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**Enhancing Novice Teachers' Knowledge Base:
The Necessity of Continuous In-Service Training**

Case of study : foreign language middle school novice teachers

**Dissertation Submitted In Partial Fulfillment of the Requirements for
the Master's Degree in Didactics**

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Dedications 1

I would be honored to dedicate this work to my dear parents who are the biggest supporters. I ask Allah to give them health and wellness.

To my brothers, sisters, friends and respected teachers.

to everyone who has believed in me, helped me for rising and continuing .

To my beloved ones.

Zoulikha

Dedications 2

To my precious, caring parents

To my adorable sisters and reliable brother

To my supportive friends and teachers

May God bless you all as I have been blessed by having you.

Assia

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TABLE OF CONTENTS

Dedications 1	i
Dedications 2	ii
Acknowledgements	iii
Table of contents	iv
Abstract	x
General Introduction	1
Chapter One: In-service training Importance and Contributions	
1.1 Introduction	6
1.2 Teacher education background	6
1.2.1 The development of teacher education	6
1.2.2 Key concepts and models	7
1. Teacher Education	7
2. In-service training	9
3. Knowledge base	9
4. Novice teachers	10
5. Teacher professional development	10
1.3 Continuous In-Service Training	11
1.3.1. Definition of Continuous In-Service Training	11
1.3.2 Importance of Continuous In-Service Training	12
1.4 Challenges Faced by Novice Teachers	13
1.4.1 Identification of Challenges	13
1.4.1.1 Classroom Management	13
1.4.1.2 Low Proficiency	14
1.4.1.3 Planning effective lessons	15
1.4.1.4 Building strong relationships with learners	15
1.4.2 Impact on Teaching Effectiveness	16
1.4.3 Role of Continuous Training	16

1.5. Knowledge Base of Novice Teachers	17
1.5.1 Required Knowledge Base	17
1.5.2 Contribution of in-service Training to Knowledge Base	19
1.6 Theoretical Perspectives on Continuous In-Service Training	20
1.7. The Significance of Knowledge Acquisition for Novice Teachers	22
1.8 Conclusion	23

Chapter Two : Field work

2.1 Introduction	26
2.2 Hypothesis	26
2.3 Research Methodology	26
2.3.1 Research Design	26
2.3.2 The sample	27
2.4 Data Collection	28
2.4.1 The questionnaire	28
2.4.2 The interview	29
2.5 Results and Data Analysis	29
2.5.1 Questionnaire Analysis and results	30
2.5.1.1 Quantitative analysis	30
2.5.1.2 Qualitative analysis	39
2.5.2 Interview analysis and results	42
2.5.2.1 Analysis	42
2.5.2.2. Interviews Results	42
2.6 Conclusion	44

Chapter three : Findings and Implications

3.1 Introduction	48
3.2 Interpretation of the results	48
3.2.1 Interpretation of the questionnaire results	48
3.2.1.1 Teaching experience	48
3.2.1.2 The language taught	48
3.2.1.3 Institution type	49

3.2.1.4	Highest educational qualification	49
3.2.1.5	The importance of in-service training for professional development	49
3.2.1.6	The frequency of attending in-service training	49
3.2.1.7	The type of in-service training perceived as most beneficial	49
3.2.1.8	Teachers' perception of the effect of 1ST programs on their skills	50
3.2.1.9	In-service training alignment with classroom concerns	50
3.2.1.10	Availability of in-service training	50
3.2.1.11	The available sources of IS	50
3.2.1.12	The application of learning	50
3.2.1.13	Teacher confidence after attending 1ST	51
3.2.1.14	In-service training impact on classroom management	51
3.2.1.15	Pro-training feedback availability	51
3.2.1.16	The helpfulness of feedback	51
3.2.1.17	Specificities and usefulness of in-service training	51
3.2.1.18	Novice teachers challenges the way in-service training addresses them	52
3.2.1.19	Strategies or techniques acquired from in-service training	53
3.2.1.20	Novice teachers' critical views about in-service training programmes	54
3.2.1.21	Novice teachers' view of needed support	54
3.3	Interpretation of the interview results	55
3.3.1	The importance of in-service training	55
3.3.2	Criteria for in-service training effectiveness	55
3.3.3	Common gaps in novice teacher knowledge and skills	55
3.3.4	The effective strategies for novice teacher support	56
3.3.5	Suggested improvement for in-service training	56
3.4	Insights and recommendations	56
3.7	conclusion	60
	General conclusion	62
	References	66
	Appendices	69

List of Tables

Table 1 Chapter one. Teachers' professional knowledge base categories.....	18
---	-----------

LIST OF CHARTS

Chart	01:	teaching	experience	30
.....				
Chart	02:	the	language	31
taught.....				
Chart	03:	and	institution	31
type.....				
Chart04:		highest	educational	32
.....				
Chart05:		the importance of in-service training for professional		32
development.....				
Chart 06:		the frequency of attending in service		33
training.....				
Chart 07:		the type of in-service training perceived as most		33
beneficial.....				
Chart08:		teachers' perception of the effect of IST programs on their		34
skills.....				
Charts 09:		in-service training alignment with classroom		35
concerns.....				
Chart10:		the availability of	in-service	35
training.....				
Chart 11	:	the available	sources of	36
IST.....				
Chart 12:		the application of	learning.	36
.....				

Chart13:	_____ teachers	confidence	after	attending	37
	IST.....				
Chart 14:	in-service	training	impact	on	classroom 37
	management.....				
Chart15	:	pro-training	feedback	availability	38
				
Chart 16	:	the	helpfulness	of	feedback. 39
				

LIST OF ACRONYMS AND ABBREVIATIONS

NT: novice teacher

CIST: Continuous in-service training

IST: in-service training

FL: foreign language

Abstract

Teacher education plays a crucial role in preparing educators by acquiring them a theoretical knowledge base in teaching. However, novice teachers are often confronted with classroom realities which render their pre-acquired principles inadequate for effective teaching, which makes continuous in-service training indispensable. This study aims at exploring the necessity of continuous in-service training and the role it takes in improving novice teachers' knowledge base and practical skills. This study adopted a mixed-methods approach. A questionnaire has been administered to 25 foreign language middle school novice teachers and an interview has been conducted with 6 teacher trainers. The findings suggest that in-service significantly enhances novice teachers' didactical and pedagogical knowledge and skills. The research at hand offers valuable insights on in-service

training programmes that if put into practice can optimize the effectiveness of the teacher-training programmes.

Keywords: *in-service training, teacher education, novice teacher, knowledge base , novice teachers professional competences*

General Introduction

GENERAL INTRODUCTION

Investigating the enhancement of novice teachers' knowledge base through ongoing in-service training not only addresses the practical aspects of teacher professional development, but it is also significantly connected to educational psychology and teachers' general pedagogical knowledge. Novice teachers, as they navigate the complexities and specificities of different classrooms, are actually at the intersection of educational psychology and pedagogy. It is important for new teachers to understand the psychological aspects of learning in order to effectively apply their pedagogical knowledge. Educational psychologists, inspired by the complex nature of learners, lay the groundwork for understanding how teachers acquire and apply their pedagogical knowledge. Due to the profession being severely overwhelming in the first years, it is imperative to integrate theories of learning into the planning and implementation of in-service training programs. This would ensure that educators are more qualified to enhance the overall educational success.

As the perspective on the teaching process evolves over time, continuous in-service training becomes an indispensable tool for broadening, intensifying, and perpetuating the knowledge base of novice teachers. This is crucial considering the significant role teachers play in educational success, particularly in teaching English, given its importance as a global language. A significant number of novice teachers, who are at the start of their teaching careers, often encounter obstacles and challenges due to still wanting training, especially in their first five years. They still feel inadequately prepared and lack necessary competencies to teach.

This study runs in the same vein as the attempts to enhance the quality of teaching and learning in schools. It sets out to highlight the importance of in-service training as a crucial way to enhance novice teachers' knowledge base, which might be lacking as they transition from being students or trainees themselves to teachers. The rationale of the study is that by providing novice teachers with the necessary tools and resources to enhance their knowledge base, their teaching practices are honed and optimized, ensuring that their instructions meet the needs of their students and positively impact their learning outcomes.

In-service training programs have emerged as a solution to enhance and support novice teachers in enhancing their knowledge base. They are exposed to what is referred to as a "shock to the system." In the first five years of their careers. Educators often struggle to transition from theoretical preparation to the actual in-classroom application. A continuous and solid foundation of knowledge is essential for new teachers to facilitate the adaptation of

their claimed teaching approaches and strategies in their new teaching environment. In this setting, they cannot depend on guidance from their more experienced colleagues. In-service training programmes are adopted for the sole purpose of fostering the effectiveness of teaching by supporting teachers' growth, as it is an undeniably important factor for meaningful learning.

The objective of this study is to investigate the necessity of continuous in service training programmes for teacher professional development. It aims to highlight the factors of an effective continuous in-service program for novice teachers. It also aims to examine the possible obstacles to their implementation and any suggested optimizations. At its core, the dissertation examines the potential benefits of implementing continuous in service training programmes and how they can effectively enhance the knowledge base of a novice teacher.

The study investigates the importance of ongoing in-service training for novice teacher professional development and how it assists them to meet the requirements of the classroom , improve their teaching methods at the beginning of their academic career. It also investigates continuous in service training programmes importance for those teachers to keep up with the never-ending exigencies of the classroom and acquire enough ability to meet its fortuitous challenges. Accordingly, the research problem that the present research work sets out to investigate is formulated as follows: What makes continual in-service training so necessary for the enhancement of novice teacher's professional competences?

In order to render the investigation feasible, the research problem has been divided into the following research sub-questions

1. What makes continual in-service training programmes necessary for novice teacher development?
2. In what ways does continual in-service training programmes enhance the knowledge base of novice teachers?
3. What strategies are adopted in continual in-service training of novice teachers?

What follow are anticipated hypotheses to the afore- mentioned questions:

1. Novice teachers are generally confronted with the following facts:
 - theoretical knowledge, on its own, it not have to handle classroom realities,
 - his need to refine his teaching practices for more efficiency
 - inadequate toolkit of teaching techniques in their possession
2. a CIST is likely to help the novice teacher

General Introduction

- to bridge the gap between his pre-acquired theoretical knowledge and classroom realities,
 - develop more and more astute teaching practices
 - expand his knowledge of both didactical and pedagogical representations and inform his decision making
3. different strategies can be implemented to ensure in-service training for novice teachers
- seminars held by teacher trainers to assist novice teachers at the threshold of their career
 - undeclared visits by inspectors to assess and redress novice teachers' practices
 - establish constant contact and ensure coordination between novice teachers and experienced ones.

The hereinabove mentioned hypotheses can be summed up in the assumption that in-service training is of an undeniable importance as to novice teachers' development.

This research is divided into two main parts, theoretical and practical. The theoretical part contains one chapter that presents the most important concepts of the subject; it contains information related to literature review on teacher education, the importance of continuous in-service training and the challenges faced by novice teachers. The practical part contains two chapters: the first chapter is devoted to field work that presents the results obtained from the questionnaire and interview, it also contains the participants, the data collection and analysis methods. The second chapter provides further explanations and Interpretations of the results, besides providing some recommendations and suggested solutions.

Chapter One :

In-service training importance and contributions

Chapter One: In-service training Importance and Contributions

1.1	Introduction	6
1.2	Teacher education background	6
1.2.1	The development of teacher education	6
1.2.2	Key concepts and models	7
1.	Teacher Education	7
2.	In-service training	9
3.	Knowledge base	9
4.	Novice teachers	10
5.	Teacher professional development	10
1.3	Continuous In-Service Training	11
1.3.1.	Definition of Continuous In-Service Training	11
1.3.2	Importance of Continuous In-Service Training	12
1.4	Challenges Faced by Novice Teachers	13
1.4.1	Identification of Challenges	13
1.4.1.1	Classroom Management	13
1.4.1.2	Low Proficiency	14
1.4.1.3	Planning effective lessons	15
1.4.1.4	Building strong relationships with learners	15
1.4.2	Impact on Teaching Effectiveness	16
1.4.3	Role of Continuous Training	16
1.5.	Knowledge Base of Novice Teachers	17
1.5.1	Required Knowledge Base	17
1.5.2	Contribution of in-service Training to Knowledge Base	19
1.6	Theoretical Perspectives on Continuous In-Service Training	20
1.7.	The Significance of Knowledge Acquisition for Novice Teachers	22
1.8	Conclusion	23

1.1 Introduction

The teaching process requires teachers to be prepared with skills and knowledge to overcome challenges. Indeed, when it comes to foreign language teaching, it is not an easy task, especially for novice teachers. Accordingly, teachers face numerous weaknesses and suffer from different challenges and obstacles. In this light continuous in-service training plays an important role in building teachers' knowledge base and proficiency.

This chapter is theoretical. It includes the main theoretical aspects of the current study. We start this chapter by demonstrating the development of teacher education and the key concepts and models. In addition, it sheds some light on the definition and importance of continuous in-service training. Moreover, it includes challenges faced by novice teachers as well as the knowledge base of novice teachers. Then, we follow by speaking about theoretical perspectives on continuous in-service training. Finally, we conclude our chapter by speaking about models of knowledge acquisition for novice teachers.

1.2 Teacher education background

1.2.1 The development of teacher education

The process of teaching gets difficult and calls for the teachers to acquire new knowledge and skills. As a result, the first step toward change and progress in teaching is awareness. More specifically, learning teaching facilitates challenges, and gives the chance to teachers to expand their horizons and take on new methods. They benefit personally and professionally from this.

According to Head and Tayler (1997, p. 4 as cited in for for for for Basnet. 2012, p. 13), “teacher development starts from their inner resource for change. It is an ongoing process. It is the process of becoming the best kind of teacher. It is centered on personal awareness of the possibilities for change.”

This implies that, in addition to the many demands that teachers have as they carry out their teaching duties, schools and other organizations that employ them also have needs that vary over space and time. Therefore, the main goals of teacher development are language instruction, language acquisition, skill development, assertiveness training, confidence

building, computer manipulation, meditation, and cultural enlargement, all of which have an impact on the productivity of their work. In the same context, Nkechinyere Amadi, (2013), claims that

The development of teachers' education refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision, and technical assistance (pp. 174–175).

That is to say, the way in which teachers acquire new teaching techniques to raise the standard of instruction is connected to the evolution of teacher education. This enables them to adapt their teaching strategies and use cutting-edge teaching techniques in the classroom. Since different students have different learning styles, it teaches them how to work with a range of learning types. It also assists teachers in modifying their pedagogical approaches in light of reliable educational research.

To conclude, in teacher development, there are unknown factors regarding teachers' learning of new ideas and students' responses towards them" (as cited in for Hafiz Nauman, 2021, p. 20). The evolution of teacher education may be understood as a methodical approach to realizing the ideas, practices, knowledge, and motivation of teachers in order to improve the learning outcomes for students.

1.2.2 Key concepts and models

The theme under investigation encapsulates a wide scope within which a whole range of register can be determined. The present section sheds light on the most recurrent key concepts that are particularly pertinent to the aims of the study.

1. Teacher Education

One of the most valuable human resources in the educational system is the teacher, as a determinant agent of change. Teachers are in charge of carrying out the policy of education

Chapter One Contributions

In-service training: Importance and

in the classroom. As a result, the quality and scope of teachers' accomplishments, their competencies, and their motivations all draw on teacher education. This indicates that teacher education is viewed as a program of study, research, and preparation for individuals to teach at all educational levels, from pre-primary to higher education. It is also associated with the enhancement of teacher competency and proficiency, which will allow them to fulfill the demands of their profession and meet its challenges. According to Richards and Farrell (2005, p. 9),

To be a good teacher, they need to know general pedagogical knowledge, learning environment and instructional strategies, classroom management, knowledge of learners and learning, subject matter knowledge, knowledge of contents to be taught, pedagogical content knowledge, conceptual knowledge of how to teach a subject using instructional strategies, understanding of students, and knowledge of curriculum and curricular materials” (as cited in for Basnet, 2012, p. 14).

It appears from Richards’ and Farrell’s view (2005), that teaching is a difficult and complicated intellectual task that requires plenty of training in order to be completed. As a result, teacher education is crucial as it affects their motivation, training, and quality of instruction.

In the same context, Wati (2018, as cited in for Florence Ukamaka, A, 2022, p. 455) indicates that, even though good teachers are hard to find and keep, they are acknowledged as the cornerstone of effective teacher education. Consequently, in order to learn more about students and know their abilities, teachers should be familiar with the background and disposition of their pupils. The ability to bridge theory and practice, assess learning externally, develop and maintain a learning environment, utilize effective tools, strategies, techniques, adopt attitudes and knowledge that support social and political justice, as well as using technology in the classroom are all examples of knowledge and skills that are necessary for teacher education.

According to the description given above, "teacher education" in this sense refers to the knowledge, experiences, duties, competencies, guidance, direction, training, assessment, and evaluation that teachers get as part of their official educational careers.

Chapter One Contributions

In-service training: Importance and

2. In-service training

Enhancing teacher's knowledge and abilities to do a certain task is called training. Thus, it aims to enhance the trainee's work performance and work behavior. As a result, the purpose of in-service training is to guarantee that teachers are prepared well enough for their roles in the future. It is a set of educational activities designed to raise the practitioner's knowledge, experience, skills and efficiency by and large.

The scholar Nkechinyere Amadi (,2013, p. 174) has described that 'in-service training is a workshop for employed professionals, paraprofessionals, and other practitioners to acquire new knowledge, better methods, etc. for improving their skills toward more effective, efficient, and competent rendering of service in various fields and to diverse groups of people.'The gist of Amadi's statement is that the practitioner's training is continual. In fact it is an ever-lasting process throughout which the practitioner never ceases to acquire knowledge, skills and methods of teaching. The rationale behind that is that education is ever evolving. To keep pace with the novelties in the field, he has to remain alert to the new techniques and technological devices incorporated in the domain.

According to billing (1976) in-service training education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs. (as cited in for Osamwonyi, 2016, p.83)

That is to say, in-service teacher training programs are very important to maintain the teachers' motivation and their professional development.

3. Knowledge base

The knowledge base is divided into three domains: language analysis, civilization and culture, language competency, and knowledge of second language. To be successful users and role models, FL teachers should possess an extensive command of the language. Therefore, in addition to being aware about language structures, teachers should also be familiar with applied linguistics and second language acquisition. (Yamith, F., 2013, p.86).

That is to say, the knowledge foundation of language teacher education rests on the idea that language teaching may be achieved by methodically analyzing how language teachers acquire knowledge and skills and carry out their professional duties.

4. Novice teachers

Teachers in their initial years of teaching or those with little to no teaching experience are sometimes referred to as novice instructors. In this sense, Tsui (2003) defines a novice teacher as one who is “ brand-new to the subject matter or activity. A novice teacher is a recently hired educator with less experience with the subject matter, instructional techniques, and educational environment. They might not be aware of the typical issues and solutions in the classroom." In the literature, teachers with little to no teaching experience are sometimes referred to as novice teachers or are in their first year of teaching (Tsui , 2003, p. 4)

5. Teacher professional development

Teachers need to be properly prepared in order to become successful educators. Therefore, to become successful, teachers have to engage in continuing professional development. In fact, information and skills acquired for both teaching progress and personal development are referred to as professional development. All guided learning possibilities for fulfilling the teaching opportunity are included in professional development. Training is therefore an essential part in the professional development continuum.

Teacher professional development is provided to novice teachers in the early stage of their careers. Every teacher should have structured support during the first years of full time teaching. This should build on their initial training, where strengths and needs are identified and set the pace and direction of future professional development. (Basnet,M.2012, p ,15). To be more specific, professional development is directed toward both the teaching process goals and the teacher’s own personal goals. Within the education sector, professional development encompasses a range of endeavors in which teachers engage to enhance their pedagogical skills and gain pedagogical knowledge and proficiency.

According to Ovanova-Mitkovska (2010, p.2922) “Professional development is based on the concept that is understood as a process of inspiring and range of targets set by administrators aimed at changing professionals’ development activities that the teacher use in different environments and conditions that lead to permanent review and change.”

In conclusion, professional development is a continuous process that novice teachers should implicitly go through to forge a better sense of self as teachers; for this reason, professional development is vital to the teaching process.

1.3 Continuous In-Service Training

Training constitutes an indispensable process the professional has to go through in order to acquire the knowledge and skills which promote him to assume specialized job and accomplish the duties he happens to be assigned in a cognizant and responsible way. Training is provided before the trainee is assigned the job and while he is in harness. This is called in-service training.

1.3.1. Definition of Continuous In-Service Training

A teacher accomplishes learning objectives through their productive and skilful performances. Accordingly, teachers have a great deal of responsibility in any educational system. Therefore, In-service training is essential for teachers to be efficient and successful in the educational system, which results in high production and goal fulfillment. Thus, continuous in-service training offers teachers' chances for professional and personal development, as well as the cultivation of personal traits associated with higher productivity or more upbeat expectations.

Moreover, programmes for continuous in-service training are instructional bundles created to raise teachers' professionalism and effectiveness. Therefore, any educational courses and activities that a working teacher may take part in to further their professional growth are included in the continuing in-service training. It is therefore a professional and private educational exercise intended to raise teachers' effectiveness, aptitude, knowledge, and drive. (Osamwonyi, 2016). That is to say, continuous in-service training is an improvement tool that helps teachers work more efficiently, eliminate gaps in their professional backgrounds, stay updated of the new developments in education, and take on more responsibility in the face of a changing classroom.

In other words, the purpose of continuous in-service training programmes is to provide teachers with continuing education and training to enhance or renew their professional knowledge, abilities, and practices while they are employed.

Chapter One Contributions

In-service training: Importance and

A detailed definition was provided by Florence Ukamaka, A, (2022,p. 456) who says that “continuous in service training as a regular performance of duties. This can take a variety of forms which include: guidance, shadowing, observations, coaching at the workplace, work mentoring, work rotation, computer-based training at the workplace, among others. Off-the-job training programmes are training provided away from the employee’s usual work environment”.

This means that the teacher's increased productivity can be seen in a variety of ways, including high student’s academic performance and accomplishments, classroom management, subject matter expertise, the application of effective teaching methods or techniques, and the evaluation of students' work. Hence, in order to increase productivity and improve instruction, teachers should participate in continuous in-service training.

According to Ekpoh, Edet, and Nkama (2013), the goal of continuous in-service training for teachers is to uphold all facets of effective instruction throughout a teacher's career. This type of training aims to elevate the proficiency level of teachers, empowering them to make valuable contributions to the knowledge base that further advances the teaching profession.

In summary, teachers who engage in continuous in-service training benefit their professional growth as well as the efficacy of their schools. Through this technique, teachers may enhance their performance and increase work productivity by continuously updating their knowledge and abilities.

1.3.2 Importance of Continuous In-Service Training

Due to teachers' insufficient training and lack of teaching experience, the majority of inexperienced English language teachers have several instructional flaws. It is believed that inadequacies in instruction lead to a range of difficulties and challenges in the classroom that impede the effectiveness of instruction. To improve FL teachers' performances, continuous in-Service training entails conceptual education, knowledge acquisition, and attitude modification. Accordingly, continuous in-service training assists educators in participating in initiatives aimed at enhancing their teaching productivity in the classroom, hence promoting favourable results.

Chapter One Contributions

In-service training: Importance and

Gokce and Oztaskin (2010) submit that the following areas of teacher professional knowledge, school-based curriculum development, self-development, program adaptation, project-based applications, guidance on student development, social consciousness development, communication skills, and instructional applications of information and communication technologies are all improved by continuous in-service training.

This suggests that by exposing teachers to the most recent teaching methods and remodeled evaluation strategies, continuing in-service training programs enhance their professional growth. Therefore, teachers who do not engage in professional development activities are generally unlikely to be adequately prepared to manage the complexity and difficulties of the teaching and learning process. Moreover, continuous in-service training is a crucial step for new teachers who frequently encounter conflicts in order to improve their problem-solving, decision-making, and approach-selection abilities. It has also been shown to be extremely important in helping teachers build their self-confidence.

According to Ukamaka ,A (2022, p. 456), ‘the importance of teachers’ in-service training programs cannot be overemphasized. In-service training programs enable teachers to acquire innovative instructional skills to provide rich learning experiences for students in the classroom. In this sense, in-service training programs are organized to increase the performance levels of teachers in the course of discharging their professional duties.”

That is to say, continuous in-service training gives teachers practice, hands-on teaching experience, improved lecturer discussions, and character development chances to help them become more professional and understand the ways to apply them and their ramifications in the classroom. Effective programmes for continuous in-service training serve as defect-correction tools, bridging the theoretical and practice gaps in the teaching profession.

1.4 Challenges Faced by Novice Teachers

Novice teachers tend to have a fairly heavy teaching load and wish to get the more basic, less challenging subjects. But they have a lot of challenges and problems with their teaching assignment, which has an impact on their work.

1.4.1 Identification of Challenges

1.4.1.1 Classroom Management

Managing and teaching students is a difficult endeavor, particularly for inexperienced and beginner teachers. In other words, new teachers encounter a variety of difficulties and obstacles in their early career, particularly those who are teaching English as a second language. Correspondingly, Roehrig (2002), in his study “Stories of Beginning Teachers: First Years Challenges and Beyond,” affirms that,

The first three years of a teacher's profession are often the most difficult for many new educators. Managing a degree of confidence at times, working with a foreign demographic, working in a new setting, and questioning long-held ideas may all feel like never-ending tasks. These worries have historically tended to be rather common. Beginning instructors typically have more classroom-related issues than teachers with more experience, regardless of the type of difficulty they face. For this reason, it is crucial that school systems and teacher preparation programs give incoming instructors the tools they need to succeed.

(In Basnet, 2012, p.16)

Novice teachers generally encounter serious challenges. Some of them are related to the instruction settings and their different components while others consist of the defects which he himself still bears and needs to remedy. However, these challenges can be effectively addressed through targeted in-service training programs. The most common challenges are listed hereafter mentioned by Bia (2016):

-Classroom Management is a significant hurdle for many new teachers. Therefore, in-service training can provide them with practical strategies and methods to establish a suitable learning environment, manage student behaviour effectively, and maintain control all the classroom setting . In addition, through learning these skills, FL novice teachers could feel more confident to manage their classrooms; as a result, they will enhance effectively the quality of teaching and learning process. (Bia , 2016,p39)

1.4.1.2 Low Proficiency

Low proficiency, especially for FL teachers, could hinder the effectiveness of instruction. Indeed, in-service training offers several opportunities for FL teachers in order to develop

Chapter One Contributions

In-service training: Importance and

their language proficiency through training courses, workshops, and immersion programs. Hence, through enhancing their language skills, teachers could convey information, facilitate understanding, and engage students in effective learning activities. Furthermore, improving proficiency enables FL teachers to address language related challenges more adeptly, thereby fostering a more conducive learning process. (In Bia , 2016,p.29)

1.4.1.3 Planning effective lessons

Through regular in-service training, teachers are equipped with the necessary and important knowledge and skills to design organized and effective lesson plans. By workshops on lesson planning, instructional design methodologies, and curriculum improvement, FL novice teachers learn significant steps on how to structure and organize lessons that enhance the diverse of learning needs, using appropriate teaching equipments, and incorporate interactive teaching methods for preparing their lesson plan, teachers can deliver an engaging and effective instruction, skills to reach student learning outcomes. (Bia , 2016,p. 31).

1.4.1.4 Building strong relationships with learners

Building strong relationships with learners becomes an essential and important for effective teaching and learning process. Moreover, in-service training provides FL novice teachers with insights on how to communicate effectively through giving those techniques, strategies to build strong relationships with their students. In addition, it provides approaches to foster a positive classroom atmosphere through role-playing activities, mentorship programs, and the classroom dynamics. FL teachers will be familiar with how to establish respect, trust, and positive teacher student interaction and relationships with their students. Also, FL teachers could create a supportive learning climate where students feel more motivated to learn. According to Brown (2001 In Kyriacou, 2009, p. 101) ascertains that “A strong teacher-student connection must be built on two things: first and foremost, the students' acceptance of the teachers' authority; second, the teacher-student relationship should be based on mutual respect (Bia , 2016,p.34)

To sum up, in-service training plays an essential role in providing novice teachers to overcome these challenges they encounter in their teaching career. Further, in-service training helps teachers with guidance, support and professional development opportunities for teachers to improve their classroom management skills, language proficiency, design effective lesson plan, and build effective teachers-learners interaction as well as strong relationship with

students. Accordingly, enhancing the professional development and teaching growth of FL novice teachers can benefit them personally and contribute to the education quality.

1.4.2 Impact on Teaching Effectiveness

Teaching English to non-native speakers has grown more difficult in recent years for many teachers. Because of this, inexperienced teachers may encounter a number of difficulties at work that might hinder their ability to progress in their careers as teachers. As far as, the teaching process necessitates that teachers possess the abilities and knowledge necessary to overcome these obstacles. In order to meet the obstacles of teaching, beginner teachers must acquire new skills and knowledge. As a result, they must raise their awareness and provide high-quality instruction. In the past, educators prioritized helping students overcome obstacles to develop their ability to utilize language for correct and successful learning.

According to Basnet, (2012), “novice teachers tend to spend a long time preparing for lessons and have detailed plans on how they manage their classroom, which may include what they are going to do, what action they intend to take, and even what they work on for the aim of decreasing challenges and obstacles they face since it negatively influences their teaching proficiency” (p. 53). Additionally, the effectiveness of the teaching and learning process is greatly influenced by the teachers, who must also overcome any obstacles that may cause them to fail in their profession as teachers. In conclusion, new teachers encounter a variety of difficulties and challenges that might cause them to struggle in their role as educators and occasionally cause them to drop their work. Therefore, in order to overcome their obstacles and become proficient, new English language teachers need to put in a lot of effort and adhere to a few guidelines and best practices, needs which fall within the range of in-service training concerns.

1.4.3 Role of Continuous Training

Every year, there is an increase in the amount of continuous training that English teachers have to receive. Additionally, this training assists teachers in acquiring the knowledge and abilities necessary for competency based language instruction.

Msamba, et al. (2023, p. 1) indicate that “the change in teachers’ practice can occur only if continuous training leads to profound changes in teachers’ knowledge, skills, attitude, and beliefs.” That means that in order to improve instruction and student learning in classroom Settings, teachers’ knowledge, abilities and attitudes must change. More precisely, continuous professional development positively affects teachers’ acquisition of subject specific, general, and pedagogical topic knowledge in relation to competency based language instruction. Therefore, providing practical usage for effective teaching, this type of training helps teachers acquire the necessary knowledge and effectively teach and assess learners.

Continuous in-service teacher training remains an effective way of imparting knowledge, skills, and motivation to novice teachers. It is a way to provide continuous education to the teachers who have already taken any certification in teaching and have chosen teaching as a profession following Koellner’s & Greenblatt’s view of in-service teacher training as a series of activities arranged to engage teachers to enhance their knowledge, raise their skills, and broaden their professional approaches (Koellner& Greenblatt, 2018, as cited in for Hafiz Nauman et al , 2021, p.18).

That is to say, continuous training usually focuses on the development of change in a teacher in the form of knowledge, satisfaction, motivation, and professional achievement. To sum up, continuous training has a great positive influence on teacher performance. It makes teachers meet the students’ needs and so enhance the students' learning outcomes. Moreover, continuous in-service teacher training aims to increase the quality of the teacher, which in turn positively affects their performance in the teaching-learning process.

1.5. Knowledge Base of Novice Teachers

A university graduate supposedly comes to the professional field with a certain command of the subject matter and a bulk of theoretical knowledge about teaching and learning. He should be equipped with a range of theoretical concepts and should have developed a personal scope of the meaning of teaching and the different ways it should be accomplished. Nonetheless, when fully immersed in the profession, the novice teacher finds himself in need to acquire other skills which bear mainly to the practical side of instruction. In short, he feels the inadequacy of the knowledge base he brings to the professional field and the necessity to further it.

**Chapter One
Contributions**

In-service training: Importance and

1.5.1 Required Knowledge Base

Knowledge base is essential for language instructors to succeed in their line of work. It is predicated on learning about how to acquire the fundamental abilities needed for teaching, how competent teachers are in their subject matter, how to use pedagogical skills, and how their attitudes, knowledge, and beliefs influence their practice of teaching. The following table indicates the main categories of knowledge base for teaching professionally.

	Category	Definition
General dimensions of teacher knowledge	Knowledge of educationalends	A comprehension of the purposes and values of education as well as their philosophical and historical grounds
	Knowledge of educationalcontexts	An understanding of the sociocultural and institutional dynamics of schools, communities and cultures.
	General pedagogicknowledge	Command over the main principles, methods and strategies needed for effective teaching and learning
	Knowledge of learners	An understanding of learners’ cognitive, psychological and affective characteristics, behaviors, interests and developmental stages.
Content-specific Dimensions of teacher knowledge	Curriculum knowledge	A comprehension of the syllabus, topics, and instructional materials designed for and expected in the teaching of a particular subject.
	Subject matter or content knowledge	Academic comprehension of both the content and the structure of a subject.
	Pedagogical content knowledge	combination of content and pedagogy that helps teachers make a subject comprehensible to others.

Table 1.1. Teachers’ professional knowledge base categories(Shulman, 1987, In Yamith, 2013, p:84)

Indeed, for a long time, the conceptualization of knowledge base was restricted to the attainment of the basic skills required for teaching, the competency of educators in their subject matter area, and the use of pedagogical strategies. (Yamith, 2013, p: 84). Therefore, FL teachers need to be prepared to tackle a variety of issues, including enhancing their language skills, instructing in a variety of settings, incorporating classroom research, and maintaining connections and professional development opportunities. They must be able to

Chapter One Contributions

In-service training: Importance and

combine their understanding of language, pedagogy, learning theories, and educational situations in order to meet these obstacles.

Yuen and Kaur. (2011) show that content knowledge and pedagogical knowledge are the two fundamental components of knowledge base that a successful teacher must possess. While the latter relates to the teaching and learning of topics and their curricula, the former refers to the knowledge a teacher should have about the subject itself. It is not sufficient to see teachers' knowledge base as a collection of professional and life skills that need to be developed. Rather, he/she makes the case for a framework that integrates curriculum, pedagogy, content, and context.

This means that the knowledge base consists of different compartments of knowledge that teachers should possess which are essential for efficient teachers. Furthermore, it is crucial for putting ideas and knowledge into practice and for creating new theories and knowledge by interacting with certain kinds of processes and activities in specific teaching situations.

1.5.2 Contribution of in-service Training to Knowledge Base

Education is universally regarded as the most crucial component of every society and has a beneficial impact on people's social, political, economic, and cultural lives. Furthermore, education is crucial to the development of robust and advanced communities. The secret of the effectiveness of the educational process is teachers' contribution in continuous training to improve their knowledge base. As a result, it is always imperative, from an educational standpoint, that teachers have the necessary training to be knowledgeable and skilled educators.

According to Defallah, S, and Elhassan, (2020 p. 191), putting teachers through continuous training is recognized as a vital component in improving the education process among teachers. Indeed, it allows them to have planned courses to improve instructional, professional knowledge base, interest, and skills; in addition, it covers most of all educational needs on a regular basis”.

In other words, in order to preserve and improve the quality of the teachers, continuous training is essential. It is also intended to have a favorable influence on the learning process that occurs in an educational environment. It also covers every procedure and experience a

teacher has after entering the teaching field. It consists of both professional and educational topic content.

To conclude, teachers who are put through continuous training are able to meet the unique demands of the classroom and the conditions of the educational system. Thus, it is essential to the success of the educational process. It makes it easier for teachers to keep up with knowledge base developments and gives them the tools they need to design cutting-edge curriculum and make use of updated teaching methods. A very efficient way to enhance teachers' knowledge base is continuous training. Additionally, knowledge base for teachers has a significant impact on student academic progress and the quality of education provided within the educational setting.

1.6 Theoretical Perspectives on Continuous In-Service Training

A skilled teacher is an indispensable agent for the attainment of the objectives of any educational activity. Thus, it has been evidenced that all teachers must participate in continuing in-service training due to the nature of the teaching profession. More specifically, it is imperative that teachers demonstrate a desire and excitement to continue their in-service training, which evaluates their ability to stay updated with novelties in the educational landscape.

According to Okon and Anderson (1982), continuous in-service training for teachers helps to foster continued professional growth. Through teachers' meetings, seminars, workshops, training sessions, and academic study circles, opportunities can be provided for teachers to keep abreast of new developments in their field. So, teachers should be encouraged to take leave of absence from teaching in order to pursue higher degrees and increase their competence in teaching. (In Essien Essien et al, 2016)

This means that, for teaching to be a successful profession, educators must get continuous in-service training that gives them the structured tools they need to change their attitudes, knowledge, abilities, or behaviors via learning experiences in order to function well in their roles. Esu, Enuokoha, and Umoren (1998) in Essien et al., 2016, p. 32) maintains that continuous in-service training is adopted to ensure that teachers accept the objective and the method of the new curriculum. It also seeks to provide a comprehensive and comprehensible account of major and minor trends in language teaching methods.

Chapter One Contributions

In-service training: Importance and

Milhem, Abushamsieh and Perez Arostegui (2014), enlist some theories related to continuous in-service training: Learning or Cognition Theory, Constructivism and Experiential Learning Theory, Transformative Learning Theory, and Action Theory.

a. Learning or cognition theory: One of the most significant aspects of the teaching technique is situated learning. As a result, the instances and other resources we develop or use essentially place the trainee in his or her operational setting. The process begins with this information, which is followed by the identification of topics and problems that the trainee is somewhat interested in and familiar with within a particular context. This indicates that settings in which learners are regularly engaged serve as the foundation for contextual learning.

b. Constructivism and Experiential Learning Theory: Constructivist learning suggests that there are several approaches to enhancing knowledge and abilities, rather than a single perfect one. Constructivism emphasizes understandable real-world functions in organizational systems, making it a good fit for situated and teaching techniques. Thus, it makes it possible for educators to identify performance gaps and shortcomings in a particular skill area.

c. Transformative Learning Theory: When teaching approaches are used with transformative learning, learners are encouraged and able to actively shape the content and application of learning activities. As a result, many learners are open to the idea of being empowered and actively participating in decision-making. Put differently, the application of judgment, delegation, and involvement in decision-making processes are all aspects of experiential and transformational learning.

d. Action Theory: As described by Michael Frese (2007), action theory makes an effort to clarify how learning is controlled and how individuals may adapt their behavior to accomplish goals in both typical and atypical circumstances. Because of this, behavior, particular working conditions, and results are connected to action theory. It also addresses the mechanisms via which environmental cues and behavior interact, as well as the ways in which cognition controls behavior and performance. As a result, action theory provides a methodical means of comprehending how the focus, sequence, and action structure components of cognitive processes are used to manage knowledge in a performance setting.

To sum up the above training theories, it is essential to select the training model type that best fits the requirements of the task being done. The training model has consequences for cognition and other fields, such as situated learning. It looks at the training process, the kinds of skills to be given, and makes sure that trainees are encouraged to work in teams. It also tries to identify the proper training methods based on the nature of the trainees' jobs.

1.7. The Significance of Knowledge Acquisition for Novice Teachers

Teaching is one of the most fundamental human endeavors, much like learning. Teaching is a talent and a profession that is vital to both those who teach and those who are taught. As a result, the knowledge acquisition process is the first stage in the formation of any expert system and serves as its foundation. “Knowledge acquisition techniques are the methods through which expertise can be captured from knowledge sources; these sources may be human experts, books, journals, databases, reports, or other computer systems.” (Hafeez, and Khan, 2009, p. 02).

Similarly, Berliner, and Barak (1976) claim that ,

Major factors in the process of knowledge acquisition in the classroom are the content and emphasis of the curriculum in use and the content coverage and emphasis given. Through the teaching methods employed. The classroom behavior of a successful teacher is characterized by direct instruction, whereby students are brought into contact with the curriculum materials and kept in contact with those materials until the requisite knowledge is acquired.” (p.32)

A teacher’s knowledge acquisition is linked to curriculum, assessment, and subject matter. Every day, teachers should make difficult choices that depend on a wide range of expertise and judgment and may have a significant impact on students' learning results. Furthermore, the center of the global educational system is its teacher’s knowledge acquisition. As a result, teachers play outstanding roles in both the accomplishment of national educational goals and the development of manpower.

Indeed, the National Policy on Education (NPE, 2008) states that “teachers knowledge shall continue to be given major emphasis in all educational planning and development.” (in EssienEssien, et al , 2016. p .31) So, knowledge acquisition for novice teachers in our times is

Chapter One Contributions

In-service training: Importance and

an important issue, especially in distance education, as it is necessary to take into account conceptions of society and technology and to harmonize them with the needs of every single student. In addition, this must also make it possible to reflect on practice in order to improve it.

To sum up, teachers need to concentrate on understanding how students learn in the classroom. The curriculum being taught, the way information is conveyed, and the teacher's role in supporting the development of knowledge and skills are all important aspects of knowledge acquisition.

1.8 Conclusion

This theoretical chapter has provided definitions of the most fundamental concepts that are essential to the present study. It has first shed light on the development of teacher education. In addition, it highlighted the definition and importance of continuous in-service training. It has also given an account of the challenges faced by novice teachers. Then, it presented the knowledge base of novice teachers. Finally, it has introduced theoretical perspectives on continuous in-service training, followed by the significance of knowledge acquisition for novice teachers. The following chapter describes the methodology used to conduct the present investigation.

**Chapter Two :
Field work**

Chapter Two : Field work

2.1	Introduction	26
2.2	Hypothesis	26
2.3	Research Methodology	26
2.3.1	Research Design	26
2.3.2	The sample	27
2.4	Data Collection	28
2.4.1	The questionnaire	28
2.4.2	The interview	29
2.5	Results and Data Analysis	29
2.5.1	Questionnaire Analysis and results	30
2.5.1.1	Quantitative analysis	30
2.5.1.2	Qualitative analysis	39
2.5.2	Interview analysis and results	42
2.5.2.1	Analysis	42
2.5.2.2	Interviews Results	42
2.6	Conclusion	44

2.1 Introduction

The first chapter serves as the theoretical foundation of the conducted research. through introducing the key concepts ,continuous in service training, novice teacher's knowledge base and educational development and the reasons they are utilized in this study. The chapter at hand is an attempt to contextualize the theoretical insights of the effect of CIST on novice teachers' knowledge base and to study it empirically.

The methodological choices are discussed in this chapter in details relying on the research problem, the research questions and hypotheses. It illustrates the research design and sets the procedures to collect, analyze and report data. Moreover, the approaches implemented to check out for the validity and reliability of the assumptions put forth at the beginning of the study are explained in detail .

2.2 Hypothesis

The hypothesis under consideration for the research problem suggests that continuous in-service training is of an undeniable importance as to novice teachers' development. The lights are shed on the challenges faced by those teachers, how CIST is likely to help NTs, and what strategies can be implemented to insure it.

2.3 Research Methodology

The research work deploys various research tools. The aim behind this is the pursuit of scrutiny and exhaustiveness. The different partners of the instruction are addressed through suitable enquiry methods to elicit pertinent data right from the subject concerned. This is supposedly likely to yield informing data which lead the researcher to a pertinent insight about the phenomenon under research.

2.3.1 Research Design

This study uses a mixed-method approach, combining qualitative and quantitative research methods to gain a holistic view of the research questions. The primary aim is to provide a comprehensive understanding of how CIST programs are implemented, their effectiveness, and the perceptions of the subjects involved, including novice teachers and training professionals. This design choice allows for a

detailed exploration of personal experiences through interviews and broader trends through questionnaires, ensuring a comprehensive analysis of the research problem.

The mixed-method design is believed to serve as an efficacious method to carry out the research questions and check out the validity of the hypotheses best as it addresses both the depth and breadth of the inquiry. The two categories of informants are different since they have different standpoints. The questionnaire addresses the novice teachers, the subject of the study, to elicit data about the efficiency of the in-service training programmes they receive in their first years of career, and the changes they bring about in their competences and performances. Training professionals, on the other hand, are addressed through an interview to share enlightenment about the different ways in-service training is ensured and the actual contributions it makes as to novice-teacher development.

2.3.2 The sample

The sample of this study consists of two main categories of informants: novice teachers and inspectors. Novice teachers are dealt with as they are the subject matter of the investigation. The criteria set for the choice of subjects are clear, focused and directly communicated aiming to achieve an accurate representation of the target population:

- being a novice teacher (within the first 5 years of their careers)
- Teaching a foreign language in Middle School

The sample of 25 respondents was obtained through random selection and there were no further criteria for the sampling.

It was intended to use a random sampling technique, yet it was inconvenient and unattainable to reach an appropriate representation. That's why convenient sampling was used to gather data. Foreign language Middle School teachers who are available and willing to respond to the online questionnaire were targeted to enhance the study's generalizability. Since it was an online questionnaire some demographic information was elicited in the first section of the questionnaire as they might have some type of influence on the rest of the responses.

On the other hand, teacher trainers and inspectors are the second informants . They are the ones in charge of the application of the programmes and the mentors of teachers' education. This group provides valuable insights into the design and implementation of CIST programmes.

The sample of six informants including inspectors or teacher trainers was chosen to ensure a diverse yet manageable representation of professionals responsible for the implementation of in-service training programmes. Prioritizing depth over breadth, this sample size is esteemed to provide the necessary insights respectively in their perspectives given the specialized nature of their roles, which enables the exploration of the research questions within the available resources and timeframe.

2.4 Data Collection

To collect data for the study, considering the choice of a mixed approach and what aligns with the research questions and the hypotheses, it was decided to use two different data collection tools. The data collection tools used for this study include an online questionnaire and a structured interview. Using two different tools of data collection is mainly intended to help gather effective data and to enhance the research reliability and for further understanding of the results.

2.4.1 The questionnaire

To gather data from the target participants, an online questionnaire has been designed using Google forms and shared through Email and on different social media platforms. This is due to the fact that personal access to the representative number of NTs to conduct the study was unattainable.

Novice teachers that fit the criteria were invited to answer the questions with guaranteed anonymity, just to ensure the reliability of their answers as they wouldn't worry about being judged or their personal information and experiences to be shared.

In terms of applying the mixed-method to gather information for the study, the questionnaire consists of 21 of both closed and open-ended questions. The close-ended questions are structured using a Likert scale and multiple-choice format. These questions are designed to gather quantitative data on participants' perceptions and experiences regarding in-service training, aligning with the research objectives of assessing the frequency of participation in training, perceived effectiveness, and

confidence levels in teaching skills. The Likert scale allows participants to indicate their level of agreement or frequency of occurrence on a predefined scale, while multiple-choice questions offer predetermined response options for easier analysis and comparison across respondents.

The questionnaire was divided into four sections:

- Section 01: demographic information (qst 01 - qst 04)
- Section 02: perception of a service training (qst05 - qst 11)
- Section 03: application and impact of in service training (qst 12- qst 16)
- Section 04: Open ended questions(qst 17- qst 21)

The first 16 ones being closed-ended questions. This type of questions where the respondents are expected to select what aligns with their personal experiences is believed to facilitate the process of answering the questions for the teachers; it is easier and quicker to go about the questionnaire without feeling the overwhelm of it. Closed-ended questions require a minimum effort to think and answer. This type of question provides structured data that can be easily analyzed and compared across different respondents. They also help reduce ambiguity in the response by limiting the range of possible answers yet - simultaneously- delineate a full range of possible answers.

The remaining five questions are open-ended, where the NT is expected to provide some in-depth information from his personal experience with the in-service training programs, such as his perception of the best strategies implemented or some suggestions that might optimize the effectiveness of these programmes.

Moreover, it should be mentioned that the questionnaire administered to NTs was written in the two foreign languages taught in Algerian middle schools, English and French. This was used to overcome any possible language barriers and enable all the subjects to respond to the questions since it is understandable that each of them might not have been exposed to the other language, at least professional wise, for a period of time. Also, except for the training related concepts that the teachers are familiar with, the questionnaire's language was simple and clear in order not to pose any problem of intelligibility for the respondents.

2.4.2 The interview

The interviews were planned to be conducted in-person to facilitate a more personal and interactive exchange of information. Yet the time frame and the difficulty of access to teachers' trainers made it infeasible. Therefore, the interviews were conducted in different ways, some in-person and some were conducted online. The interview questions were structured to cover the key elements related to IST for novice educators and were designed to gather specific information aligned with the research questions

2.5 Results and Data Analysis

Despite the contextual difficulties met along the conduct of the empirical part of the study, the yields have been insightful and pertinent. The responses of the novice teachers have been all to the point and averred that they attach a great deal of importance to in-service training. Their responses have been very emphatic and revealing, which evinces that they contributed to the survey with much concern.

2.5.1 Questionnaire Analysis and results

An overview of the questionnaire tells that it is intended to elicit quantitative data; nonetheless, some questions inside it target at very personal visions of subtle matters. Figures are mainly considered in such cases, but the very view of the respondent is considered in much depth and noted with much concern, for it is the quality of the opinion which matters more.

2.5.1.1 Quantitative analysis

Only the first 16 questions of the questionnaire are included in this part. The data gathered from the questionnaire will be analyzed using descriptive statistics. This includes using percentages to present the results in charts.

Basically, Google forms provides the user with statistical charts that summarize the results, but for further data analysis Microsoft Excel will be used. Excel is chosen for its accessibility and ease of use. It allows for efficient data entry, basic statistical calculations, and the creation of charts to visually represent the data. This tool ensures a straightforward and effective analysis of the quantitative data collected.

Section 1: Demographic information

The four questions in this section all aim to gather the basic demographic details of the respondents. They provide context and categorization for the responses

Question 01: how long have you been teaching?

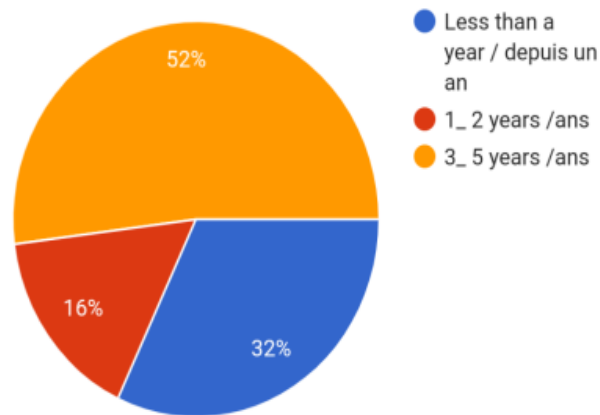


Chart 01:teaching experience

According to the chart, 16% has been teaching since one to two years ,52% of the participants have been teaching since 3 - 5 years and 32% of them been teaching for less than a year

Question 02: which foreign language do you teach?

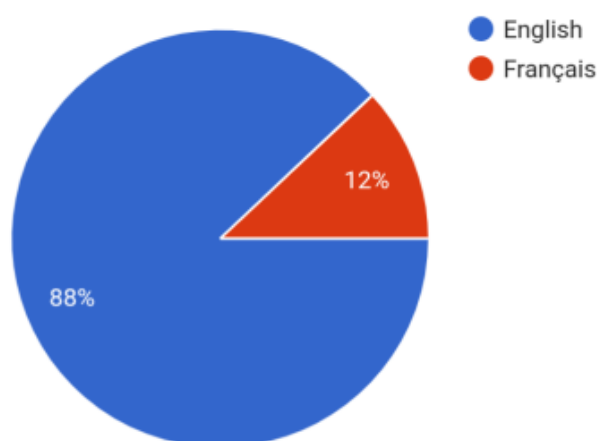


Chart 02: the language taught.

Only 12% of the participants teach French, while the majority of them 88% teach English.

Question 3: what type of school do you work in?

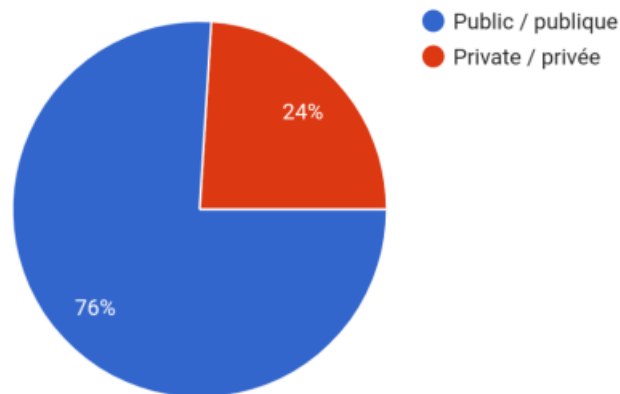


Chart 03: and institution type

The results indicate that 24% of the participants teach in private school, was 76% teach in public schools.

Question 4: what is your highest educational qualification?

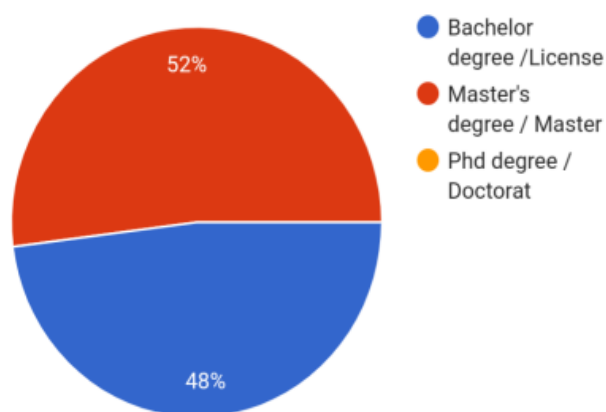


Chart04: highest educational qualification

48% of the participants have a bachelor degree while 52% of them are monster graduates. None of the participants has a PhD degree.

Section 2: Perception of a service training

Question five: how important do you think in-service training is for your professional development?

-This question aims to assess the perceived significance of IST for novice teachers.

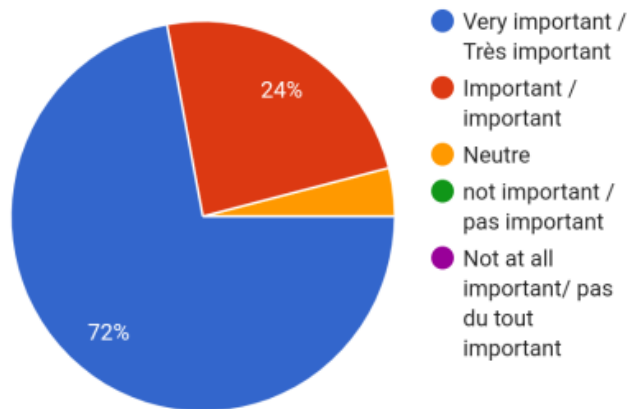


Chart05: the importance of in-service training for professional development.

72% of the participants perceive the in-service training as very important, 24% of them think that it is important, and 4% feel neutral about it. No one thinks but it's not important or not at all important.

Question 06: how often do you participate in in-service training?

-This question aims to determine the frequency of novice teachers' engagement in IST.

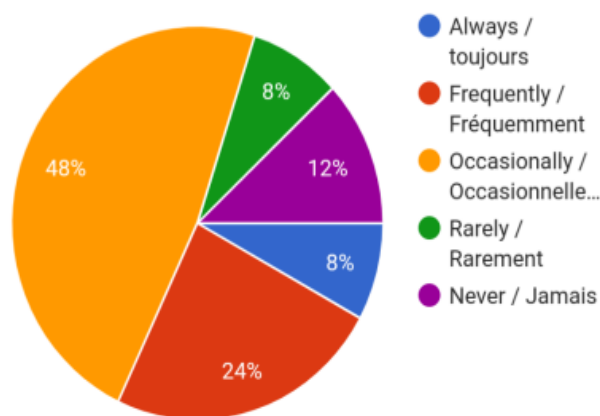


Chart 06: the frequency of attending in service training

Only 8% of the respondents participate in a service training frequently, that's why the majority 48% said that they attended occasionally. 8% of the respondents only rarely attended it. 12% of the participants have never attended and in service training session

Question 7: what type of in-service training do you find most beneficial?

-identifying the preferred training formats serves tailoring more convenient programs for the novices.

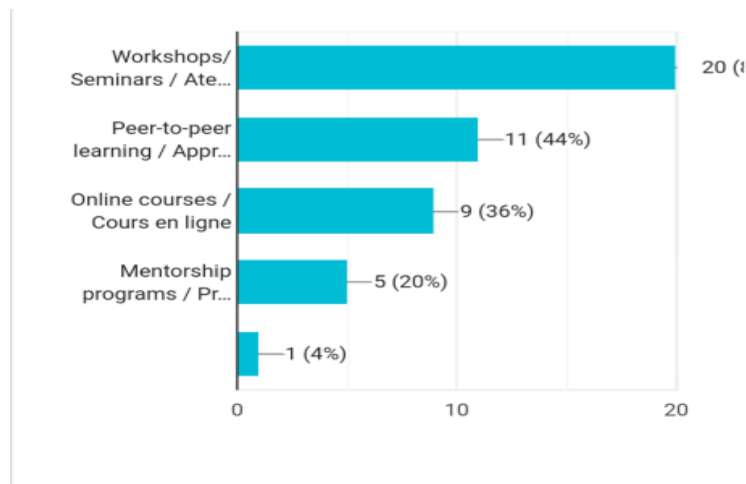


Chart 07: the type of in-service training perceived as most beneficial.

workshops were selected 20 times as the most beneficial one peer to peer training is chosen 11 times more effective.on line courses are mentioned nine times amongst the preference. mentorship programs were considered to be effective by five participants only. No other types were added from the participants' side.

Question 8: To what extent do you feel in-service training helped you improve your teaching skills?

-this question evaluates the perceived effectiveness of IST in improving teaching skills for NTs

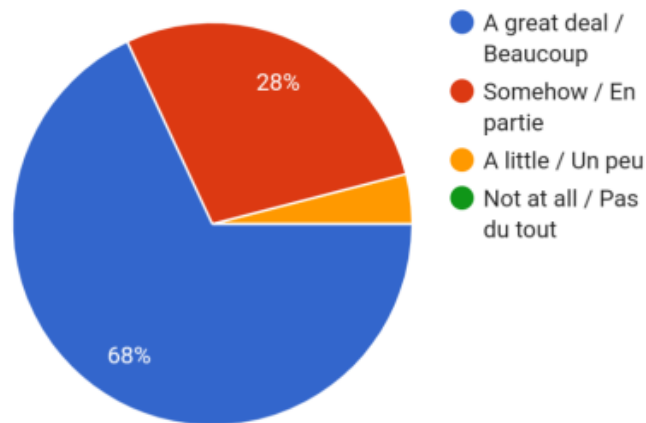
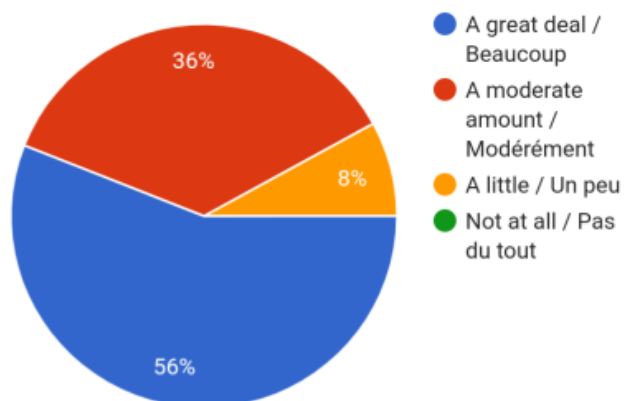


Chart08:teachers' perception of the effect of IST programs on their skills

The majority of the participants 68% felt like their skills were improved to a great deal, 28% feel like they're skills are somehow improved, and 4% feel like their skills were only a little improved, but no one mentioned that their skills were not improved at all.

Question 9: to what extent does in-service training address your actual classroom preoccupations?

-this question gauges the extent to which IST addresses the challenges encountered by NTs in their classroom.



Charts 09: in-service training alignment with classroom concerns.

56% think that in-service training addresses the actual preoccupations, 36% say that it only pinpoints their realities to a moderate amount, 8% of the participants saying

that it reflects only a little of their actual preoccupations. No one mentioned that it doesn't address any of their preoccupations at all.

Question10: Is in-service training readily available to you?

-this question assesses the accessibility of IST for novice teachers.

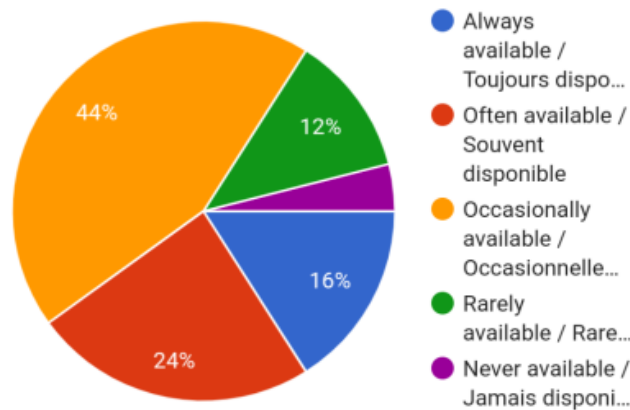


Chart10: the availability of in-service training

16% of the respondents always have access to in-service training. 24% find it often available. The majority of the respondents 44% agree that it's occasionally available. 12% said that it's rarely available, while 4% have no access to it.

Question 11: What are the sources of in-service training available to you?

-this question determines the in-service training resources that novice teachers have access to.

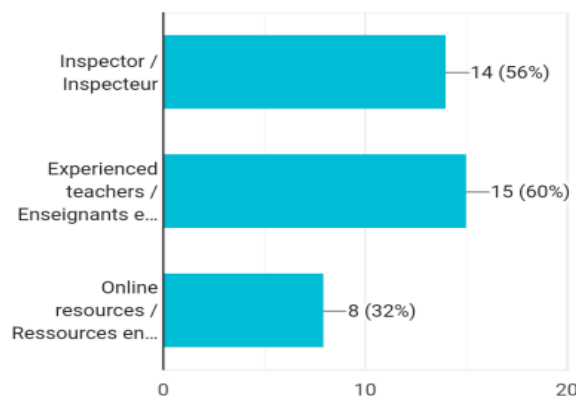


Chart 11 : the available sources of IST

The most mentioned source is experienced teachers with 15 mentions ,then comes the inspectors where they are mentioned 14 times .online resources are mentioned eight times as the least available source of training

Section 03: Application and impact of in service training

Question 12: how often do you apply what you learn in in service training in your classroom?

-this question examines the frequency of applying the skills obtained in IST in classroom practices.

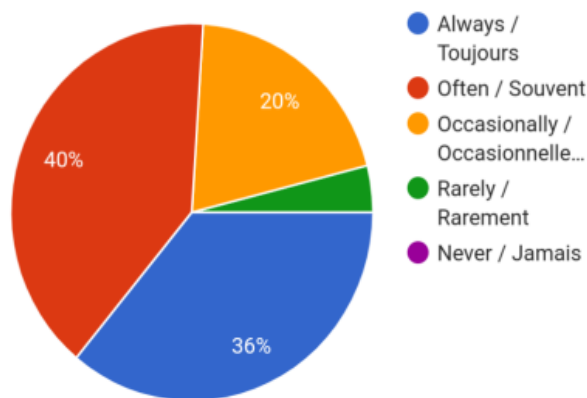


Chart 12: the application of learning.

40% of the respondents of 10 apply what they learn in service training in their classroom, 36% of them always apply it. 20% apply it occasionally and 4% apply it really. No one ends up not applying it at all.

Question 13: how confident do you feel vis-à-vis your teachers skills after attending IST?

-This question measures teachers' confidence level after participating in IST activities.

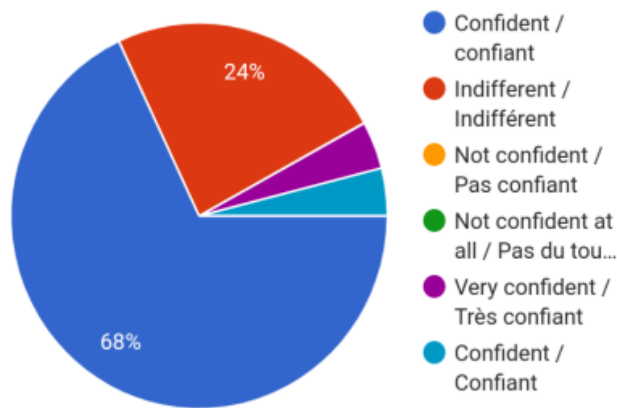


Chart13: teachers' confidence after attending IST.

72% feel confident about their teaching skills after attending in-service training. 24% feel indifferent and 4% feel very confident .

Question 14: Do you believe in-service training has helped you manage classroom realities better?

-this question investigates the IST's perceived effect on the teachers' classroom management.

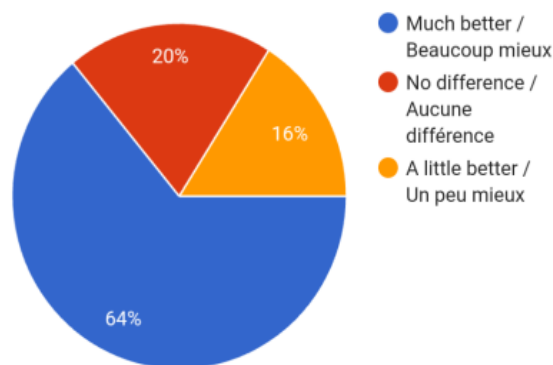


Chart 14: in-service training impact on classroom management.

64% of the respondents believe that IST help them manage their classrooms way better. 20% feel indifferent after attending it and 16% feel a little improvement in their classroom management.

Question 15: how often do you receive feedback after in service training sessions?

-investigates how often novice teachers receive feedback after the training to understand the support system.

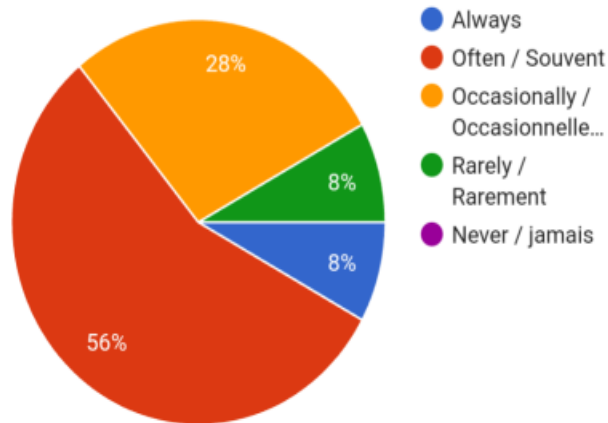


Chart15 : pro-training feedback availability .

56% of the respondents often receive feedback 8% only always receive it after attending it. 8% also literally receive it and 28% receive it occasionally after attending. No participants mentioned that they don't receive it at all.

Question 16: how helpful is the feedback you receive after in service training sessions?

-this question assesses the usefulness of the received feedback. Which can indicate the impact of the follow-up support on professional development.

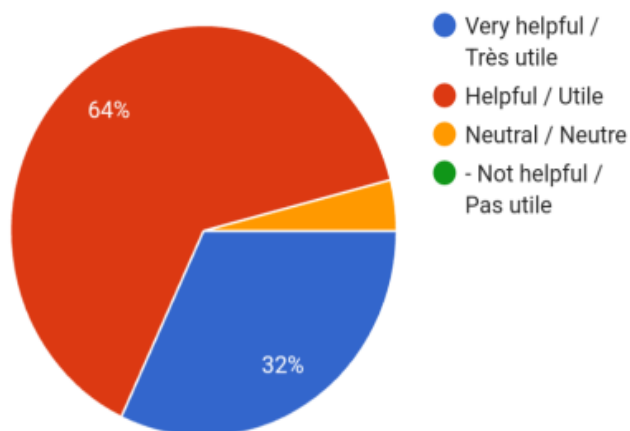


Chart 16 : the helpfulness of feedback.

64% of the respondents find the feedback helpful. 32% of them find it very helpful. And 4% are neutral about it. No one mentions but it's not helpful at all.

2.5.1.2 Qualitative analysis

Section 04: open ended questions

Considering the objective behind including these five questions, the responses are approached and analyzed qualitatively, using qualitative content analysis. Simply put, the responses of each question were:

familiarized: the responses were read through to get a general sense of the content.

Coded: potential themes were identified by highlighting key words and phrases.

categorized: responses with similar codes were grouped together to form some type of categories.

thematically analyzed: by reviewing the categories to identify broader themes.

Summarized : results shared briefly

Also for the research specificities some translation from French to English was needed.

QUESTION 17: What specific aspects of in-service training do you find most useful for your teaching practice? Why?

By identifying the aspects of in-service training that novice teachers find most useful, we highlight the effective practices and pinpoint areas of enhancements. The respondent's mentioned aspects are:

- planning and presenting lessons with colleagues in group work formation .
- setting goals for teachers after categorizing them based on their needs.
- practical activities such as developing pedagogical materials and observing model lessons presented by experienced teachers.
- seminars and colloquial events.
- classroom management techniques.
- assessment strategies.
- updates about theoretical aspects of the field.

Question 18: What are the most significant challenges you face as a foreign language novice teacher, and how do you think inside this training can help address them?

Gathering data on the difficulties NTs encounter and how they believe IST can address them will help designing more practical programs. The problems mentioned to be faced are:

- classroom/time management (dealing with disruptive behavior)
- adapting the curriculum to the students needs.
- students attitude towards the foreign language.
- the language barrier and the students' reliability on their mother tongue.
- the lack of experience .
- workshops and seminars need to be constantly updated
- incorporating ICT in teaching
- pedagogical techniques to be applied in classroom(the difficulty of implementing CBA)
- crowded classrooms.
- lesson planning .
- shifting from theory to practice
- engaging students in the teaching-learning process.

In-service training addresses them through:

- implementing strategies to deal with learners diversity.
- updating NTs with innovative teaching approaches
- offers networking opportunities

For more guidance and support

- IST being a checkpoints to compete with other colleagues
- providing NTs the opportunity to share their problems and be guided by inspectors and/or experienced teachers.
- it helps with time management.
- offering lesson planning tips to engage and motivate the learners.
- introducing you to various teaching methods tailored to different learning styles.

Question 19: describe any innovative strategies or techniques you have learned from in-service training that you find effective in your classroom.

Collecting information on new effective techniques acquired through in-service training aims to share the best practices to support the programs. the techniques mentioned are:

- Technology integration.
- utilizing body language.
- the use of virtual collaboration platforms.
- warm up activities.
- TPS: Think,Pair,Share technique
- employing constructivism and behaviorism in classroom management
- Cascade training model(implementing educational games)and the use of real life objects.
- active learning technique
- students' grouping
- realia strategy .
- putting learners in charge of some activities so that they are more engaged.

Question 20: if you could change one thing about in-service training programmes available to you, what would it be?

This question aims to gather information from novice educators themselves about their insights on how in service training programs can be improved to better meet their needs. Their recommendations included:

- prioritizing practical application and Hands-On training rather than the theoretical aspect.
- flexible training formats and schedule
- the integration of Artificial Intelligence in training.
- providing workshops in most schools (private schools for example)
- frequency (more sessions per month) and continuity (teacher should be persuade longer)
- making them more reliable to actual classroom situations.

Question 21: What additional support do you need as a novice teacher to improve your teaching skills and classroom management?

Identifying further support that novice teachers feel they need to enhance their teaching skills in order to inform future training.

The suggested needed to support was as follow:

- additional support and mentoring.
- collaboration opportunities and coordination sessions with other teachers.
- continuous training.
- pedagogical account company.
- providing some sort of guideline.
- providing language teaching equipment in school.
- more practice opportunities.
- diversifying the feedback resources.
- workshops and training sessions tailored to my specific needs.

2.5.2 Interview analysis and results

2.5.2.1 Analysis

The interview was conducted to collect data from teachers' trainers . Similarly to the open ended questions,the interviews were qualitatively analyzed after being: transcribed, familiarized,coded, categorized, thematically analyzed then summarized.

2.5.2.2. Interviews Results

The same of what has been noticed about the novice teachers' contributions can be said about the teacher trainers and the inspectors who contributed very insightful views which emanate from long experience. They seem to attach great concern to in-service training as an undeniably efficient tool for teacher development.

1-What is the primary goal of the in-service training programmes you oversee?

Two responses emphasized the role of IST programs in enhancing novice pedagogical skills and content knowledge. In addition, it was mentioned by three inspectors that an IST program aims to cultivate the continuous development and teacher empowerment culture. Moreover, it was emphasized that the programs aim to train teachers to be adaptive to the changing landscape of education twice with

two different interviewees. And with a broader perspective, one inspector summed the purpose of the programs in no other than serving the national educational values.

2-How do you assess the effectiveness of these training programmes?

It is illustrated by one inspector that for an IST programme to be effective, it should be relevant to teachers' needs and their teaching context. Four trainers said that they assess the effectiveness of the program by assessing its outcomes quantitatively (pre and post-training assessment) and qualitatively (surveys, focus groups, interviews). In addition, three of them mentioned that an effective program should be holistic and iterative, continuously evaluated, modified and refined. One respondent mentioned that an effectively implemented IST program should submit to didactic and pedagogical guidelines to achieve educational objectives.

3-What common gaps do you see in novice teachers' knowledge or skills?

All of the six interviewees indicated that the common gap they notice in NTs has to do with their lack of experience. They explain that this issue is expected regarding the irrelevance of university instructions to the classroom realities. One inspector perceives the novices' dependency on experienced colleagues as a gap.

4-What strategies have proven most effective in supporting novice teachers?

All the six inspectors mentioned similar strategies, especially mentorship programmes. For one inspector, implementing instructional strategies for learners with diverse needs has proven to be of a high value. Also one teacher trainer explained that it is more effective when teachers are trained to be autonomous rather than presenting them raw models, and being trained to be reflective practitioner. Continuous practice and peer to peer observation also are beneficial to support NTs according to another inspector's experience.

5-How can in-service training be improved to better meet the needs of novice teachers?

Three inspectors agreed that improving in-service training can be achieved by implementing tailored approach, which shifts the focus on covering foundational problems NTs face such as classroom management, instructional planning and assessment strategies. Five of them find that personalized support through

mentorship and coaching would optimize the effectiveness of the program. Besides, three other inspectors see that the technology can be utilized to enhance the accessibility and flexibility to programs, this will allow novice educators to engage in self-paced learning. One inspector expressed that he believes that involvement in the institution and with his colleagues might improve the effect of In-service training on the novice teacher.

6:6. What role does mentorship or peer-to-peer learning play in in-service training?

The six interviewees stated that the strategies are crucial for teacher's professional development. It was repetitively mentioned that the two strategies provide the novice teacher with guidance and appropriate modeling. Peer-to-peer helps by exchanging best practices and reflecting on diverse experiences. Four inspectors think that they create a sense of learning community, which empowers the NT and enhances his teaching practice. One of the interviewed inspectors finds that they nourish the teacher's behavior and cognition.

2.6 Conclusion

The research instruments used in the field work enabled the collection of valuable data. The questionnaire administered to novice teachers helped delve deeper into their perspectives and experiences as they are the ones in need of in-service training. The questioner was adopted to ensure the inclusion of all the targeted teachers. On the other hand, the interview conducted with teachers' trainers facilitated collecting data to obtain insights from their perspectives and experiences.

The chapter at hand provides brief readings in the gathered data and results; the following chapter is intended for further analysis and interpretation of the questionnaire and the interview results. Besides, it will provide recommendations related to the necessity of continuous in-service training in enhancing novice teachers' knowledge base.

**Chapter Three:
Findings and implications**

Chapter three : Findings and Implications

3.1	Introduction	48
3.2	Interpretation of the results	48
3.2.1	Interpretation of the questionnaire results	48
3.2.1.1	Teaching experience	48
3.2.1.2	The language taught	48
3.2.1.3	Institution type	49
3.2.1.4	Highest educational qualification	49
3.2.1.5	The importance of in-service training for professional development	49
3.2.1.6	The frequency of attending in-service training	49
3.2.1.7	The type of in-service training perceived as most beneficial	49
3.2.1.8	Teachers' perception of the effect of 1ST programs on their skills	50
3.2.1.9	In-service training alignment with classroom concerns	50
3.2.1.10	Availability of in-service training	50
3.2.1.11	The available sources of IS	50
3.2.1.12	The application of learning	50
3.2.1.13	Teacher confidence after attending 1ST	51
3.2.1.14	In-service training impact on classroom management	51
3.2.1.15	Pro-training feedback availability	51
3.2.1.16	The helpfulness of feedback	51
3.2.1.17	Specificities and usefulness of in-service training	51
3.2.1.18	Novice teachers challenges the way in-service training addresses them	52
3.2.1.19	Strategies or techniques acquired from in-service training	53
3.2.1.20	Novice teachers' critical views about in-service training programmes	54
3.2.1.21	Novice teachers' view of needed support	54
3.3	Interpretation of the interview results	55
3.3.1	The importance of in-service training	55
3.3.2	Criteria for in-service training effectiveness	55
3.3.3	Common gaps in novice teacher knowledge and skills	55
3.3.4	The effective strategies for novice teacher support	56
3.3.5	Suggested improvement for in-service training	56
3.4	Insights and recommendations	56

3.1 Introduction

In this chapter we will discuss and interpret the results of this study, which is concerned with the effectiveness of continuous in-service training programs for FL novice teachers, and which is obtained from the online questionnaire addressed to novice teachers and the interview addressed to inspectors. In addition to that, we will enlist a number of recommendations reaped from the present investigation; an appeal for further research will be made to scholars specialized in the field; we will also state the limitations that we faced.

3.2 Interpretation of the results

This section deals with the interpretation of the findings gained through mixed method approaches (quantitative and qualitative).

3.2.1 Interpretation of the questionnaire results

The responses which could actually be collected using the survey proved lucrative. They are very emphatic especially when they are illustrated into charts and graphs. They give too much thinking and are prone to insightful interpretations.

3.2.1.1 Teaching experience

A significant majority of FL teachers have been teaching for 3 to 5 years , indicating a considerable portion of relatively experienced educators. This result shows that teachers are novice in teaching , they do not understand the classroom dynamics well , and they may challenge how to manage and deal with their students.

3.2.1.2 The language taught

The dominance of English as the taught foreign language with 88%of respondents teaching it, underscores its global prominence and relevance in educational settings, it refers to its importance in communication and technology, also helping learners go with the flow and increasing their opportunities in professional success.

3.2.1.3 Institution type

The prevalence of FL teachers working in public schools highlights the importance of understanding the dynamics and challenges within these institutions for effective training and support initiatives. Public schools contain the majority of middle school FL teachers considering recruitment opportunities, besides the provided benefits such as health assurance and pensions, contrast to private ones.

3.2.1.4 Highest educational qualification

Based on the responses, more than half of participants claim that they have a Master degree, there's a noticeable absence of Ph.D.holders among the respondents, suggesting potential areas for further academic advancement or specialization within the field.

3.2.1.5 The importance of in-service training for professional development

The overwhelming consensus on the importance of in-service training for professional development with the majority of teachers viewing it as very important, underscores the significance of ongoing learning and skill enhancement in the teaching profession.

3.2.1.6 The frequency of attending in-service training

The answers reveal that only a minority apply what they learn from such training frequently in their classrooms, it could be due to timing, or they don't need these programs for professional development, indicating a potential gap between training content and practical implementation.

3.2.1.7 The type of in-service training perceived as most beneficial

The preference for workshop /seminars as the most beneficial type of in-service training, chosen by the vast majority of respondents, reflects a desire for interactive and collaborative learning experiences.

3.2.1.8 Teachers' perception of the effect of 1ST programs on their skills

The findings show that high confidence levels reported by the largest number of teachers after attending in-service training sessions signify the positive impact of such initiatives on self-effacing and professional growth.

3.2.1.9 In-service training alignment with classroom concerns

The majority of teachers claimed that in-service training has a great deal in addressing their actual classroom. Despite the perceived benefits, challenges persist , particularly regarding the availability and accessibility of in-service training .

3.2.1.10 Availability of in-service training

The results reveal that the majority of the respondents find that in-service training is occasionally available for them, there's a need for more consistent and widespread opportunities to ensure equitable access to professional development resources.

3.2.1.11 The available sources of IS

The findings highlight the importance of feedback mechanisms, most teachers often receiving feedback after training sessions, and the majority find it helpful. This underscores the value of continuous support and reflective practice in refining teaching skills and addressing classroom realities effectively.

3.2.1.12 The application of learning

The results underscore the importance of tailored and comprehensive in-service training programs that prioritize practical application, collaboration and ongoing support to meet the diverse needs of EFL teachers and enhance their effectiveness in the classroom .

3.2.1.13 Teacher confidence after attending 1ST

The vast majority of teachers answer the question with confident option, that is to say that EFL teachers feel confident vis-a-vis their teaching skills after attending in-service training ,

3.2.1.14 In-service training impact on classroom management

The majority of respondents claimed that in-service training is much better in helping to manage classroom realities better, this could be due to factors like addressing challenges such as accessibility, practical implementation, and feedback mechanisms will be crucial in fostering continuous professional development and improving outcomes for both teachers and students.

3.2.1.15 Pro-training feedback availability

The results reveal that the majority of respondents often receive feedback after in-service training sessions. This means that they get notes about their practice or advance, and this can help them improve their skills and professional development. This feedback is an important part in in-service training because it gives them the chance to know more about their strengths .

3.2.1.16 The helpfulness of feedback

Most of the respondents claimed that in-service training sessions are helpful, this means that the majority of teachers find that these sessions help them to improve their skills and knowledge, and enhance their functional efficiency. This help may have a positive impact on their productivity and performance.

3.2.1.17 Specificities and usefulness of in-service training

This question sought to discover the specific aspects of in-service training, teachers find most useful for their teaching practices. Accordingly, the novice teachers mentioned different aspects, they claimed that the most powerful tool of in-service training that they find useful for their teaching practices is planning lessons

together with colleagues in group work formation and presenting them in front of other teachers, preferably using students to make it more realistic. However, this method is only partially implemented. Typically, they meet in workshops or seminars in groups, and only a few teachers actually participate in crafting the lesson due to differing viewpoints and time constraints. Another useful aspect is pinpointing teachers' goals and categorizing them based on their needs to enhance their competencies, teaching skills, and awareness of advanced instructional technologies. Additionally, practical activities such as developing pedagogical materials and observing model lessons presented by experienced teachers provide a clear vision of effective teaching methods. Seminars and colloquia events also contribute to skill reinforcement and development within a cohesive team environment. Specific aspects that they find beneficial also include learning new pedagogical strategies and receiving feedback, which are crucial for meeting students' needs and improving teaching practices. Classroom management techniques, assessment strategies, and staying up-to-date with theoretical aspects of teaching are also highlighted as valuable components of in-service training . Overall, the results show that in-service training serves to keep educators informed, equipped and motivated to deliver quality education and support student learning effectively.

3.2.1.18 Novice teachers challenges the way in-service training addresses them

This question was mainly asked with the purpose of knowing the most significant challenges that teachers face as a novice foreign language teacher, and how they think, in service training can help address them. After analyzing the answers to this question, it appears that as a novice foreign language teacher, they encounter several challenges, including a lack of fluency or knowledge in certain areas, limited strategies for classroom management, and insufficient feedback from experienced teachers. In-service training serves as a relief or checkpoint for comparing their work with others and acquiring new techniques.

Additionally, they struggle with teaching large classes, incorporating ICTs, and managing time effectively. Seminars with inspectors help improve these weaknesses by providing guidance on time management and strategies for engaging young

learners. Participating in online sessions and seminars with pedagogical teams has also been valuable in learning pedagogical techniques for the classroom. Continuous assessment and feedback are essential. In-service training should focus more on addressing these specific challenges, considering that effective foreign language teaching often requires smaller class sizes. Hence, lack of orientation and assistance for novice teachers is another obstacle, along with the need to keep students engaged throughout the session and address varying levels of language proficiency among students. Moreover, challenges such as insufficient materials, poor time management, and difficulty transitioning from theory to practice also need to be addressed through training. In-service training can clarify different teaching methods and strategies, provide support for dealing with classroom problems, and help implement new teaching approaches effectively. Feedback after training sessions is crucial for personal development and improvement. Overall, continuous professional development through in-service training is essential for overcoming challenges and becoming a successful foreign language teacher.

3.2.1.19 Strategies or techniques acquired from in-service training

The purpose of this question was to determine teachers' opinion about describing any innovative strategies or techniques they have learned from in-service training that they find effective in their classroom. Teachers claim that after participating in in-service training. Many teachers have adopted innovative strategies and techniques to enhance their classroom practices. One such strategy is the integration of technology, including language learning apps, online educational games, and virtual collaboration platforms, which fosters interactive learning and allows students to explore foreign languages in a more immersive and enjoyable manner. Other effective techniques learned include utilizing body language, asking yes or no questions, employing games and hook techniques to engage students, and incorporating warm-up activities to set the tone for lessons. Additionally, methods like group work and the Think my Pair Share technique promote collaborative learning and critical thinking among students. Effective classroom management strategies, such as behaviorism and constructivism, have also been highlighted as beneficial outcomes of in-service training. Furthermore, the use of real-life objects and the cascade training model have been identified as innovative approaches to enriching

instruction. Some teachers have also embraced the flipped classroom model, leveraging technology to create dynamic and interactive learning environments. Therefore, in-service training has equipped teachers with a diverse toolkit of innovative strategies to cater to the needs and interests of their students and enhance the learning experience.

3.2.1.20 Novice teachers' critical views about in-service training programmes

The aim of this question was to know teachers' opinions about If they could change one thing about the in-service training programmes available to them, what it would be. As far as this question is concerned, FL teaches responses summarized in the following: If they could change one aspect of the in-service training programs, they would prioritize practical application and hands-on training. This would ensure that teachers have ample opportunities to directly practice and implement the skills and strategies they learn during training sessions, making the learning experience more impactful and applicable to real classroom situations. Additionally, offering more flexibility in terms of training formats and schedules would enable teachers to participate more easily, even with busy schedules, and choose learning formats that best suit their needs and preferences. This would ultimately enhance the effectiveness and accessibility of in-service training for all novice teachers.

3.2.1.21 Novice teachers' view of needed support

The goal of this question was to probe into the way the teachers indicate any additional support they need as a novice teacher to improve the teaching skills and classroom management. The findings indicated that as a novice teacher, they would greatly benefit from additional support in the form of regulament workshops or pedagogical coaching from experienced educators. Mentor could help them reflect on their practice, identify strengths and areas for improvement, and provide specific advice and strategies to develop their pedagogical skills and effectively manage their classroom. Collaboration opportunities with other teachers to share resources, ideas, and experiences would also be valuable in strengthening their practice and confidence as a teacher. Access to technology and classroom materials tailored to foreign language instruction is essential, as well as feedback, pedagogical guidance,

and coaching. Peer observation and workshops on topics like time management and teaching strategies would further enhance their skills and confidence in the classroom. Additionally, smaller class sizes and support from school administrators in providing necessary resources and guidelines would contribute to a more conducive learning environment. Continuous feedback and assessment from various sources, including colleagues, inspectors, and supervisors, would help them improve their classroom management and assessment methods. In addition, a comprehensive support system that includes mentorship, collaboration, access to resources, and ongoing professional development would be instrumental in helping them grow as an effective educator.

3.3 Interpretation of the interview results

The conduct of the interview was meant to elicit insightful views from people in charge of teacher training. What was sought after was views which emanate from considerably long experience with the practice of training schedules both pre-and-in-service ones. The choice of inspectors to conduct the interview with is due this idea per se. The yields of the interview have been invaluable. The interviewees have contributed to the survey with much concern and have shared insightful ideas.

3.3.1 The importance of in-service training

The findings showed that in-service training for novice teachers highlights the critical importance of ongoing professional development in the education sector. The primary goal of these training programs is not just to enhance individual teacher skills but also to foster a culture of continuous improvement within educational institutions. By providing targeted, relevant, and evidence-based training, educators are equipped with the knowledge, skills, and resources necessary to meet the diverse needs of their students and adapt to the evolving demands of the modern classroom.

3.3.2 Criteria for in-service training effectiveness

Based on the responses, assessing the effectiveness of these training programs requires a comprehensive approach, combining both quantitative and qualitative measures. Pre- and post-training assessments help gauge changes in participants' knowledge and skills, while feedback mechanisms such as surveys and

interviews provide valuable insights into the program's impact on practice and student learning outcomes. This iterative evaluation process ensures that training efforts are data-driven and responsive to the evolving needs of educators and students.

3.3.3 Common gaps in novice teacher knowledge and skills

The findings show that novice teachers, in particular, face unique challenges as they transition from theory to practice. Common gaps in their knowledge and skills often revolve around classroom management, instructional strategies, and assessment practices. To support novice teachers effectively, mentorship programs and ongoing professional learning opportunities are essential. Pairing novice teachers with experienced mentors provides them with personalized guidance and support, while opportunities for collaborative learning enable them to benefit from the collective expertise of their peers.

3.3.4 The effective strategies for novice teacher support

The results of the interview also revealed that there are several strategies for improving in-service training to better meet the needs of novice teachers. This includes offering differentiated training tracks, integrating mentoring and coaching opportunities, and leveraging technology-enabled platforms for flexible and accessible learning.

3.3.5 Suggested improvement for in-service training

The findings indicate that effective in-service training programs are essential for fostering educator growth, enhancing teaching practices, and ultimately, improving student learning outcomes. By prioritizing ongoing professional development, educators can stay abreast of current research and best practices, adapt to changing educational landscapes, and cultivate a community of lifelong learners committed to excellence in education.

3.4 Insights and recommendations

The findings from both the questionnaire and inspectors' interviews provide crucial insights into the in-service training needs of FL novice teachers and highlight several recommendations for enhancing their professional development.

A significant portion of FL teachers, around 52%, have been teaching for 3 to 5 years, indicating a considerable group of relatively experienced educators who nonetheless benefit from ongoing training. Novice teachers should approach continuous training with an open mind and a willingness to learn and improve, the initial training in the earliest years of their career shouldn't be perceived as the end of their learning journey, they should approach the experiences that nourish their development enthusiastically which demonstrates their commitment to the constantly evolving profession.

The dominance of English as the taught foreign language, with 88% of respondents teaching it, underscores its global relevance in educational settings. Given this prominence, it is essential that teachers remain updated on the latest research and pedagogical trends. Novice teachers should prioritize their professional development, this might be reflected through their efforts and curiosity to be informed about the latest pedagogical trends and educational practices. By enhancing their autonomy, novice educators' adaptation to new methodologies and technologies is optimized, the instructions provided to their students will be up-to-date, therefore they will be more engaged and motivated.

The prevalence of foreign language teachers employed in public schools, which stands at 76%, underscores the necessity for tailored assistance aimed at tackling the specific challenges encountered within these educational settings. In order to effectively confront these challenges, new teachers must play a proactive part in training sessions. This entails posing inquiries, engaging in conversations, and requesting further explanation when needed. By actively participating, educators foster their learning and memory, ensuring the successful application of acquired knowledge in their teaching practices.

Despite many teachers holding Master's degrees, there's a noticeable absence of Ph.D. holders among the respondents, suggesting potential areas for further academic advancement or specialization within the field. Novice teachers should reflect on their teaching practice to identify areas where they feel less confident or where they want to improve, using self-assessment to guide their participation in training programs. This reflective approach guarantees that the

teachers' training is providing them with the knowledge and skills that can be directly relevant to their needs and areas for growth.

The overwhelming consensus on the importance of in-service training for professional development, with 72% of teachers viewing it as very important, indicates the significance of ongoing learning and skill enhancement. However, only a minority, around 40%, apply what they learn from such training frequently in their classrooms, indicating a gap between training content and practical implementation. To bridge this gap, novice teachers should translate the knowledge and skills acquired during training into their teaching practice, experimenting with new strategies and techniques to see what works best for their students. This practical application of training content is crucial for improving classroom outcomes and enhancing student learning experiences.

Workshops and seminars are preferred as the most beneficial type of in-service training, chosen by 88% of respondents. These interactive and collaborative learning experiences significantly boost teachers' confidence, as indicated by the high confidence levels reported by 76% of teachers after attending these sessions. Novice teachers should collaborate with other teachers to exchange insights and strategies. Peer learning provides opportunities for mutual support and professional growth, enhancing the overall effectiveness of training programs.

Challenges persist regarding the availability and accessibility of in-service training, with 44% of respondents finding it occasionally available. There is a need for more consistent and widespread opportunities to ensure equitable access to professional development resources. Novice teachers should act on feedback received from trainers, mentors, and peers to refine their teaching practice, using feedback as a tool for continuous improvement. Constructive feedback helps them to understand their strengths and areas for growth, further enhancing their professional development.

Feedback mechanisms are highly valued, with 56% of teachers often receiving feedback after training sessions, and the majority finding it helpful. This continuous support and reflective practice are essential for refining teaching skills and

addressing classroom realities effectively. Novice teachers should solicit feedback from mentors, colleagues, and trainers to gain insights into their teaching practice. This feedback is crucial for identifying areas of improvement and ensuring that training translates into effective teaching practices.

The inspectors' interviews emphasize the importance of ongoing professional development in the education sector. These training programs aim not only to enhance individual teacher skills but also to foster a culture of continuous improvement within educational institutions. By providing targeted, relevant, and evidence-based training, educators are equipped with the knowledge, skills, and resources necessary to meet the diverse needs of their students and adapt to the evolving demands of the modern classroom. Novice teachers should reflect on how the concepts learned during training can be applied to real-world teaching situations. Discussing practical implications and brainstorming implementation strategies ensures that training is relevant and applicable, enhancing the overall effectiveness of educational practices.

Assessing the effectiveness of these training programs requires a comprehensive approach, combining both quantitative and qualitative measures. Pre- and post-training assessments help gauge changes in participants' knowledge and skills, while feedback mechanisms such as surveys and interviews provide valuable insights into the program's impact on practice and student learning outcomes. This iterative evaluation process ensures that training efforts are data-driven and responsive to the evolving needs of educators and students. Novice teachers should actively engage in this process, providing honest feedback and reflecting on their own experiences to contribute to the continuous improvement of training programs.

Novice teachers face unique challenges as they transition from theory to practice, with common gaps in their knowledge and skills often revolving around classroom management, instructional strategies, and assessment practices. To support novice teachers effectively, it is essential to provide mentorship programs and ongoing professional learning opportunities. Pairing novice teachers with experienced mentors offers them personalized guidance and support, while

opportunities for collaborative learning enable them to benefit from the collective expertise of their peers.

Several strategies for improving in-service training to better meet the needs of novice teachers include offering a diversity of training tracks, integrating mentoring and coaching opportunities, and leveraging technology-enabled platforms for flexible and accessible learning. Additionally, mentorship and peer-to-peer learning should remain the focal components of in-service training programs, fostering a culture of collaboration and continuous improvement among educators. By prioritizing ongoing professional development, educators can stay abreast of current research and best practices, adapt to changing educational landscapes, and cultivate a community of lifelong learners committed to excellence in education.

The findings from both the questionnaire and inspectors' interviews highlight the importance of customized in-service training for FL novice teachers, emphasizing practical application, collaboration, and ongoing support. While a majority of teachers view such training as crucial, there's a notable gap between learning and classroom implementation. Workshops and seminars are preferred, and feedback mechanisms are valued, yet challenges persist in accessibility and practical implementation. Novice teachers particularly benefit from mentorship and peer learning, suggesting the need for differentiated training tracks and integrated support systems. Therefore, effective in-service training is vital for continuous professional development and improved student outcomes, necessitating a balance between theory and practical application, along with ongoing evaluation and adaptation. Novice teachers should act on feedback received from trainers, mentors, and peers to refine their teaching practice, using feedback as a tool for continuous improvement. Additionally, they should reflect on how the concepts learned during training can be applied to real-world teaching situations, discussing practical implications and brainstorming implementation strategies. Collaborating with other teachers to exchange insights and strategies can also provide mutual support and foster professional growth, ultimately enhancing the quality of education for students.

3.7 conclusion

This chapter is the result of combining the previous two chapters and putting them in practice. It provides detailed discussion and interpretation for a comprehensive understanding of the investigated phenomenon. It reads through the gathered data from the novice teachers and the inspectors, and discusses the findings as well as it suggests some recommendations for future use.

The interpretation of the responses gathered from the questionnaire and the interview suggest the validity of the previously mentioned hypotheses and offers recommendations that can be of a high value to teacher's education if applied along the way. Continuous in-service training fosters novice teachers' teaching skills and enhances their knowledge base and teaching practices.

General Conclusion

GENERAL CONCLUSION

The present study investigates the necessity of continuous in-service training for the knowledge base enhancement for novice teachers. The study is aimed at exploring how in-service training can help novice teachers enhance their teaching skills and practices

In order to achieve the research objectives, provide answers to its questions, and confirm or refute the proposed hypotheses, we have examined continuous in-service training impact among novice teachers. A mixed method approach was adopted; to be more precise, data were collected using an online questionnaire for 25 novice teachers . Twenty one questions were addressed to the participants.

The obtained data were analyzed using both quantitative and qualitative data analysis techniques since it includes closed-ended and open-ended questions. In addition, an interview was carried out with six English and French language inspectors, the interview was analyzed using the qualitative method since the questions aimed at gathering deeper insights.

Based on the results displayed in this chapter and the discussion provided, the research questions can be answered. First, from the questionnaire results, it can be deduced that in-service training is of a significant role in supporting novice FL teachers' professional development . While there is a consensus among educators regarding the importance of ongoing training, a significant gap exists between learning and practical implementation in the classroom. Workshop-style seminars are favored, indicating a preference for interactive and collaborative learning experiences. However, challenges persist in ensuring consistent access to training opportunities and effectively translating learned skills into classroom practice.

The findings emphasize the need for tailored support mechanisms, including mentorship programs and peer learning, to address common gaps in novice teachers' knowledge and skills, particularly in areas such as classroom management and instructional strategies. Additionally, the integration of technology-enabled platforms and differentiated training tracks could enhance the accessibility and

General conclusion

effectiveness of in-service training initiatives, ultimately fostering a culture of continuous improvement within educational institutions.

Additionally, the results of the inspectors' interview indicated that the inspectors' perspectives on the analysis highlight the critical importance of in-service training in fostering a culture of continuous improvement within educational institutions. They emphasize the need for comprehensive evaluation processes that combine both quantitative and qualitative measures to assess the effectiveness of training programs.

Moreover, inspectors stress the significance of personalized support mechanisms, such as mentorship programs and peer learning opportunities to address the unique challenges faced by novice teachers. They advocate for differentiated training tracks and the integration of technology-enabled platforms to enhance accessibility and flexibility in professional development initiatives. Overall, inspectors underscore the value of ongoing training in enhancing teaching practices and ultimately improving student learning outcomes, emphasizing the importance of aligning training efforts with the evolving needs of educators and students.

In conclusion, the findings from both educators and inspectors emphasize the crucial role of tailored in-service training in supporting novice FL teachers' professional growth and fostering learning outcomes.

While challenges in accessibility and practical implementation persist, there is a clear consensus on the importance of ongoing support mechanisms, such as mentorship programs and collaborative learning opportunities. By addressing these challenges and integrating innovative approaches, such as technology-enabled platforms, in-service training can effectively meet the diverse needs of educators and cultivate a culture of continuous improvement within educational settings; hence the stated hypotheses are accurate and valid.

At the end, the authors admit that though there has been supposedly ardent implication in the research work, unconditioned devotedness, and strong will in the authors' to pursue the phenomenon closely and to get to its deepest details, one can by no means claim perfectness. There have been limitations as to the conduct and yields of the study. The authors have encountered some obstacles which might have affected the quality of our study. The limitations that should be highlighted are listed below:

General conclusion

Undoubtedly, it is worth mentioning that the present study has confronted some limitations during the process of data collection, which made the research process a bit challenging. The first limitation was to find appropriate sources and references that would contribute to our research (lack of sources) from the faculty library since in-service training in relation to novice teachers is not widely investigated in Algeria, which led the researcher to use the electronic sources.

The second limitation is related to the interview. It was such a hard job to find inspectors to answer the interview; some inspectors did not answer all the questions in the interview so they did not cooperate fully.

The third limitation is the time factor in our research. Time is one of the most challenging issues that stood against a more elaborated research work. Finally, there were very few responses obtained from FL novice teachers. More detailed data would have been drawn if more teachers had cooperated and answered the questionnaire.

Despite all the hindrances encountered, our study has at last been achieved aspiring that it contributes some insights to the field of continuous in-service training for middle school FL teachers. However with the advent of ICTs and AI in the field of education ,there seems to be an imposing need to accompany even experienced teachers to master and wisely and efficiently use those technological assets in their teaching. Hence, in-service training has come up to be a necessity for both categories of teachers. Further research is due to investigate a number of issues bearing on continuous in-service training for experienced teachers ; issues such as its importance ,the expectations behind it and the tools necessary to beensure it.

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Appendices

Appendix 1

Interview questions:

- 1.What is the primary goal of the in-service training programs you oversee?
- 2.How do you assess the effectiveness of these training programs?
- 3.What common gaps do you see in novice teachers' knowledge or skills?
- 4.What strategies have proven most effective in supporting novice teachers?
- 5.How can in-service training be improved to better meet the needs of novice teachers?
- 6.What role does mentorship or peer-to-peer learning play in in-service training?

Appendix 2

Questions d'interview :

1. Quel est l'objectif principal des programmes de formation en cours d'emploi que vous supervisez ?

2. Comment évaluez-vous l'efficacité de ces programmes de formation ?

3. Quelles lacunes courantes observez-vous dans les connaissances ou les compétences des enseignants novices ?

4. Quelles stratégies se sont avérées les plus efficaces pour soutenir les enseignants novices ?

5. Comment la formation en cours d'emploi peut-elle être améliorée pour mieux répondre aux besoins des enseignants novices ?

6. Quel rôle jouent le mentorat ou l'apprentissage entre pairs dans la formation en cours d'emploi ?

Appendix 3: The English version of questionnaire:

Section 1: Demographic Information

1. How long have you been teaching?
 - Less than 1 year
 - 1-2 years
 - 3-5 years

2. What is your highest educational qualification?
 - Bachelor's Degree
 - Master's Degree
 - PhD

3. Which foreign language(s) do you teach?
 - French
 - English

4. What type of school do you work in?
 - Public
 - Private

Section 2: Perception of In-Service Training

5. How important do you think in-service training is for your professional development?
 - Very important
 - Important
 - Neutral
 - Not important
 - Not at all important

6. How often do you participate in in-service training?
 - Never
 - Rarely
 - Occasionally
 - Frequently
 - Always

7. What type of in-service training do you find most beneficial? (Choose all that apply)
 - Workshops/Seminars
 - Online courses
 - Peer-to-peer learning
 - Mentorship programs
 - Other (please specify)

8. To what extent do you feel in-service training has helped you improve your teaching skills?
- A great deal
 - somehow
 - A little
 - Not at all
9. To what extent does in-service training address your actual classroom preoccupations?
- A great deal
 - A moderate amount
 - A little
 - Not at all
10. Is in-service training readily available to you?
- Always available
 - Often available
 - Occasionally available
 - Rarely available
 - Never available
11. What are the sources of in-service training available to you?
- inspector
 - Experienced teachers
 - online resources

Section 3: Application and Impact of In-Service Training

12. How often do you apply what you learn from in-service training in your classroom?
- Always
 - Often
 - Occasionally
 - Rarely
 - Never
13. How confident do you feel vis-à-vis your teaching skills after attending in-service training?
- Very confident
 - Confident
 - indifferent
 - Not confident
 - not confident at all
14. Do you believe in-service training has helped you manage classroom realities better?
- much better
 - no difference
 - a little better
15. How often do you receive feedback after in-service training sessions?
- Always

- Often
- Occasionally
- Rarely
- Never

16. How helpful is the feedback you receive after in-service training sessions?

- Very helpful
- Helpful
- Neutral
- Not helpful
- Not at all helpful

Section 4: Open-Ended Questions

17. What specific aspects of in-service training do you find most useful for your teaching practice? Why?

18. What are the most significant challenges you face as a novice foreign language teacher, and how do you think in-service training can help address them?

19. Describe any innovative strategies or techniques you've learned from in-service training that you find effective in your classroom.

20. If you could change one thing about the in-service training programs available to you, what would it be?

21. What additional support do you need as a novice teacher to improve your teaching skills and classroom management?

Appendix 04: French version of the questionnaire

Section 1 : Informations Démographiques

1. Depuis combien de temps enseignez-vous ?
 - Moins d'un an
 - 1-2 ans
 - 3-5 ans

2. Quelle est votre qualification éducative la plus élevée ?
 - Licence
 - Master
 - Doctorat

3. Quelle(s) langue(s) étrangère(s) enseignez-vous ?
 - Français
 - Anglais

4. Dans quel type d'école travaillez-vous ?
 - Publique
 - Privée

Section 2 : Perception de la Formation Continue

5. Selon vous, quelle est l'importance de la formation continue pour votre développement professionnel ?
 - Très importante
 - Importante
 - Neutre
 - Peu importante
 - Pas du tout importante

6. À quelle fréquence participez-vous à des formations continues ?
 - Jamais

- Rarement
- Occasionnellement
- Fréquemment
- Toujours

7. Quel type de formation continue trouvez-vous le plus bénéfique ? (Choisissez tout ce qui s'applique)

- Ateliers/Séminaires
- Cours en ligne
- Apprentissage entre pairs
- Programmes de mentorat
- Autre (veuillez spécifier)

8. Dans quelle mesure pensez-vous que la formation continue vous a aidé à améliorer vos compétences pédagogiques ?

- Beaucoup
- Quelque peu
- Un peu
- Pas du tout

9. Dans quelle mesure la formation continue répond-elle à vos préoccupations réelles en classe ?

- Beaucoup
- Modérément
- Un peu
- Pas du tout

10. La formation continue est-elle facilement accessible pour vous ?

- Toujours disponible
- Souvent disponible
- Occasionnellement disponible
- Rarement disponible
- Jamais disponible

11. Quelles sont les sources de formation continue disponibles pour vous ?

- Inspecteur
- Enseignants expérimentés
- Ressources en ligne

Section 3 : Application et Impact de la Formation Continue

12. À quelle fréquence appliquez-vous ce que vous apprenez de la formation continue dans votre classe ?

- Toujours
- Souvent
- Occasionnellement
- Rarement
- Jamais

13. Comment vous sentez-vous vis-à-vis de vos compétences pédagogiques après avoir assisté à une formation continue ?

- Très confiant
- Confiant
- Indifférent
- Peu confiant
- Pas du tout confiant

14. Pensez-vous que la formation continue vous a aidé à mieux gérer les réalités de la classe ?

- Beaucoup mieux
- Aucun changement
- Un peu mieux

15. À quelle fréquence recevez-vous des retours après les sessions de formation continue ?

- Toujours
- Souvent
- Occasionnellement

- Rarement
- Jamais

16. Dans quelle mesure les retours que vous recevez après les sessions de formation continue sont-ils utiles ?

- Très utiles
- Utiles
- Neutres
- Peu utiles
- Pas du tout utiles

Section 4 : Questions Ouvertes

17. Quels aspects spécifiques de la formation continue trouvez-vous les plus utiles pour votre pratique pédagogique ? Pourquoi ?

18. Quels sont les défis les plus significatifs que vous rencontrez en tant que nouveau professeur de langue étrangère et comment pensez-vous que la formation continue peut aider à les résoudre ?

19. Décrivez toute stratégie ou technique innovante que vous avez apprise lors de la formation continue et que vous trouvez efficace dans votre classe.

20. Si vous pouviez changer une chose à propos des programmes de formation continue disponibles pour vous, quelle serait-elle ?

21. De quel soutien supplémentaire avez-vous besoin en tant que nouveau professeur pour améliorer vos compétences pédagogiques et la gestion de votre classe ?

الملخص:

تتناول هذه الدراسة أهمية برامج التدريب أثناء الخدمة بين المعلمين المبتدئين للغات الأجنبية. وتستكشف أهمية هذه البرامج في تعزيز قاعدة معارف المعلمين المبتدئين، وتشمل التحديات التي يواجهها المعلمون المبتدئون. تتبنى الدراسة منهجًا مختلطًا، باستخدام استبيان عبر الإنترنت تم توزيعه على معلمي اللغات الأجنبية المبتدئين في المدارس المتوسطة وإجراء مقابلات مع المفتشين لجمع آراء المعلمين وممارساتهم المتعلقة بالتدريب أثناء الخدمة. تشير النتائج إلى أن عددًا كبيرًا من المعلمين يدركون أهمية برامج التدريب أثناء الخدمة ويشاركون فيها. وتؤكد النتائج على الدور المحوري للتدريب أثناء الخدمة المصمم خصيصًا لدعم النمو المهني لمعلمي اللغات الأجنبية المبتدئين. توصي الدراسة بتصميم برامج تدريبية تتماشى مع احتياجات وتطلعات المعلمين المبتدئين وتؤكد على أهمية التقييم الذاتي لتوجيه مشاركتهم في هذه البرامج.

:Summary

This study addresses the importance of in-service training programs among novice foreign language teachers. It explores the significance of these programs in enhancing the knowledge base of novice teachers and includes the challenges they face. The study adopts a mixed-methods approach, using an online questionnaire distributed to novice foreign language teachers in middle schools and conducting interviews with inspectors to gather teachers' opinions and practices related to in-service training. The results indicate that a large number of teachers recognize the importance of in-service training programs and participate in them. The findings emphasize the pivotal role of specially designed in-service training in supporting the professional growth of novice foreign language teachers. The study recommends designing training programs that align with the needs and aspirations of novice teachers and highlights the importance of self-assessment in guiding their participation in these programs.

Résumé:

Cette étude aborde l'importance des programmes de formation en cours d'emploi parmi les enseignants débutants de langues étrangères. Elle explore l'importance de ces programmes dans l'amélioration de la base de connaissances des enseignants débutants et inclut les défis qu'ils rencontrent. L'étude adopte une approche méthodologique mixte, en utilisant un questionnaire en ligne distribué aux enseignants débutants de langues étrangères dans les collèges et en menant des entretiens avec des inspecteurs pour recueillir les opinions et les pratiques des enseignants concernant la formation en cours d'emploi. Les résultats indiquent qu'un grand nombre d'enseignants reconnaissent l'importance des programmes de formation en cours d'emploi et y participent. Les résultats mettent en évidence le rôle central de la formation en cours d'emploi spécialement conçue pour soutenir la croissance professionnelle des enseignants débutants de langues étrangères. L'étude recommande de concevoir des programmes de formation qui correspondent

aux besoins et aux aspirations des enseignants débutants et souligne l'importance de l'autoévaluation pour orienter leur participation à ces programmes.