the course. This question is one of the main tools that help us to evaluate the course and to see it effectiveness.

3.4.2.1. Analysis of in-service teachers' post-questionnaire

1. The training content

Table 3.14: The course content

Options	Number	Percentage
Rich	35	100%
not sufficient	0	0%
Poor	0	0%

In the table above it is clear that all the IST agree that the training course was very rich at the content level.

2. The trainer style

Table 3.15: The trainer style

Options	Number	Percentage
Interesting	34	97%
Normal	3	8%
Boring	0	0%

Concerning the trainer style, it is obvious that most of the IST found that it was interesting and exciting, while just 8% who found it normal.

3. The degree of benefit

Table 3.16: The level of benefit

Options	Number	Percentage
High	32%	94%
Acceptable	71%	20%
Low	0%	0%

It is remarkable from the table above that the majority of the IST found that the training course was beneficial with 32% while just 20% who found it acceptable and no one found it as low degree.

4. The circumstances of the training sessions

Table 3.17: The circumstances of the sessions

Option	Number	Percentage
Good	31%	88%
Acceptable	6	17%
Not suitable	0	0%

In the table above 88% of the in-service teachers said that they trained in good circumstances and 17% who said that it was acceptable, while 0% who found it not suitable.

5. The relationship between the IST

Table 3.18: The IST relationship

Options	Number	Percentage
Excellent	26	74%
Normal	8	22%
Neutral	2	5%

We notice from the table that 74% of the IST dealt with each other in excellent way, while 22% of them dealt in a normal way, however just 5% of in-service teachers said that their relationship was monotone.

6. Things that are annoying during the training course

Table 3.19: Things that annoy the IST

Options	Number	Percentage
Lack of materials	30	54,54%
Lack of physical setting	25	45,45%

The major things that disturbed the IST while obtaining the course was the lack of the necessary equipment.

7. Suggestion to improve

Table 3.20: Additional suggestion

Suggestions	Number	Percentage
To have additional English sessions during the training course	35	100%

The majority of IST suggests having more additional English sessions in order to improve their language level.

3.4.2.2. Interpretation of in-service teachers' post-questionnaire findings

The major points in the IST' post-questionnaire based on the effectiveness and the attitudes of IST towards of the English course. Generally, all the IST shows positive feedback, but they claim that there are some weak points.

For question One (1), all the IST see that the training course was rich. That mean the content targeted the needs of them. In addition, in responses to the question

two, the majority of IST view that the trainer style was interesting. They claim that due to their motivation. As we have mentioned before in the chapter one that the adult learners have self-motivation. Moreover, when the trainer deals with adult learners, it will be easy for him to train them because he does not need to motivate them. In addition, motivation can create a positive learning atmosphere in the classroom. Motivation is also a vital part in learning process because it enables learners to do their best to achieve their goals. As Harmer (Harmer, 1991, p 14) describes motivation as “some kind of internal drive that encourages somebody to pursue a course of action“

In addition, for question Three (3) the majority of IST states that the training course was really beneficial. This leads us to be sure that the course was effective. In other words, the course contains what the IST needs.

In responses to question Four (4), we have seen that the majority of IST said that the circumstances of the training were good. So, we can say that the environment of the university was good. This helps IST to have best learning, and the trainer to train in good conditions.

Question Five gives us an idea about the relationship between the IST. They view that the interaction between them was excellent. When we say interaction means group work, workshops, etc. All these elements can help to judge about the way of interactions between IST during the training period.

Question Six is lacking the things that are annoying during the course. Here the majority of IST claims that there is a lack of materials, lack of physical setting. So, we can say that really the equipment and the lack of some essential material can affect the way of both learning and teaching.

Thus, all the IST wants more EAP sessions during the training course. This is because they are aware about the importance of English for university's teachers. Indeed, this post-questionnaire was helpful because it gives us a clear image about the feedback of IST and helps us to make an Evaluation of the English training course.

3.4.3. Description of trainer's interview

This interview is considered as a part of evaluation of the course. For that reason, we did this interview to collect data from the trainer which help us to make an evaluation

about the effectiveness of the training course. The interview encompasses eight open-ended questions with making a discussion between the trainer and the interviewee.

3.4.3.1. Analysis of trainer's interview

Personal and Professional information

Name: ATIQ Zaid Wahid

Age: 45 years old

The specialty: Linguistics

Question 01: The objectives of the training were clearly defined.

Agree Disagree

The trainer has been agree that all the course objectives are clearly defined. He views that the objectives of the course meet the needs of the in-service teacher

Question 02: The content of the course was organized and easy to follow.

Agree Disagree

The trainer claims that the content is well organized, but he found some ambiguity in the part of grammar. The trainer views that the grammar should be integrated implicitly, because he thinks that teaching grammar is not an easy task especially in EAP context. The trainer says that all the other aspects are well organized and they are organized in chronological way but they need to relate them to the context.

Question 03: The time allotted for the training was sufficient.

Agree Disagree

The trainer stated that the time allotted for the training the IST is not sufficient. The trainer claims that the objectives are general that is why the time was not sufficient.

Question 04: what is the most challenging skill for you to teach?

The trainer says that the most difficult skills in teaching this course is the writing and speaking. That is, the productive skills. The trainer claims that the writing skill needs more time than the time allotted in the course. Also, he states that the writing skill is most skill needed for IST for that reason it needs more time and more practice.

Question 05: Did you face a problem in teaching a variety of teachers from different disciplines? Why?

The trainer says that he finds problem. He faces many difficulties in selecting the materials, activities, etc. The trainer stated that the in-service teachers do not have the same interest because they are not from the same discipline. Then, the trainer says that the IST need this training to develop their capacities to be able to write for example an academic article, so they need the knowledge related to their domains, and this is not easy because they are for different specialties.

Question 06: Which aspect of the training do you think that **could** be improved?

The trainer claims that the writing and reading skills could be improved because they are vital and they are the most needed for the university's teacher.

Question 07: How did you find the IST's interaction?

The trainer viewed that all the IST were active and they interact positively. Also, they are respectful, they enjoy, they like the way of teaching, and they benefit from the teacher concerning the classroom management since they will be a university's teacher.

Question 08: How do you evaluate training effectiveness?

The trainer views that the course was very effective, but it needs more time. Also, it needs an equipment place or classroom. The course is beneficial for EAP classes.

Question 09: any suggestions you can add?

The trainer claims that it would be better to make this English training course during a whole week to make it more effective. The trainer suggests to teach the IST five hours per day in whole week.

3.4.3.2. Interpretation of trainer's interview findings

The major points in the trainer's interview focus on the usefulness of training and its impact on IST's skills. The trainer shows positive attitude clear toward the training 's objectives in terms of their reformulation and definition , but the claims about other parameters of the course as being insufficient and difficult to put into practice .On the basis of the trainer's responses, one can argue that even though the course objectives were clearly defined, they could not lead to a smooth transition to the remaining step of the course .i.e. the course objectives are head of any teaching program and normally if they are reformulated ,in smart way the teacher would not face great difficulty in selecting the content , the skills the activities, etc. But the trainers claim the opposite. That mean either the objectives were not smart (specific, measurable, achievable, realistic and time bound), or they were broad in the sense of being course- goal rather than short –term objectives. In both cases, this practically would cause confusion for the training.

In responses of question Five (5), the trainer has faced some difficulties. Teaching a variety of ISTs from different disciplines became a challenge task for the trainer. He claims that all the IST has not the same interest, and this does not help him in selecting the appropriate materials and activities. That leads us to be sure that it is not easy task to teach a variety of teachers even they have the same level. As we mentioned in Chapter One that one of the main significant issue in design an ESP course is teaching a mix class. So, this mentioned point is a weak point in the English training course.

In addition, the trainer says that the aspects should be improve in the course is writing and reading skills, because he thinks that they are the most needed skills for university teachers. In fact, these two skills are the most significant skills for the university teachers; they help him to develop his professional skills such as reading international articles, books, and research papers. Also, they enable IST to write articles, and reports.

The trainer claims that the interaction of IST was positive. All the IST show respect and their interaction was in good manner, this due to the awareness of IST. Also, the awareness of the adult learners plays an important role in the interaction between the IST and trainer and between the IST themselves. So, this good interaction between the IST is one of the advantages of teaching adult learners.

Thus, the trainer views that the course designed for IST was really effective, but it should be more precise and it needs more time. He thinks that the effectiveness of the course related to the way the course is designed. In fact, the English training course was design according to the real needs of the ISTs. As we mentioned in chapter one about the role of needs analysis in course design.

To sum up, the trainer's interview was very helpful for us to make an evaluation of the English course for IST. The trainer gives us great information which helps us to see the effectiveness of the course, and help further studies to develop this course.

3.4.4. Description and analysis of trainees' results

Table 3.21: Trainees' marks in English training program

Trainees	Mark
Trainee 1	14
Trainee 2	12
Trainee 3	13
Trainee 4	13.5
Trainee 5	13
Trainee 6	13.5
Trainee 7	14.5
Trainee 8	12
Trainee 9	12.5
Trainee 10	11.5
Trainee 11	12
Trainee 12	15.5
Trainee 13	13
Trainee 14	11.5
Trainee 15	12.5
Trainee 16	13.5
Trainee 17	14
Trainee 18	15
Trainee 19	12
Trainee 20	16
Trainee 21	14
Trainee 22	13
Trainee 23	12

Table 3.21 shows the results of the trainees. These results relate to the assessment of the learning level specified in the program. The evaluation was a test that included writing a CV. This test is supposed to reflect the level of trainees' learning of academic writing skills.

The test was answered by 23 trainees from 35 trainees, which reflects the seriousness of the trainees in this training.

The analysis of these results indicates that trainees' marks were all above average but not excellent. So, the marks of twenty trainees 20 were good, between 12.5 and 14, while three trainees their marks were between 15_16.

We can conclude that there is an effectiveness of this training program in view of these results.

3.5. Practical recommendations

Based on the findings and limitations of the study, we suggest the following recommendations for future IST English programs:

1. English training program of IST design has a significant role in developing teacher competencies, so we hope that the center of CCL benefit for it.
2. The duration allotted for English training program should be sufficient to be effective.
3. Raising the awareness of university's teachers about the importance of the English for academic purpose EAP.
4. Developing the materials used in the training program such as advanced technological tools, which increase the performance of teachers and encourage them to teach and to learn new strategies.
5. The course designers should adjust the content of the training course to set the targeted objectives of IST.
6. Bridging the gap between EAP and EOP for the benefit of IST.
7. We hope that the IST will train them to teach their specialty in English.
8. Training IST from different disciplines is not easy, so we suggest teaching them English according to their disciplines.

Questions for further researches

Although this study has answered the raised questions, still there are some questions that can be asked for future studies such as:

1. To what extent does the English training course promote the students of Third phase (LMD Doctora) competencies?
2. What is the effect of using technological means in training IST?
3. What is the impact of involving the IST in European research projects such as Erasmus in learning English language?

Conclusion

Through the analysis of the Ministry's English training program it became clear that it was general and unspecified, as well as it left the full area to the trainer to choose the content of the training program. In addition, this program consists of many axes that do not fit the size of time which specified in Fifteen (15) hours. This reflects the need to design a more specific and organized English training course, which was done by the two students. On the other hand, the analysis of the IST's needs showed their need to the academic writing skill, which explains that, the needs of the university's teachers is related to their job as researchers.

Concerning the effectiveness of the English training program, the results obtained through the interview we conducted with the trainer and the teachers' post-questionnaire showed us that the English training program achieved the objectives in limited way due to the time factor. We believe that if the training program given a more time, it will achieve greater effectiveness.

General conclusion

Course design is significant in teaching generally and in language teaching in specific. It is like a way that guides teacher in their teaching. In this case the role of course designer is to select the relevant and useful information that meets the learners' needs. Although, well organized and relevant course is helpful to make learning more effective, the teacher's ability can determine the success of the any teaching course and especially the ESP course. Moreover, the course designer should establish an authentic language teaching, materials, and activities to develop the effectiveness of the course. All the mentioned elements and aspects of course design are applicable in any teaching course not only the ESP courses.

The present study attempts to show the effectiveness of English training course. We tackled Three chapter. In chapter one has dealt with the main aspects of course design that is vital in designing any ESP course. Second, chapter Two has tackled the main aspects of in- service training in general and the training program of the higher education in specific. Third, chapter Three we will tackle the practical part to examine and to evaluate the information we gathered and to see the effectiveness of the English training course. So, this study is qualitative study designed to investigate the effectiveness of English training course for IST at Hamma Lakhder university of EL-oued. Then, we used the experimental and the descriptive method.

To reach more objective results, a training program was designed from two basic bases. The first is the analysis and evaluation of the ministry's English training program for IST, which is called the pedagogic accompaniment program for IST. The second is to analyze the educational needs of the IST in the English training program.

The results of the following tools showed the effectiveness of the program designed in this study: Needs analysis questionnaire, IST teachers' post-questionnaire, trainer' interview. This is what makes us at the end of this study answer the posed statement of problem is that there is an effectiveness of the English course designed and a great importance in the formation of IST.

The results reached in our study are somewhat correspond with the following studies:

- **"The Effect of In-Service Training Courses on Teacher Achievement: A Meta-analysis Study"**. Article September 2015 (Faculty of Education,

Canik Basari University, Samsun, Turkey). This study come up with the following: IST courses, organized within the theses works conducted in this area, have been very effective.

- **"The Training of Newly Recruited Teachers in English Test Preparation Schools in China: A Case Study"** Lan Ma, *University of Windsor*, 2018. This study also come up with the following findings: "The findings demonstrate that the training offered three key benefits. For example, the training provides general guidance on how newly recruited teachers can prepare for courses. It also provides new teachers with the opportunity to get personalized feedback during the training process and offers them the chance to deliver their presentations in a simulated teaching context".

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Appendices

Appendices

Appendix A: Needs analysis questionnaire

Dear teachers,

Our study attempts to investigate developing objectives based course for in-service teachers at Hamma Lahkder university of El-oued and its effects on developing the teacher's English proficiency. So, this questionnaire helps us to establish the what and the how of the course. Thanks in advance for your cooperation.

Section one: personal background

Gender: male Female

Age:

The specialty:

The grade/position:

Section two: interest and importance

1- How many years have you been studying English?

.....

2- What are your reasons behind attending this training course?

.....
.....

3- Is the duration of this training (15h) sufficient to fulfill the your needs?

.....

4- How important, in your opinion is integrating English language vital in the training program of in-service teachers? Justify.

Important less important Not interested at all

5- Are you interested in taking English course that focuses on "Academic English"?

Yes, interested yes, to some extent not interested

Section three: language skills

6- Please rank your English language proficiency from 1 to 5, with 1 being not fluent at all and 5 being very fluent.

- Listening 1 2 3 4 5
- Speaking 1 2 3 4 5
- Reading 1 2 3 4 5
- Writing 1 2 3 4 5

Section four:

7- Which academic reading sub-skills, techniques, strategies do you want to improve or which one is important for you ? (please tick one or more than one sub-skill).

Academic reading	
Reading for comprehension	
Scanning	
Skimming	
Reading for details	
Other (please specify)	

8- Which academic speaking sub-skills, techniques, strategies do you want to improve or which one is important for you ? (please tick one or more than one sub-skill).

Academic speaking	
Taking parts in meeting	
Giving presentation	
Speaking in international places(airport, seminar...)	
Others (please specify)	

9- Which academic writing sub-skills, techniques, strategies do you want to improve or which one is important for you ? (please tick one or more than one sub-skill).

Academic writing	
E-mails	
Reports, articles	
Research papers	
translation	
others (please specify)	

10- Which academic listening sub-skills, techniques, strategies do you want to improve or which one is important for you ? (please tick one or more than one sub-skill).

Academic listening	
Lectures	
Instructions	
Teacher talk	
listening in conferences	
Others (please specify)	

11 -Do you have any additional suggestions or special needs you recommend ?

Thank you. 😊

Appendix B: In-service teacher' post-questionnaire

1. The training content

Rich

Not sufficient

Poor

2. The trainer style

Interesting

Normal

Boring

3. The degree of benefit

High

Acceptable

Low

4. The circumstances of the training sessions

Good

Acceptable

Not suitable

5. The relationship between the in-service teachers

Excellent

Normal

Neutral

6. Things that are annoying during the training co

.....

7. Suggestion to improve the training course.

.....

Appendix C: Description of trainer's interview

This interview is considered as a part of evaluation the course. For that reason, we did this interview to collect data from the trainer which help us to make an evaluation about the effectiveness of the training course. The interview encompasses eight open-ended questions with making a discussion between the trainer and the interviewee.

Analysis of teacher's interview

Personal and Professional information

Name:

Age:

The specialty:

Question 01: The objectives of the training were clearly defined.

Agree

Disagree

Question 02: The content of the course was organized and easy to follow.

Agree

Disagree

Question 03: The time allotted for the training was sufficient.

Agree

Disagree

Question 04: what is the most challenge skill you find it difficult to teach?

Question 05: Did you face a problem in teaching a variety of teachers from different disciplines? Why?

Question 06: Which aspect of the training do you think that could be improved?

Question 07: How did you find the in-service teacher's interaction?

Question 08: How do you evaluate training effectiveness?

Question 09: any suggestions you can add.

Appendix D: English for Academic Purposes Course Design

Course Description

This course is designed to meet the needs of newly recruited teachers at university. It is designed for fifteen hours in four days term, meeting five hours per day. In designing this course we rely on the needs of the newly recruited teachers at Hamma Lakhder university of El-oued and the information gathered from them. Those thirty-seven teachers recruited during September 2018.

Course Goal

The main goal of this course is to develop and to build on newly recruited teachers' academic English language skills by engaging them in listening, speaking, reading, writing, and grammar learning activities that are related to real-life situation encounters in their domain at university such as research papers, articles, conferences, etc.

Course Learning Objectives

Listening

At the end of this course, teachers will be able to:

1. Use academic listening strategies; including prediction, identification of main ideas and specific details, and note-taking especially in seminars.
2. Recognize formal spoken English.

Speaking

At the end of this course, teachers will be able to:

1. Speak with appropriate accuracy .
2. Engage in verbal role playing in formal situations.
3. Make formal oral presentations.

Reading

At the end of this course, teachers will be able to:

1. Read and comprehend authentic English language publications relating to university life; including print and online books, articles, and online information.

2. Demonstrate a working knowledge of appropriate reading and pre-reading strategies; including scanning, Skimming, predicting outcomes, making inferences, and identifying stated or implied main ideas and supporting details.
3. Use strategies to ascertain meaning from unfamiliar vocabulary encountered in context.
5. Understand a writer's purpose.

Writing and Grammar

At the end of this course, teachers will be able to:

1. Use structural conventions of written English to compose paragraphs.
2. Apply some basic academic writing features in writing e-mails, paragraphs and articles.
3. Recognize the steps of writing articles, emails, and research papers
4. connect ideas in paragraph like discourse.
5. Express personal opinions with supporting information.
6. Paraphrase information.

Course Schedule

Before taking this course we ask teachers to listen to a conference or video that relate to their domain and try to read an articles for many times. This pre-activities help them to have an idea about academic English and it helpful for the trainer teacher.

Appendix E:

برنامج المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف

تعريف البرنامج

مهنة الأستاذ الباحث تتطلب اثنين من المهارات التكميلية اللازمة لأداء مهمته على نحو مرض بالجامعة . بالإضافة إلى مشاركته الفعالة في مجال البحث العلم، يجب أن يسعى كذلك بشكل دائم لتحسين وتطوير أساليب نقل المعرفة لطلبه . هذه المهمة الأساسية التي تهدف لإعداد إطارات وباحث .المستقبل، تتطلب من الأساتذة الإعداد الجيد واكتساب زاد معرفي بيداغوجي.الخطة التكوينية للأساتذة الباحثين، التي جاءت بمبادرة من الوزارة الوصية تتكفل بتحقيق هذا الهدف نظرا لما يكتسبه من أهمية كبيرة.

المبادئ التوجيهية لبرنامج هذا التكوين موضحة في القرار رقم 932 بتاريخ 28 جويلية . 2116 يضمن هذا البرنامج التكوين الأساسي للأساتذة الجدد وتكوين محين لفئات أخرى من الأساتذة .يتم تقييم هذه الدورات التكوينية من قبل الوثيقة المرجعية لكفاءات الأساتذة.

الوثيقة المستقاة من القرار الوزاري لتوضيح مجمل المبادئ والتوجيهات وكيفية تنفيذها، تسعى لوضع برنامج تكوين بيداغوجي في متناول مؤسسات التعليم العالي لتأطير هذه الشريحة من الموظفين .ويتمثل هدفها الرئيسي في تأطير تكوين الأساتذة على مدى 131 ساعة من خلال بناء كفاءة تعليمية بيداغوجية، تتمحور حول مقاربة تتركز على تعلم مهنة الأستاذ الباحث .تتيح الوثيقة تطويرا للاكتساب التدريجي للمهارات والكفاءات المهنية اللازمة لممارسة مهام التدريس .وتضمن كذلك أداة عمل /مرجعية تتطلب أجهزة تكوين قائم على المقاربة بالكفاءات .حيث تنطوي على أساليب فعالة لتخطيط وإعداد المعارف والكفاءات.

محتوى برنامج التكوين البيداغوجي للأساتذة ومحتوى برنامج هذه الوثيقة خضع لتداول مسبق مع جميع الأطراف المعنية. وسيتم تنسيق عمل المرافقة البيداغوجية من قبل وزارة التعليم العالي والبحث العلمي تحت مسؤولية لجنة وطنية توجيهية للتكوين القاعدي والمستمر للأستاذ الباحث.

محتوى البرنامج التكويني البيداغوجي للأساتذة

- حصة التعارف، سياسة وهدف التكوين الجامعي
- الأخلاق والآداب في التعليم الجامع .السهر البيداغوجي.
- التكوين الجامع .بين نظام ل م د والنظام الكلاسيكي الرهانات والواقع.
- إعداد برنامج التكوين، التعليم والمحيط
- حقبة الأشغال، تربصات (المحتويات التطبيقية وكفايات الإدارة و شبكات التقييم)
- التعليم والتكوين ضمن نظام ل.م.د.الخصائص البيداغوجية والتعليمية
- البيداغوجيا وعلم النفس البيداغوج .في التكوين التدريب عند الطالب
- تقنيات تنشيط فرق التكوين والإشراف
- تقييم وإعداد شبكات الكفاءات
- ورقة الطريق لمشاريع الطالب

- دقتر الشروط و ورقة الطريق في النشاط التكويني
- تقنيات الإعلام والاتصال الأدوات الرقمية
- طرق ووسائل التعليم وتقنيات الإعلام والاتصال
- طرق وكيفيات إعداد برامج تكوين ذات نوعية جيدة
- حصص تعليم اللغة مركز التعليم المكثف للغات
- تقنيات التعبير الكتابي ونموذج عن التقرير العلم .
- تقنيات البحث البليوغرافي وإعداد وثائق تلائم المسار التكويني
- الغاية من التكوين الجامعي.
- دور ومهام البحث
- العلاقات الخارجية
- المسؤولية المعنوية والتمهينية للجامعة
- التعليم، التكوين والعلاقات الإنسانية

تعريف برنامج تعليم اللغة الانجليزية

يعتمد البرنامج على اختيار طرق التدريس القائمة على (دورات وورش عمل منهجية، الندوات والمناقشات والعروض) باستغلال أدوات التكوين (وثائق، منصة التعليم الإلكتروني، تكنولوجيا الإعلام و الاتصال) ... وبتوفير مختص في اللغة الانجليزية.

الأهداف الواجب تحقيقها من تعلم اللغة الانجليزية

يهدف تكوين الأساتذة في اللغة الانجليزية إلى تنمية مهارات الفهم والتعبير الشفهي .والكتابي من خلال اكتساب قواعد اللغة والمفردات في اللغتين الفرنسية والإنجليزية. وكذا الى تعزيز المجهودات على اكتساب اللغة :الكتابة والنطق بطلاقة، نصوص متنوعة، الترجمة، ... باللغة الإنجليزية ,و تعلم كيفية استخدام وسائل الإعلام لتحسين لغته الإنجليزية .

إضافتا إلى التعبير بشكل صحيح شفويا وكتابيا باللغتين الفرنسية والإنجليزية و أخيرا وليس آخرا التمكن من عرض عمله (عرض ، محاضرات)... باللغة الإنجليزية .

الكفاءات المستهدفة:

وفي نهاية النشاط الأستاذ يكون قادرا على:

1. التحدث تحرير فقرات بشكل صحيح وفقا لقواعد اللغة .
2. فهم وإنتاج لنصوص (محاضرات، عروض، تقارير، -)...
3. استخدام لغة مكتوبة و مقروءة مناسبة للأنشطة البيداغوجية.

تشكيل خلية المرافقة البيداغوجية

بمقتضى القرار الوزاري رقم 932 المؤرخ في 20 جويلية 2016 فإن خلية المرافقة البيداغوجية:

تنظم على مستوى كل مؤسسات التعليم العالي مرافقة بيداغوجية لفائدة الأستاذ حديث التوظيف.
تنشأ لدى كل مؤسسات التعليم العالي خلية تكلف بوضع و متابعة برنامج المرافقة البيداغوجية لفائدة الأساتذة الباحثين تماشياً في فن التدريس الجامعي.

تتشكل الخلية من نائب مدير الجامعة للتكوين العالي في الطورين الأول و الثاني و التكوين المتواصل و الشهادات' وكذا التكوين العالي في التدرج, مسؤول خلية ضمان الجودة و ثلاثة أساتذة باحثين يمثل كل واحد منهم شعبة العلوم و شعبة العلوم الإنسانية و الاجتماعية و شعبة اللغات و الآداب و الفنون, يختارهم مسؤول المؤسسة الجامعية من الأساتذة المحاضرين ذوي الكفاءات المؤكدة في ميدان البيداغوجيا و التعليمية في التعليم العالي. يرأس الخلية منسق يتم اختياره من بين أعضائها.

يكتسي موضوع هذا البحث أهمية كبيرة تتجلى في شقين الأول علمي و الثاني عملي.
الأهمية العلمية:

- يتناول موضوع الدراسة ثلاثة مجالات علمية مهمة هي علم النفس المعرفي و يتعلق بالتعلم و التدريب, و مجال تعلم اللغة و مجال إدارة الموارد البشرية المتضمنة للكفاءات التدريسية للأستاذ الجامعي.
- وجود العديد من الدراسات التي تتناول موضوع تدريب الأستاذ و موضوع تطوير كفاءات الأستاذ الجامعي و دراسات خاصة بتصميم برنامج تدريبي.
- كما تبرز الأهمية العلمية لهذه الدراسة في كونها دراسة ذات بعد تطبيقي تعتمد على المنهج التجريبي بحيث لم تقتصر على وصف الواقع بل تم إجراء تصميم و تطبيق برنامج تعليمي.

الأهمية العملية:

- تأتي هذه الدراسة كاستجابة لمشكل واقعي في الجامعة يتمثل في عدم وجود برنامج مفصل لتعلم اللغة الانجليزية لصالح الأستاذ حديث التوظيف في إطار برنامج المرافقة' بحيث نتوقع بأن تقدم نتائج هذه الدراسة حلول عملية تخدم برنامج المرافقة البيداغوجية.

Abstract

This study is attempts to examine the effectiveness of English training course designed on the teachers development. A sample of Thirty five (35) IST was selected at the University of Hama Lakhdar El-oued. The descriptive and the experimental methods were adopted to answer the following questions: What are the needs of IST in English training course? what does the English training course for IST contain? To what extent does the English training course for IST is effective? Thus, the results show that: first, the ministry's English training program is too broad and not suitable for the needs of I.S.T. Second, the main significant IST's needs is to learn academic writing skill. Third, the English training course designed in this study has achieved very limited results due to time constraints of training to fulfill all the course objectives.

Key words: *IST training program, course design, teachers need, teacher development, teacher competencies.*

ملخص الدراسة

تهدف هذه الدراسة إلى معرفة مدى فعالية برنامج التدريب لتعليم اللغة الانجليزية لفائدة الأساتذة حديثي التوظيف، وقد تم اختيار عينة مكونة من 35 أستاذًا حديث التوظيف بجامعة حمه لخضر-الوادي- حيث تم اعتماد المنهج الوصفي و المنهج التجريبي للإجابة على التساؤلات التالية: ما هي الاحتياجات التدريبية للأستاذ حديث التوظيف في برنامج تعليم اللغة الانجليزية. ما هو محتوى البرنامج التدريبي للأساتذة حديثي التوظيف . ما مدى فعالية البرنامج التدريبي لتعلم اللغة الانجليزية المقدم لمجموعة البحث. و قد توصلت هذه الدراسة إلى ما يلي: البرنامج الوزاري عام و غير محدد لاحتياجات الأساتذة حديثي التوظيف. تتمثل احتياجات الأساتذة في تعلم مهارة الكتابة الأكاديمية. حقق البرنامج المصمم في هذه الدراسة نتائج محدودة جدا بسبب عامل عدم كفاية الوقت.

الكلمات المفتاحية: برنامج تدريبي لأساتذة حديثي التوظيف، تصميم برنامج، احتياجات الأساتذة، كفاءات الأساتذة.

Course Schedule

Day	The Objective	Sub-objectives	Time	Tasks and activities	Materials
Day 1	At the end of the day teachers will be able to recognize the main strategies of listening and speaking. "Listening and speaking focus".	At the end of the session teachers will be able to: 1-Use academic listening strategies; including prediction, identification of main ideas and specific details, and note-taking especially in seminars. 2-connect ideas in paragraph like discourse (the same listening passage). The passage could be taken from a seminar. 3- Use some expression to express themselves and personal opinions.	5h	. Whole class activity: Teachers Listen to a passage to apply the listening strategies by guessing and getting the information Independent activity(timed reading: Students practice annotation skills).	

<p>Day 2</p>	<p>At the end of the day teachers will be able to recognize the main the steps of writing articles and emails and use the basic strategies of reading.</p> <p>"Reading and writing focus".</p>	<p>At the end of the session teachers will be able to:</p> <p>1-Demonstrate reading strategies; including scanning, Skimming, predicting outcomes, making inferences, and identifying stated or implied main ideas and supporting details.</p> <p>1- Recognize the steps of writing articles. 2-Recognize the steps of writing emails. 3- Use the present simple tense and</p>	<p>5h</p>	<p>Teachers pair's activity: Students practice pre---reading skills.</p> <p>Whole class activity: Students scan for textual information, and apply the reading strategies.</p>	
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<p>Day 3</p>	<p>At the end of this day teachers will be able to prepare formal oral presentations and write a piece of writing.</p> <p>"Reading, writing, Speaking focus".</p>	<p>At the end of the session teachers will be able to:</p> <p>1-Apply some basic grammar rules in writing e-mails, paragraphs and articles.</p> <p>2-Use structural conventions of written English to compose paragraphs.</p> <p>3-Read and comprehend authentic English language which is related to the teacher' domain .</p> <p>4-Make simple formal oral presentations.</p>	<p>5h</p>		
<p>Day 4</p>	<p>At the end of the day teachers will be able to use all the knowledge they know "integrating all the skills" to see their improvement "Multi-dimensional Assessment of listening, speaking, reading, writing and grammar skills".</p>	<p>The trainer will assess the trainees by making a formal assessment (integrating test and communicative language testing).</p> <p>*All the test should be valid and reliable.</p>	<p>5h</p>		

Note: the devise of the hours of each training day must be according to the importance of each sub- objective.(updated from English for Academic Purposes Course Design And Syllabus. (2009).