

Peoples' S Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of 8 Mai 1945 – Guelma

جامعة 8 ماي 1945 – قالمة

Faculty of Letters and Languages

كلية الآداب و اللغات

Department of Letters and English Language

قسم الآداب و اللغة الإنجليزية



## The Role of EFL Teachers' Training in Enhancing The Achievement of The Learning Objectives

### Case Study of Third Grade Pupils in Guelma Province

A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfillment of the Requirements for a Master Degree in Language and Culture

Students :

Ms. KHALLEF Cheyma

Ms. MADI Rayane

Supervisor :

Mrs. HIMOURA Kawther

#### Board of Examiners

Chairwoman : Mrs. BOUDRAA Amina (MA/B)

University of 8 Mai 1945/ Guelma

Supervisor : Mrs. HIMOURA Kawther (MA/A)

University of 8 Mai 1945/ Guelma

Examiner : Mrs. BENYOUNES Djahida (MA/A)

University of 8 Mai 1945/ Guelma

June 2023

**DEDICATION**

This thesis is dedicated to my merciful mother Fadila ,who has been a constant source of support and encouragement during the challenges of graduate school and life and my little brother Abdou who was inspiring me to be confident and brave to succeed.

-Khallef Cheyma-

## II

### **DEDICATION**

This dissertation is dedicated to my beloved parents and little brother .

### III

#### ACKNOWLEDGMENT

We would like to acknowledge and give our warmest thanks to our supervisor Mrs. Himoura Kawther who made this work possible. Her guidance and advice carried us through all the stages of writing our project.

We would also like to thank the committee members for letting our defense be an enjoyable moment, and for their brilliant comments and suggestions.

We would like to thank all of the participants in my study , for their time and willingness to share their experiences. This work would not have been possible without their contribution.

Finally, we would like to thank God for letting us through all the difficulties. We have experienced your guidance day by day.

## IV

### ABSTRACT

This dissertation aims at investigating the opinions of teachers on the role of EFL teachers' training in enhancing the achievement of learning objectives. The sample of this research is third year primary school teachers at Guelma province .The hypothesis is stated that teachers have positive opinions about the role of EFL teachers' training in enhancing the achievement of learning objectives. A descriptive method was used. The questionnaire was distributed to 31 primary school teachers. The findings showed that teachers have positive thoughts about EFL training. Teachers confirmed that EFL training helped them in developing their pedagogical skills, especially in managing their times, and in controlling their classrooms. Teachers also learned how to face their challenges, and how to modify their strategies according to their students need. This training was beneficial for teachers to achieve the intended objectives. The hypothesis is confirmed since the positive opinions of teachers on the great importance of EFL primary school teachers' training in enhancing the achievement of learning objectives. The implications of the results include the importance of clear learning objectives, the need for support in meeting learning objectives, addressing challenges in teaching practices, the impact of training on teaching strategies and classroom management, the value of addressing various objectives in training programs, and the recognition of the obligatory nature of teacher training for EFL teachers. These findings emphasize the significance of ongoing professional development to enhance teaching effectiveness and improve student outcomes in the context of EFL primary school education.

**Keywords :** EFL training – learning objectives – primary school – enhancing – achievement

**LIST OF ABBREVIATIONS**

**EFL** : English as a Foreign Language.

**ELT** : English Language Teaching.

**ELF** : English as a Lingua Franca.

**CELTA** : Certificate in Teaching English to Speakers of Other Languages.

**ESL** : English as a Second Language.

**RP** : Received Pronunciation

**GE** : General American

**US** : United States

**UK** : United Kingdom

**CECIES** : Complimentary Educational Center

**PNIEB** : National Plan for English for Basic Education.

**TPR** : Typical Physical Response

**Q** : Question

## LIST OF TABLES

<b>Table 1.1:</b> Trainers' Academic and Professional Background.....	10
<b>Table 1.2:</b> Possible Cause(s) of Incompetence in English in Kenya.....	11
<b>Table 1.3:</b> Familiarity with the Language Teaching Methods.....	13
<b>Table 3.1:</b> Gender.....	63
<b>Table 3.2:</b> Age.....	64
<b>Table 3.3:</b> Degree(s) held.....	65
<b>Table 3.4:</b> The number of years teaching English.....	66
<b>Table 3.5:</b> Teachers' value of learning objectives.....	67
<b>Table 3.6:</b> the presence of clear learning objectives in teaching practice.....	68
<b>Table 3.7:</b> Adherence to learning objectives in teaching practice.....	69
<b>Table 3.8:</b> Attainment of learning objectives in teaching practice.....	70
<b>Table 3.9:</b> Challenges and obstacles in achieving learning objectives.....	71
<b>Table 3.10:</b> Feasibility of learning objectives within the given timeframe.....	73
<b>Table 3.11:</b> Adaptation of teaching strategies to align with learning objectives.....	75
<b>Table 3.12:</b> Familiarity with the concept of teachers' training.....	76
<b>Table 3.13:</b> Teachers' definition of the concept of "teachers' training".....	77
<b>Table 3.14:</b> Teachers' Training Experience.....	78

## VII

<b>Table 3.15:</b> Duration of teachers' training program.....	79
<b>Table 3.16:</b> Objectives of the Training.....	81
<b>Table 3.17:</b> Benefits of the Training.....	82
<b>Table 3.18:</b> Impact of Teachers Training on Teaching Strategies.....	84
<b>Table 3.19:</b> Most observed differences in teaching strategies after teachers' training.....	85
<b>Table 3.20:</b> Perception of the necessity of teachers' training.....	87



## VIII

### CONTENTS

DEDICATION.....	
ACKNOWLEDGEMENTS.....	
ABSTRACT.....	
LIST OF ABBREVIATIONS.....	
LIST OF TABLES.....	

### GENERAL INTRODUCTION

Introduction.....	1
The statement of the problem.....	1
Research aims.....	1
Research questions.....	2
Research hypothesis.....	2
Research methodology and design.....	2
The structure of the dissertation.....	3

### CHAPTER ONE : EFL teacher training in primary school

Introduction.....	5
1.1. EFL training program in Algeria.....	5
1.2. Approaches of teacher training.....	6
1.3. The need for teacher training.....	7
1.4. The length of the primary teacher training program.....	8
1.5. Trainers' Preparedness for the task of training primary teachers of English.....	9

## IX

1.5.1. Trainers' Professional and Academic Background.....	9
1.5.2. Trainers' Familiarity with the Primary Teacher Training and Curriculum Objectives .....	10
1.5.3. Familiarity with the language teaching methods.....	12
1.6. EFL teaching.....	13
1.7. A very brief historical background of teachers of English in Algeria since its independence.....	14
1.8. Objectives of EFL teaching and learning in Algeria.....	14
1.9. The aim of teaching English in Algeria.....	15
1.10. Teacher development.....	16
1.11. Understanding teacher learning.....	17
1.12. Conceptualization of teacher learning.....	17
1.12.1. Teacher learning as a skill learning.....	18
1.12.2. Teacher learning as a cognitive process.....	18
1.12.3. Teacher learning as a personal construction.....	19
1.12.4. Teacher learning as a reflective practice.....	19
1.13. Strategies used by teachers to teach young learners.....	20
1.14. The obstacles faced by teachers in teaching young learners.....	21
1.15. ELF vs EFL in language teaching.....	23
1.16. Reforming of ELT by ELF.....	26
1.17. Attempts to introduce English as a foreign language in primary schools.....	29
1.17.1. English from Grade-Idiomas desde Primer Gradi, Argentina.....	29
1.17.2. English opens doors-programa"El inglés abre puertas"(PIAP), Chié.....	30

1.17.3. The National Plan for English for basic education-program national de inglés en educación básica (PNIEB), Mexico .....	31
1.17.4. Celibal in English -Celibal inglés, Uruguayan Uruguay, .....	32
Conclusion.....	33

## **CHAPTER TWO : The Achievement of the Learning Objectives**

Introduction.....	34
2.1. Definition.....	34
2.2. Components.....	35
2.2.1. The Audience.....	36
2.2.2. The Behavior.....	37
2.2.3. The Condition.....	38
2.2.4. The Degree.....	39
2.3. Types.....	40
2.3.1. Cognitive Objectives.....	41
2.3.2. Affective Objectives.....	42
2.3.3. Psychomotor Objectives.....	43
2.4. the role of learning objective in curriculum design.....	44
2.4.1. Establish clear goals for learning.....	45
2. 4.2. Guide instructional design.....	46

2.4.3. Monitor student progress.....	47
2.4.4. Evaluate the effectiveness of instruction.....	48
2.5. Learning outcome.....	49
2.5.1. Definition.....	49
2.5.2. Types.....	50
A. Intellectual Skills.....	50
B. Cognitive Strategies .....	51
C. Verbal Information .....	51
D. Motor Skills .....	51
E. Attitudes .....	51
2.5.3 Learning outcome’s relation to learning objective.....	52
2.6. Overview of current teacher training and its effectiveness in meeting learning objectives.....	53
2.6.1. Policies that Support Professional Development in an Era of Reform.....	53
2.6.2. Effects of professional development on teachers' instruction: Results from a three-year longitudinal study.....	54
2.6.3. Reviewing the evidence on how teacher professional development affects student achievement.....	56

## XII

2.6.4. Teacher professional learning and development: Best evidence synthesis iteration.....	57
2.6.5. The impact of induction and mentoring programs for beginning teachers: A critical review of the research.....	58
Conclusion.....	59

### **CHAPTER THREE : Description and Analysis of the Questionnaires**

Introduction.....	61
3.1. The aim of this questionnaire .....	61
3.2. Administration and description of the questionnaire.....	61
3.3. Analysis of the Results and Findings.....	63
3.4. Results and Findings.....	87
Conclusion.....	89

## XIII

### GENERAL CONCLUSION

Conclusion.....	90
1. The aim of the research.....	90
2. Summary of the results.....	90
3. Limitations of the study.....	91
4. Suggestions for future research.....	91
<b>References.....</b>	<b>92 - 98</b>

#### Appendices

##### Appendix One: The Teachers' Questionnaire

# **General Introduction**

## **Introduction**

Teachers' professional development and preparation are ongoing processes. It started with the choice of a prospective teacher, and it encompasses his first training, entry into the industry, and ongoing development throughout his teaching career.

Recent educational research has focused particularly on teacher preparation because of the effects it has on high-quality learning and, as a result, on the growth of contemporary communities. Since it deals with preparing people for employment, it is a unique field of learning. In general, training aims to help people grow as individuals by fostering their self-assurance and professional competence in both their personal and professional life (Djouima,2021).

Teachers should take training to learn new abilities in teaching. The abilities of a teacher of primary schooling are crucial to the process of instructing and raising a child at this stage of education. A skilled teacher's role in guiding students' development, educating them about the world, and preparing them for higher education should receive special consideration to develop children's talents properly (pater, 2021).

### **1. The Statement Of The Problem**

Teaching English at primary school is a new process in Algeria. Teachers need to know many teaching skills to teach their pupils successfully. This means that they have to take EFL teachers' training. The problem of this research is that teachers neglect the role of EFL teachers' training since it is considered the first step of preparation for EFL teachers to enhance their achievement of learning objectives.

### **2. Research Aims**

This study at raising teachers' awareness towards the role of EFL primary school teachers' training. Also, it tries to examine the enhancement in achieving learning objectives.



Additionally, it attempts to examine teachers' opinions about the role of EFL teachers' training.

### **3. Research Questions**

Depending on the aims of this research, different questions are asked:

- 1- Are English teachers aware of the importance of teachers' training in EFL teaching?
- 2- Is EFL teachers' training beneficial in enhancing the achievement of learning objectives?
- 3- What are teachers' opinions about the benefits of EFL teachers' training?

### **4. Research Hypothesis**

Based on the previous questions, we hypothesize that:

H1: EFL primary school teachers' training plays an important role in enhancing the achievement of learning objectives.

H0: EFL primary school teachers' training does not play an important role in enhancing the achievement of learning objectives.

### **5. Research Methodology And Design**

This research examines the role of EFL primary school teachers' training in enhancing the achievement of learning objectives. To accomplish our aim, a quantitative descriptive method will be used to collect data from the population.

The tool used in this research is a questionnaire. This questionnaire will be administered to EFL teachers to discover their ideas and opinions about the role of EFL primary school teachers training in enhancing the achievement of learning objectives.

The sample of our research is primary school teachers of English in Guelma province. This population is very important to reach the intended results. 31 teachers were chosen to answer our questionnaire and to help us to fulfill our aim.

## **6. The Structure Of The Dissertation**

This study will consist of a general introduction, three chapters, and a general conclusion.

An in-depth analysis of Algeria's EFL teacher training program is given in Chapter one. It examines the many approaches of training and emphasizes the need for these programs in addressing the unique requirements of EFL teaching. The chapter also looks into the ideal length of primary teacher preparation programs, highlighting the significance of giving teachers the time and resources to properly improve their skills and knowledge.

The research also explores the level of readiness of those who train English teachers in primary schools. It evaluates their educational and professional backgrounds, familiarity with primary teacher preparation programs and curricular goals, as well as their proficiency with language instruction techniques. For teacher training programs to be effective, it is crucial to comprehend the credentials and experience of the trainers.

This study also provides a historical overview of English language teaching in Algeria since the country's independence. It provides important insights into the environment of EFL instruction in the nation by shedding light on the development of the profession. The study also looks at the aims and objectives of EFL teaching and learning in Algeria.

An extensive analysis of teacher development is presented as the chapter's conclusion. It addresses several conceptualizations of teacher learning, such as skill acquisition, cognitive processes, personal construction, and reflective practice, and emphasizes the significance of lifelong learning and development for educators. Also, it will comprise strategies and

obstacles used by teachers to teach young learners, ELF vs EFL in language teaching, reforming of ELT by ELF, and attempts to introduce English as a foreign language in primary schools

Chapter two. It defines learning objectives precisely and lists each of its components. The chapter examines many sorts of objectives, including cognitive, affective, and psychomotor ones, and emphasizes their importance in directing the instructional design, observing student progress, and assessing the efficacy of instruction.

Additionally, Chapter two looks at the idea of learning outcomes and how they relate to learning objectives. It looks at the definition and different kinds of learning outcomes and underlines how crucial it is to match them up with more general learning goals. To guarantee that students gain the appropriate knowledge and abilities, instructors must create a strong alignment between learning outcomes and objectives.

The chapter concludes with an evaluation of the effectiveness of existing teacher training programs in accomplishing learning objectives. It analyzes several studies that look at how professional development affects how instructors teach and how well students do in school. These studies provide important information that can be used to develop and carry out teacher preparation programs that significantly raise student achievement.

The third chapter will represent the field investigation of this research. In the beginning, it will explain the purpose of the questionnaire, its chosen sample, and its sections. Next, it will include an analysis and description of 20 questions in the questionnaire, depending on the answers of 31 teachers. Finally, it will provide the results and the findings, and the results of the data.

# **CHAPTER ONE :**

## **EFL Teacher**

### **Training in Primary**

#### **School**

## **Introduction**

EFL teacher training program plays a vital role in developing the quality of education and the performance of teachers in Algeria. This chapter covers the most important elements of teachers' training. It attempts to shed light on the significance, approaches, and length of teachers' training programs.

It also includes an overview of teaching English as a foreign language in Algeria. Additionally, It involves different aspects of the teacher, including his development, learning, obstacles, and strategies to teach young learners.

Finally, it discusses the main differences between ELF and EFL, reforming ELT, and attempts to introduce English in primary school as a foreign language. In this chapter, we try to make an effective investigation to show the effectiveness of EFL teaching and training in Algeria.

### **1.1. EFL Training Program In Algeria**

Djouima (2011), found that since 1999 Algeria's teacher training institutions have taken on the responsibility of educating and preparing teachers in a variety of subjects, including English as a foreign language.

She also found that Programs had to be created to take into account the unique characteristics of each discipline for this to be realized Under the premise that there should be an emphasis on three primary domains, namely knowledge about the subject matter, development of teaching competencies, and information about the target language culture, the curriculum for educating teachers of English as a foreign language has been developed .

These areas are thought to represent instructional practices that address the demands of the classroom. Teachers that possess a strong understanding of the subject they are teaching, apply the most recent teaching techniques, and occasionally draw on the target language's culture are considered qualified (Djouima,2011).

### **1.2. Approaches Of Teacher Training**

According to Michael Wallace's 1991 book *Training Foreign Language Teachers*. The first is the "craft model," in which beginning teachers observe and then copy the techniques used by more highly qualified professors, who are regarded as the experts. It has a lengthy history and is the most widely used model for educating trainers (to become a CELTA tutor, for example, you need to shadow a course and imitate the practices of experienced trainers).

Wallace's second approach is The "applied science model" . This includes introducing theories and research findings to aspiring teachers and implementing them in the classroom. The idea is that trainees learn which practices have been proven effective in research studies and then use those. Instead of classroom teachers, the experts in this situation are researchers.

Wallace's third and final approach is the "reflection model." With this method, new instructors are initially introduced to Basic teaching ideas, some of which may be based on research and others which may be built on convention or culture. Following this, they put them to use in the classroom so that students can learn by doing. Finally, they reflect on these classroom experiences and alter their approach to enhance their training(Wallace,1991,as cited in Ellman,2021).

### **1.3. The Need For Teacher Training**

According to Conference (2015), The value of English as a linguistic passport is readily apparent in the European setting, where the current labor shortage forces people to relocate from their homes to locations, regions, and/or nations where a language other than their original tongue may be spoken. When this happens, even a basic understanding of English is usually helpful, at least in the beginning (think of women from the Philippines or Poland who come to work for Italian families).

Yet even if one stays in their nation, as is the case in Italy, to get hired nowadays, one must demonstrate some level of English proficiency, if not complete mastery, depending on the position and type of employment.

To get over the limitations that a lack of proficiency would bring, people need to study English everywhere around the world and become more or less proficient in it. As English and technology have replaced alphabetization boundaries and are necessary to function in modern society, it is only natural that they also need to demonstrate some proficiency in using technical tools.

English needs to be studied, learned, and practiced somewhere, and for a while, whether it is an ESL or an EFL. Applied linguists, linguists, teachers, and English speakers would all undoubtedly concur that LEARNING CONTEXTS (formal or informal settings, national or international schools, and universities, living or working abroad, etc.), Different types of approaches and strategies are needed depending on the LEARNING MODALITIES (school attendance, professional courses, extended contact with native speakers, online language courses, satellite TV programs, use of Skype or other social networks like Facebook or Twitter, etc.),

COURSE TYPE (lengthy courses, short or intensive seminars, scholastic courses, etc.), and other factors.

Each of these three factors calls for a specific type of tutored support, ranging from complete reliance on an expert source to complete learner autonomy (e.g., presence versus absence of a tutor, a teacher, a native speaker, a friend, or a WEB source), obviously with all possible degrees of variation in between.

The issue of effectively preparing competent EFL teachers emerges unavoidably given this large number of factors and interrelated combinations, and it needs to be carefully examined in light of what is necessary today (Conference,2015).

#### **1.4. The Length Of The Primary Teacher Training Program**

According to Rew (2014), On this matter, the college staff was incredibly divided. Some defended the program's length at its present level, saying that "teachers mature in the field . Lengthening the training period will not improve the quality of our students". That is to say, the length of the training is not important in increasing the level of learners.

Others supported their claims by pointing out that trainees already pay costs that cover boarding and maintenance as part of their tuition. He declared that Trainees would be burdened and the program would become even less popular with additional time spent in training.

The opposing party believed that giving the trainees an extra year would be beneficial so they could brush up on the curriculum subjects that had not gotten much attention before they graduated .One dean of curriculum tried to dispel the myth that primary teacher preparation programs last two years to argue l for a longer program.



Later, in the staff room, the teaching staff echoed the Dean's thoughts. This would imply that before considering extending the training session, a time recovery could aid in covering the curriculum's content. The teacher training calendar should be closely followed, and a deadline beyond which late registration should not be allowed should be established (Rew,2014).

### **1.5. Trainers' Preparedness For The Task Of Training Primary Teachers Of English**

He explained that the premise of this study is that increasing trainees' levels of competence in colleges require trainers to play a key role. It is widely believed that trainers who possess the necessary levels of English proficiency are familiar with the theories and techniques of teaching and learning second languages, and expose those they train to these concepts and techniques regardless of their preferred approach are equally capable of preparing primary English teachers.

This is why I make the case that knowing the role of the trainers, who are responsible for providing the trainees with the necessary information, skills, and teaching methods, is essential to understanding the English language proficiency of primary teacher candidates. To break the cycle of English proficiency in Kenya, this part investigates how well-prepared trainers are for the task of preparing primary English teachers (Rew,2014).

#### **1.5.1. Trainers' Professional And Academic Background**

He argued that The findings of these questions, which were grouped by the trainers' educational and professional backgrounds, are shown in the Table below. The chart supports that

trainers hired by colleges are either from secondary schools or are sent there directly from universities, where they are never instructed in the methods and ideas of teaching English to students in primary schools.

He believed that Four of the seven trainers were transfers from secondary schools, while the other three were from the university. According to their length of service, it is not reasonable to assume that their lack of knowledge of the theory of es and procedures is the result of memory loss. Two trainers were the only ones who had been in teacher training for a significant amount of time, one since 1972 and the other since 1982. The remaining students finished their university degrees between 1993 and 2000 .

He also stated that the period of service should have aided them in mastering primary methodology skills even if they were not taught primary methods in school. Regrettably, throughout their involvement with teacher training curricula, none of them had attended any seminars or workshops.

***Table 1.1: Trainers' Academic and Professional Background***

ITEM	BACKGROUND OPTIONS	M1	M2	K1	K2	K3	B1	B2
3	Academic qualification	B.ED	B.A	B.ED	B.ED	B.ED	B.ED	B.ED
4	Year of graduation	1997	1994	1995	2000	1993	1972	1982
5	Professional qualification	B.ED	DIP.ED	B.ED	B.ED	B.ED	B.ED	B.ED
6	English offered at University	YES	YES	YES	YES	YES	YES	YES
7	Seminars/workshops	NIL	NIL	NIL	NIL	NIL	NIL	NIL
9	Previous engagement	UNIV	SEC	SEC	UNIV	SEC	SEC	S/UNI

KEY: M1 – B2 represents the individual trainer's column.

3 – 9: Item numbers on the questionnaire (Appendix I). (Rew,2014)

### 1.5.2. Trainers' Familiarity with the Primary Teacher Training and Curriculum Objectives

He declared that trainers must clearly define the goal of their task if they are using the college syllabus to build their lesson plans. The results of teacher preparation are significantly impacted by the failure to establish the general objective, which shows a lack of commitment. Failure is a sign of unfamiliarity with the curriculum objectives for this study.

This raises questions about the trainers' capacity to provide competent and efficient training for primary teachers. They were asked to identify potential causes of the issues with learning English in Kenya today to assess their participation with problems influencing the attainment of the teaching English objectives (item 16).The following responses came from trainers:

**Table 1.2: Item 16.Reasons Kenyans' English proficiency may be lacking. Reasons Kenyans' English proficiency may be lacking.**

#### **Item 16 – Possible Cause(s) of Incompetence in English in Kenya.**

POSSIBLE CAUSE OF THE PROBLEM	<b><u>FREQUENCY OF CHOICE</u></b>
Mother Tongue interference	3
Exposure to bad English	3
Failure to master MT in the first years of schooling	1
Very short time for teaching and learning English	1
Competition between English and Swahili	0
Poor training of teachers of English language	3
The teaching of too many languages in primary	0

Influence of 'Sheng'	4
----------------------	---

(Rew,2014)

He also said that the sociolinguistic awareness item was designed with the knowledge that any trainer who can identify the potential reasons for English proficiency deficiencies will probably approach the training to resolve those reasons.

Three instructors selected the following explanations for Kenyans' alleged lack of proficiency in using the English language: "Mother Tongue interference," "exposure to poor English," and "impact of "Sheng." Interestingly, the three more trainers chose to focus on the "poor training of English language teachers" because it shows that their expertise is not being used to advance training(Rew,2014).

However, it is important to note that two of the three people in the latter category did not choose a different potential reason, indicating that they were certain of their decision and that they were not playing the dice. One of them even wrote in his handwriting that "most primary teachers of English may not have passed the language."

Similar to the third trainer, who selected "Sheng," the fourth trainer expressed his worry that even teachers use the other language. The trainers are aware of the potential reasons why English proficiency is low, even though they may not be putting forward solutions (Rew,2014).

### **1.5.3. Familiarity With The Language Teaching Methods**

He assumed that the questionnaire's items 17 to 20 asked about the trainers' knowledge of the theories and practices used in teaching English as a second language. Table 3 below shows how two trainers (Bondo) replied to this item, distributing their selection as 2, 6,8, and 9. The

item was only attempted by one Kericho trainer, who chose options 2 and 6. Migori and two Kericho trainers did not attempt the item.

***Table 1.3 Item 18 - Familiarity with the Language Teaching Methods.***

METHOD OF LANGUAGE TEACHING	FREQUENCY OF CHOICE
Audiolingual	0
Oral Approach/Situational lang. teaching	3
Natural Approach	0
Counseling Learning Approach	0
Total Physical Response	0
Communicative Language Teaching	3
Direct Method	0
Grammar-Translation Method	2
Bilingual Method	2

(Rew,2014)

## **1.6. EFL Teaching**

The last 20 years have seen significant advancements in the teaching of English as a foreign language. However, experts in the subject are aware that substantial and fundamental research on second language acquisition, teaching strategies, materials development, and standardized testing needs to be done in the coming decade (Laraba ,2001).

English as a foreign language has been taught in Algerian universities for more than 30 years . Nowadays, English departments provide courses in teaching English as a foreign language. As the largest professional organization of its kind in the business of providing

training in English and related area studies to undergraduates, English departments mainly train new teachers ( p.53).

### **1.7. A Very Brief Historical Background Of Teachers Of English In Algeria Since Its Independence**

At Algeria's middle and secondary schools, English language instructors made up the vast bulk of the nation's foreign language educators during the 1960s(Slimani,2016).

In 1968, 84.6% of foreign language teachers were "cooperates," according to Hayenne (1989: 49). In other words, these were volunteers acting as teachers abroad. They were mostly French and had knowledge, experience, and skill specifically related to French students in a French-speaking setting.

Although these teachers may have in some ways broadened borders and intrinsically motivated Algerian students, it is also possible that their lack of familiarity with the intricate (complicated) details of the country's social, educational, economic, and political context negatively impacted both teaching and learning of foreign languages(Slimani,2016).

According to Hayenne (ibid., p. 62), these cooperating teachers instructed Algerian students using the same curriculum and texts. To teach English more effectively, they were not seeking a friendly environment. It is important to note that the amount of time allowed for English classes in France and Algeria was completely different; French students had English classes for seven years, while Algerian students took them for only five ( p. 43).

### **1.8. Objectives Of EFL Teaching And Learning In Algeria**

The Algerian official English syllabuses, published in June 1999, declare that one of the general goals of teaching and learning English as a foreign language in Algeria is for students to become communicative in all of its forms, facets, and dimensions(Slimani,2016).

It is possible to list four main sorts of objectives: sociocultural objectives, humanistic objectives, educational objectives, and academic objectives.

These goals should be attained through the improvement of mental faculties and talents, which should be addressed in all of the curriculum's courses because they form the cornerstone of any successful language learning.

The Algerian directives from June 1999 are:

- 1- Knowledge: stating, remembering, and repeating;
- 2- comprehension: anticipate, recognize, justify, and provide examples;
- 3- application: foresee, choose, employ, and construct;
- 4- analysis: choose, contrast, and deconstruct;
- 5- synthesis: compile, defend, arrange, and draw conclusions;
- 6- evaluation: judge, pick, back up, criticize, and assess ( p.36).

### **1.9. The Aim Of Teaching English In Algeria**

The English language curriculums aim to give Algerian students the language they need to communicate effectively in a typical social and/or professional setting, both orally and in writing, according to the official texts and "directives" of the Algerian Government (June 1999) ( Slimani,2016).

Those who pursue advanced degrees in English language, translation, or journalism are encouraged to use the foreign language as a way to broaden their knowledge for academic

purposes in those fields, and those who enter the workforce are encouraged to take advantage of this by independently reading documents, leaflets, and notices relevant to their professions.

Unfortunately, the statement that "Reading is disregarded to a significant extent in contradiction to the aforementioned guidelines" captures the unpleasant fact. In other words, in opposition to the previous rules, reading is neglected to a great extent which presents a sad reality.

One wonders: How can we empower our students to explore and utilize resources relevant to their field of study without placing a high priority on reading? The amount of language used will undoubtedly require more time than what is allowed by the authorities' optimistic objectives, of course, when that amount of language is considered ( p.37).

### **1.10. Teacher Development**

According to Richards & Farell (1996), development is a growth that is not targeted towards a certain task but rather is universal. It helps to further instructors' understanding of teaching and themselves as teachers, which is a longer-term goal. This makes it "bottom-up" in that it frequently entails looking at several aspects of a teacher's practice as a foundation for reflective review.

They added examples of goals from a development standpoint include the following:

- Knowing the steps involved in the formation of a second language.
- Knowing how our jobs vary depending on the types of students we are teaching
- Recognizing the several types of decision-making that occur in lessons
- Reexamining our own beliefs and guiding concepts for teaching languages.
- Developing an awareness of various teaching methods.



- Assessing how students feel about classroom activities.

- Documenting different approaches to learning, reflective study of teaching methods, examination of views, values, and principles, discussion with peers on important topics, and collaboration with peers on classroom projects are all common strategies for teacher development.

Although many things about teaching can be learned through critical self-reflection and self-observation, many cannot, such as subject-matter knowledge, pedagogical skill, and a comprehension of the curriculum and materials.

They concluded that professional development should go beyond introspective thinking on an individual basis. For instance, it could involve examining fresh ideas and theories in language instruction, getting up to speed on new advancements in the field of study, like pedagogical grammar, composition theory, or genre theory, and critically analyzing how schools and language programs are managed (p.4).

### **1.11. Understanding Teacher Learning**

The foundation of teacher-education processes is a set of presumptions concerning the nature and process of teacher development. This area of study, known as teacher learning (Freeman & Richards, 1996), is interested in examining issues like the following: What kind of knowledge does a teacher possess, and how is it acquired? What mental processes are used during instruction and preparation for teaching? How do teachers with and without experience differ?

Our understanding of the nature of language instruction and the information, attitudes, abilities, and procedures we use while teaching are prerequisites for answering these concerns (pp.5-6).

### **1.12. Conceptualization Of Teacher Learning**

According to Richards & Farell (1996), numerous conceptualizations of teacher learning underlie both modern and older teacher-education processes, and while these conceptualizations occasionally overlap and may be perceived differently by various theorists, they can result in various approaches to teacher education.

#### **1.12.1. Teacher Learning As A Skill Learning**

They supposed that according to this theory, good teaching is based on the development of a variety of distinct abilities or competencies by teachers. It is possible to separate teaching into independent abilities that can each be mastered separation.

The abilities that this strategy focuses on are those that are identified with a model of effective teachings, such as asking questions, providing explanations, and presenting new language.

The capacities are explained, demonstrated, and opportunities are given for instructors to become proficient in them throughout teacher training(p.6).

#### **1.12.2. Teacher Learning As A Cognitive Process**

Richards & Farrell (1996), viewed that this method of teaching emphasizes the nature of teachers' attitudes and thinking and how these affect their teaching and students' learning and sees teaching as a complex cognitive activity .

It supported the claim that "teachers are active, thoughtful decision-makers who choose how to teach by referring to sophisticated, individually tailored, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg, 2003, p.8, as cited in Richards & Farrell, 1996). In other words, Borg's basic argument is that teachers use complicated systems of knowledge, thoughts, and beliefs to inform their teaching decisions.

Teachers are urged to analyze their ideas and thought processes and how they affect their teaching practices as part of teacher education. Self-auditing, keeping a journal, and analyzing significant episodes are some of the processes used (p.6).

### **1.12.3. Teacher Learning As A Personal Construction**

The foundation of this educational concept is the idea that information is actively created by students, as opposed to being passively absorbed. Knowledge is believed to be internalized through the processes of restructuring and reconstruction that are a part of learning.

New learning is fitted into the learner's framework (Roberts, 1998; as cited in Richards & Farrell, 1996). This has resulted in a focus on instructors' unique and individual contributions to learning and understanding their classrooms in teacher education. Activities that focus on the development of self-awareness and personal interpretation through such activities as journal writing and self-monitoring are used (Richards & Farrell, 1996, pp.6-7).

### **1.12.4. Teacher Learning As A Reflective Practice**

This view of learning is based on the assumption that teachers learn from experience through focused reflection on the nature and meaning of teaching experiences (Schon, 1983; Wallace, 1991; Richards & Lockhart, 1994).

One way to better understand one's teaching methods and routines is through reflection, which is considered the process of critically examining events. This gave rise to the concept of reflective teaching in teacher education, which is the practice of teaching while simultaneously gathering data on one's teaching to serve as the basis for critical reflection (Richards & Farrell, 1996).

We do not feel that instructors can learn most effectively from practices taken from a single theory of teacher learning, which is why the teacher-development activities covered in this book is not related to that theory. However, most of the exercises covered in the book can be viewed as reflecting a perspective of teacher learning as a cognitive process, as personal construction, and as a reflection on action (p.7).

### **1.13. Strategies Used By Teachers In Teaching Young Students**

According to Ermansyah (2022), et al, In this private English school, the research's participants employ a variety of instructional methods when working with young students. Every single strategy has unique qualities, functions, and goals. Teachers can develop their sense of how to use the tactics by receiving training, gaining experience, and reflecting.

Similar to public schools, private institutions base all of their curricula on the teaching of language expertise (Ermansyah, 2019) Teachers' tactics, therefore, focus mostly on increasing students' proficiency in grammar. The researcher observed that the methods are amazing as a warm-up and lead-in to today's session and ensure the readiness of the students.

The employment of diverse tactics at this stage as a technique to lead students to the lesson is remarkable. Most educators view the second part of the class as instructional time. This 60-minute performance consists of a 30-minute presentation and a 30-minute rehearsal. Teachers creatively manage the stage time; the time limit is not precisely divided. The observation demonstrates that all teachers used many strategies at this point.

Teacher Na is seen playing board games, singing, and utilizing a word list. Together with activities, she also used presentation tactics. The whiteboard served as Teacher Ju's primary tool pretty frequently. He did a great job of setting up his whiteboard so that kids could communicate freely. Drawings, colorful board markers, and everywhere are orderly and arranged. In this step, Teacher Ra adopted a more reasonable approach. Usually, she divided up the class into pairs or teams—most often pairs—before handing out the papers. The paper may occasionally include fill-in-the-blank exercises, word mazes, puzzles, etc .

The researcher discovered that the teachers are prepared and trained to work with young students. The classes are organized so that there appears to be no transition; this keeps the young students' motivation strong and encourages them to engage voluntarily in nearly all activities (Ermansyah,2022,et al) 8.

The third stage is known as the lesson wrap-up or round-up stage. The teachers are evaluating the pupils' understanding of today's lesson at this 15-minute mark. Also, teachers assess students' comprehension and note whether or not the lesson's objective was met today. Teachers Na, Ra, and Ju primarily employ drills, repetition, and word lists. The final phase was used by all teachers to go over or re-teach material that pupils could have missed. The researcher cites the consistency of instructional stages, time management, and performance indicators of each component in all research subjects as proof of a regular teacher preparation program at this

private university . The teachers have all the tools they need to execute their lessons, including resources, exercises, and information. The researcher discovered a significant relationship between the action plan, classroom observations, and teacher self-reflection in the successful management of the teaching and learning process at instructing young learners at this specific private school (p.10).

#### **1.14. The Obstacles Faced By Teachers In Teaching Young Learners**

Based on Ermansyah (2022),et al, research, the study found certain challenges educators experience while attempting to teach English to young students. The obstacles are related to classroom management, diversity in students' characteristics, students' misbehavior, students' absenteeism, and students' competence diversity.

The first obstacle is the management of the classroom. The classroom size or number becomes one of the major problems in the covid-19 pandemic, and parents are still anxious to enroll their children to study. As a result, there are imbalanced numbers of students in each class. (Sarwar, 2013 ,as cited in Ermansyah,2022,et al) 8.

In this study, it was found that some teachers encounter difficulties when attempting to teach young students English. Classroom management, student diversity in characteristics, student misbehavior, student absenteeism, and student diversity in competency are all issues that need to be addressed. The administration of the classroom poses the first difficulty. Even though the covid-19 pandemic has made classroom size number one of the key issues, parents still want to enroll their kids in school.

The outcome is that each taught class has an uneven number of students (Sarwar, 2013, as cited in Ermansyah, 2022, et al.)

The high absenteeism rate contributes to a similar problem. Because it is challenging for teachers to adapt lessons to various classroom sizes, even when they are dealing with the same lesson and level of pupils in each class, the teachers' reflections on each class occasionally change. The diversity of the traits and abilities of the students is the second barrier.

These differences in student abilities and traits demanded experiences from the teachers, pair work, and group work should be properly planned, and the lesson flow should be in the right direction. Failure to do so will waste teaching time, cause activities to break down and even oral debates, and teachers may find themselves amid shouting matches. Student misconduct is the third barrier. Regardless of the subject taught, this challenge is experienced by nearly all teachers of young students.

The additional energy is one challenge, among many others. The shift from one action to the next is one fact in particular. Sometimes, students are overjoyed by the success of earlier activities and continue to bother one another and cause disorder, which inhibits teachers from moving on to the next phase of their action plan( p.11).

### **1.15. ELF vs EFL in Language Teaching**

The term "English as a Foreign Language" (henceforth "EFL") refers to English that has been learned to create utterances that are as close as feasible to those of native speakers. With EFL, learners' performance is improved to closely resemble the native variety. However, ELF aims to effectively communicate by employing utterances "that do not deviate too far from the utterances of the native speakers" (Kirkpatrick, 2007)

This means that the main aim of ELF is making the communication process effective by utilizing words that are not different from the words of the original speakers. The main

distinction between ELF and EFL is in their goals; ELF focuses on intelligibility, while EFL aims for a native-like accuracy. In other words, the acceptable and preferable variation for teaching EFL is Standard English. A native variety is not necessarily the most relevant in a lingua franca situation, though (Boubekeur, 2018, p.133).

Also, the term "Standard English," which is always connected with the codified form of the language, refers to the native model used in the English curriculum in our educational system. Both teachers and students typically appreciate and respect a model that is so venerable and historic. The model in question is nevertheless thought to provide "proper" and "correct" English.

The main benefit of the EFL model is that it is codified, which means that dictionaries and linguistics books of every kind are widely accessible. Although there are only two standard varieties of English, namely British English and American English, the idea of Standard English has faced harsh criticism. The wide range of modern technical instruments has also encouraged the use of numerous different non-standard English dialects. Since non-native speakers outnumber native speakers by a huge margin, using a native-like model to sample ordinary English conversations would be nothing more than pointless.

Achieving the highest level of native Standard English ability under such circumstances appears not only difficult and defeatist but also useless. Nonetheless, English is still taught in foreign language classes as if it were a language exclusive to the US or the UK. OP.

It is exceedingly difficult to tolerate accents of non-native English variants; they are viewed as unsuitable and unimportant. The two standards for English language pronunciation are consistently Received Pronunciation (henceforth RP) and General American (henceforth



GA).The Standard English variety is revered by EFL instructors who are not native speakers (p.134) .

The fact that they always believe their pronunciation is incorrect and that their speaking, listening, and vocabulary skills are lacking cause them to feel inferior to teachers who are native speakers. While consistently demonstrating their willingness to use their language skills, non-native teachers lack confidence and exhibit some anxiety about how to be more accurate and competent on par with native speakers. So, non-native teachers do not care about teaching communicative English, which is the main objective of ELF, because they are engulfed in a wave of that inferior emotion .

In a nutshell, the debate over whether native or non-native instructors are superior is dissipating. Regardless of where they are from, teachers must determine how effective their teaching methods are in the classroom. In any case, due to English's unique worldwide lingua franca status, English language instruction is no longer solely focused on the conventions of native speakers.

Modernizing English education, ELF makes an effort to incorporate the most recent ideas presented in the field of international English . The study of English differences in regional and global contexts is quite popular. It is easier to carry out the potential perspectives for English language education if you are aware of how English is utilized to create native speakers' identities on the one hand, and how the language is negotiated to accomplish successful communication on the other. The points raised above do not imply that ELF is without flaws (p.135)

### **1.16. Reforming of ELT by ELF**

The degree of deviation from the Standard English model has always been correlated with success in English Language Teaching (henceforth ELT). To ensure successful completion, students are required to observe the local norms. Intercultural communicative ability is the main area of emphasis in ELT .

As Standard English serves as the benchmark for instructional orientations, the issue is that after thirty years, this "new" method did not make much of a difference. Yet, this situation in ELT is quickly shifting (Boubekour, 2018, p.136).

ELF is being applied gradually in the English language environment, including teacher training, syllabus design, textbook development, assessment, and other areas. The objective of ELT has probably changed to a successful multilingual speaker of English. However, how might ELF be taught?

The first step is to eliminate nativeness and standard language ideas from the purpose of language training. All pertinent English variations should be welcomed, rather than the idea of a standard variety that has long been associated with RP and GA. The new trend in ELF situations should focus on pronunciation for global understanding.

The next major obstacle for ELF in language instruction is to introduce fresh modifications to the communicative competency strategy. It can be challenging to choose a local culture amid the vast English-speaking world. To successfully recognize communities of non-native English speakers with communicative competence perspectives, ELF must adopt a teaching strategy .

The intercultural communicative approach can be more easily included in ELT thanks to ELF's primary cross-cultural role, which is why this is the strongest argument. In comparison to English as a native language, ELF exhibits more realistic importance. When addressing language

training, it will be more effective to concentrate on the ELF's extra-linguistic characteristics (p.137).

The communication techniques and adjustments that are most frequently used in ELF contexts, or 8 skills, might be quite relevant from an intercultural perspective. Also, the ELF learning environment provides a wide range of English dialects that undoubtedly will aid students in improving their communicative skills.

Effectively, learners will discover a new tendency towards studying English that will probably take a novel shape by being exposed to a wide variety of languages. Restricting instruction to the native variety endangers learners' futures. Therefore, instructional materials must introduce EFL students to the various English language variations and cultures that are useful in cross-cultural interactions. As the primary and most important teaching instrument, textbooks must offer several kinds of English through speech examples or the characters in reading passages.

The fact that only people from the inner circle are depicted will limit learning English to regional dialects. The key to ELF teaching is the capacity to strip the creators of the instructional materials of this "archaic" notion of nativeness and authenticity(p.138).

Yet, native English speakers continue to be the focus of the majority of teaching and testing resources. Also, the absence of international contexts in the majority of classes at schools and colleges inevitably favors EFL over ELF. Even though ELF is present in both spoken and written language, non-native speakers' creative spirit and prospective communicative capacities are nevertheless discouraged in classroom models.

To identify variances in lexis and grammar, one need only look at regional publications, such as newspapers, or websites from other nations. Likewise, important advancements in the English language have a significant impact on ELT.

Nonetheless, it is reasonable to expect that something should change in English teachers' education if language instruction is thought to be evolving in terms of its objectives and methods. Teacher ability should also receive a lot of attention because it offers an important component. The need to modify the conventional ELT should first be made clear to teachers. As a result, preparing aspiring English teachers may be one of the finest methods to incorporate ELF into the classroom.

This training ought to focus on cross-cultural communication and be thorough. Because there is no set native framework to follow when teaching ELF, instructors must be able to teach in a range of contexts around the world where they must demonstrate their ability to discriminate between a learner's fault and his local variety.

It would be intriguing for them to learn that they have, in some ways, developed into independent teachers who can navigate the vast ELF network on their own without the guidance of local authorities (p.139). It is interesting to note that today's ELF academics should be more focused on discovering practical strategies for implementing ELF in classroom settings using various teaching tools than on thinking about ELF teaching approaches.

ELF is progressively integrating with ELT without any noticeable incidence. Several sections of innovative teachers' training manuals are devoted to the global adoption of English. Yet, it hasn't been seen that ELF is involved in teaching approaches. To date, Walker's (2010) guide for teachers has arguably produced the most significant research on the application of an ELF approach to pronunciation instruction ( p.140).

### **1.17. Attempts To Introduce English As A Foreign Language In Primary Schools**

Abbasi & Hakome (2020), found out that English language teaching (ELT) has just begun to be incorporated in primary schools in many developing nations, particularly in Latin America. There is little doubt that the popularity and significance of studying English were the driving forces behind this.

English has in some way overtaken all other languages as the most significant one, and speaking it has become a requirement in many nations. Whether it is for a job, a trip abroad, or the publication of an article, English is necessary. To ensure that their youngest students can benefit from this extensively used foreign language, Mexico, Argentina, Chile, and many other nations in and outside of Latin America launched EFL programs after realizing the value of speaking English .

All of these programs have been supported by the different governments. The programs gained prominence and recognition in the subjects under study and discussion in the field of education policy, and they became the primary concerns discussed by decision-makers in the field of education (Banfi, 2015, Lessons to Learn, para. 2 )

Although, there were several issues and difficulties with these applications. This study focuses on these programs to serve as services in Algerian primary schools, to draw lessons from their successful use, and to steer clear of their significant flaws and errors (p.22).

#### **1.17.1. English From Grade-Idiomas Desde Primer Gradi, Argentina**

In Buenos Aires, Argentina, state schools began implementing the English from First Grade program in 1996. It was first implemented in primary schools at the end of the 1960s.

In addition, a network of public language schools called Foreign Language Complementary Educational Centers (CECIEs Centros Educativos Complementarios de Idiomas Extranjeros) was established in the wake of this program so that kids could improve their language abilities through extracurricular activities (Banfi, 2015, English from First Grade, para. 1).

In 1999, a different program known as Escuelas Plurilingües (Plurilingual Schools), in which 26 schools provided rigorous English instruction, was created. The City Council launched a unique scheme that featured comprehensive foreign-language instruction for all state-run primary schools between 2009 and 2011. (Abbasi&Hakime,2020)

Additionally, the government supplied schools with the necessary textbooks and other instructional resources so that lower-class people who couldn't afford them could learn. The government did not face any problem in providing a sufficient number of well-trained teachers due to the well-developed teacher training programs provided to all sectors of education (Banfi, 2015, "First Grade", para. 2 )

### **1.17.2. English Opens Doors-Programa "El Inglés Abre Puertas"(PIAP), Chié.**

The program's overarching goal was to improve learners' proficiency in the English language from their fifth year of primary school to their fourth year of secondary school. In 2003, it made its debut. The program covered English teachers' professional development as well as the creation of national standards for English language instruction (Abbasi & Hakime, 2020).

The British Council, the Department of State, and English Open Doors (Programa Ingles Abre Puertas PIAP) jointly organized workshops titled "English Summer Village" and "English

Winter Retreats" that were attended by about 1000 teachers across 12 different locations nationwide (Banfi, 2015, "Open doors", para 2).

According to Banfi (2015), the initiative encourages teachers to take part in educational learning programs, and more than 4,575 teachers in Chile took advantage of this chance to advance their language and teaching abilities. They were offered a preliminary placement test and the chance for those who succeed with a B2 level to receive an international qualification. For instructors who performed below average, this offer wanted to advance their professional standing and increase their chances of receiving an international scholarship.

Together with local and international trainers, this has been complemented by the opening of training programs and professional development services for remote learning by an official authority (the British Council). ("Open Doors", para.1-2) (Abbasi & Hakime,2020, p.23-24).

### **1.17.3. The National Plan For English For Basic Education-Program National De Inglés En Educaciòn Bai Ça (PNIEB), Mexico**

They also found that The Programa Nacional de Inglés en Educación Básica (PNIEB), or National Plan for English for Basic Education, was launched in Mexico in 2009 to introduce English as a topic in elementary schools.

According to reports, the program opened up a lot of chances.

According to Sayer (2015), the PNIEB has hired 98,000 instructors for primary schools. The goals are to prepare Mexican students for the new challenges of the twenty-first century and to address the needs of the Mexican community (p. 258).

According to Sayer (2015), the implementation of this program created several difficulties and serious difficulties for the Mexican government and the educational system. Hence, the procedure has not been simple or quick (p. 263). The S246 program had to take its place as a replacement. The PNIEB was established during a time of political reforms, unrest, and upheaval, which slowed its rate of expansion and led to its replacement.

The S246 project, also known as PFCB, was launched by the federal government in 2013 to replace the PNIEB initiative. With a series of requirements, this new program aimed to assist states, schools, and teachers in developing crucial efforts to improve the educational outcomes of students in basic education. The introduction of English in public primary schools is one of the requirements. There were two key causes for this replacement. This program (PNIEB) conflicts with frequent curricular modifications on the one hand, and there is national instability on the other (Ramirez-Romero and Sayer, 2016, pp. 7-8)

#### **1.17.4. Celibal In English -Celibal Inglés, Uruguayan Uruguay,**

With cooperation between Ceibal, a project to enhance the Uruguayan school system with technology, and the British Council, a comparable program was launched in the middle of 2012. (Plan Ceibal, n.d.).

A total of 400 elementary schools participated in the initiative, which benefited 50,000 kids. A classroom teacher and a remote teacher both taught them English for 53 minutes each week. Both the classroom instructor and the remote teacher incorporate substantial learning activities into their curricula, involving their students in significant summative assessments akin to those of worldwide certifications like the Cambridge English test for Young Learners (Banfi, 2015, Ceibal in English, para. 1)



This initiative was closely related to the One-Laptop-Per-Child initiative.

One-Laptop-Per-Child intends to give every kid access to a low-cost laptop. Children that are exposed to this type of learning resource are guaranteed a bright future since they are engaged in their education and together they study, connect, and improve their cognitive abilities (One Laptop per Child, n.d.) (Abbasi&Hakime,2020,p.25)

Both initiatives—Ceibal in English and One Laptop per Child—have the potential and influence to offer a creative solution to the issue of a lack of English teachers in primary schools using a variety of technological tools. This means that the absence of a local classroom teacher can be addressed through collaboration with a remote teacher via online classes. (Banfi, 2015, Ceibal in English, paras ).

### **Conclusion**

To sum up, this chapter collected all the information about EFL teacher training and teaching in Algeria. This emphasizes the value of EFL teacher training in increasing the skills of the teachers to achieve the learning objectives.

## **CHAPTER TWO :**

# **The Achievement of The Learning Objectives**

## **Introduction**

Learning objectives are essential for any course or educational program, providing an invaluable roadmap for students and educators. They help to focus the efforts of learners towards concrete, measurable goals that will have meaning to their lives. For educators, learning objectives provide the foundation for developing and designing effective teaching materials, exercises, and assessments that are in sync with the desired learning outcomes. Crafting effective learning objectives involves analyzing the subject matter and assessing learners' needs and abilities. Mastering the significance of learning objectives and how to utilize them can benefit both instructors and students.

### **2.1. Definition**

Learning objectives are a key element in education, offering a precise roadmap for students to attain the desired learning goals. Davis and Arend (2013) outlined that learning objectives are "descriptions of the knowledge, skills, and attitudes that learners should gain from a learning experience" (p. 11). Through providing a guide for both educators and students, learning objectives set out the specific aims and outcomes of the learning experience.

What's more, they help teachers to design instructional materials, activities, and tests that are in line with the wanted goals. When crafting learning objectives, they should be specific, measurable, attainable, relevant, and time-bound (SMART) as noted by Stavredes (2013). In particular, specific objectives outline the exact knowledge or skills that students are expected to have. Meanwhile, measurable objectives allow educators to evaluate if the learners have achieved the desired outcomes. Achievable and pertinent objectives should be realistic and fit the needs and interests of the students, whereas time-bound objectives state

the deadline or timeline for accomplishing the goals. Learning objectives are crucial for instructional design, forming the core of the process.

According to Merrill (2012), crafting effective learning objectives is the first step in developing optimal learning experiences. Additionally, objectives help educators to organize teaching strategies that are pertinent to the desired outcomes, allowing for a productive and organized learning experience.

To summarize, objectives are necessary in the field of education, as they give learners a tangible understanding of what they need to know or do in order to succeed. They should be SMART and are essential for designing instructional materials, activities, and assessments. Furthermore, objectives ensure that educators' teaching strategies meet the desired learning outcomes, guaranteeing comprehensive instruction. Teachers must understand the significance of learning objectives and how to create them in order for pupils to reach their full potential.

## **2.2. Components**

Learning objectives are an important aspect of education since they assist students accomplish a certain goal. Mager (1997) states that such objectives contain four key components : audience, behavior, condition, and degree.

The audience component defines the target learners to whom the objective is tailored. Identifying this is vital, as it allows educators to customize the objective based on the learners' knowledge, capabilities, and needs (Wiggins & McTighe, 2005).

The behavior component states the action which the learner must execute. Anderson and Krathwohl (2001) agree that this is a vital element as it allows the objective to be assessed accurately; as it should be measurable and achievable. (Anderson & Krathwohl, 2001)

The condition component explains the context in which the action should be enacted (Fink, 2013). This must be precise and unambiguous in order to avoid misinterpretation or confusion. It also allows educators to create the objective with the available resources and environment in mind.

The degree component states the performance level needed in order to achieve the intended outcome (Anderson & Krathwohl, 2001). This can be determined by Bloom's Taxonomy and assists educators in setting expectations for learners, as well as designing proper assessments.

In conclusion, learning objectives are essential for learners to exceed their various educational goals. They are constructed of four components: the audience, behavior, condition, and degree. Educators must pay attention to these components in order to facilitate effective learning objectives and foster successful students.

### **2.2.1. The Audience**

The audience component of a learning objective is a crucial factor in ensuring it is relevant and appropriate to the learners' needs, abilities, and prior knowledge (Wiggins & McTighe, 2005).

By identifying this component and taking into account the learners' characteristics, educators can adjust the level of cognitive complexity and develop learning objectives suitable for their target audience. This includes adapting the instructional materials to better

suit visually impaired learners, incorporating culturally responsive teaching strategies for learners from diverse backgrounds, and selecting assessments that provide useful feedback to facilitate continuous improvement (Fink, 2013; Mager, 1997).

### **2.2.2. The Behavior**

A learning objective is a statement that requires learners to display observable actions or skills following completion of an instructional activity or program. Therefore, it is critical to define the behavior component of the learning objective, which describes the expected outcome of the instructional activity or program. The behavior component is essential because it enables educators to create comprehensive, measurements-oriented objectives (Mager, 1997).

For example, an objective such as, "Students must be able to solve mathematical problems using algebraic equations" provides a detailed picture of the desired outcome. Additionally, the behavior component helps instructors align the corresponding assessment criteria to the learning objective (Bloom, 1956).

For instance, an assessment that entails the solving of mathematical problems using algebraic equations complements the corresponding learning objective above. Furthermore, the behavior-focused objectives allow for the determination of the cognitive complexity required to meet the end goal (Anderson & Krathwohl, 2001).

Effectively, this means the objective should align with the needed skills and knowledge to adequately perform the behavior. Similarly, the behavior-oriented learning objectives assist instructors in determining the most fitting strategies for instruction (Fink, 2013).

Subsequently, an instruction that requires learners to solve mathematical problems using algebraic equations may include lectures, problem-solving activities and practice exercises which can help cultivate the essential competencies.

To summarize, the behavior component of the learning objective is a significant factor in the creation of effective learning objectives. It plays a role in the specification of measurements-oriented objectives, the alignment of assessment criteria and cognitive complexity, as well as in the selection of fitting instructional strategies.

### **2.2.3. The Condition**

The condition component of a learning objective is essential to its success in education, as it specifies the necessary context and resources under which a desired behavior should be performed (Gronlund & Brookhart, 2019).

This element contributes to the creation of effective learning objectives by providing learners with the relevant background information, materials, and time needed to accomplish the behavior. Specifically, the condition component enables educators to set clear expectations and guidelines for proper execution (Krathwohl, Bloom, & Masia, 1964).

For instance, an example of a learning objective stating that “students will be able to design a building using AutoCAD software with access to a tutorial video and three hours of practice time” implies that the learner needs to have the appropriate resources, materials, and allocated time to perform successfully. Moreover, the condition component of the objective helps educators to align the task with the appropriate instructional strategies (Gronlund & Brookhart, 2019).

According to Krathwohl, Bloom, & Masia (1964), a task that requires learners to write a persuasive essay in a timed exam should include timed practice sessions and feedback in order to support learners in honing their skills. Additionally, this element also helps educators to assess the level of difficulty of the task, with the condition component providing the facts needed to align the objective with the appropriate cognitive domains .

In conclusion, the condition component of the learning objective is integral to its success, assisting in the creation of effective objectives and providing clarity in expectations, guidelines, and task difficulty. It is therefore essential that educators consider the condition component when creating their learning objectives.

#### **2.2.4. The Degree**

The degree component of a learning objective specifies the level of mastery or proficiency required to demonstrate the desired behavior or learning outcome. It is a crucial component of the learning objective as it provides learners with clear expectations and goals to achieve.

The degree component helps educators set clear and measurable learning goals. It specifies the level of mastery or proficiency required to demonstrate the desired behavior or learning outcome. For instance, a learning objective that states, "Students will be able to solve algebraic equations accurately" specifies the degree of accuracy required to demonstrate mastery. (Gronlund & Brookhart, 2019)

The degree component also helps educators align the learning objective with appropriate instructional strategies. It enables educators to determine the appropriate level of challenge for the learners. For instance, an instructional activity that requires learners to



demonstrate proficiency in solving algebraic equations accurately may include practice exercises, feedback sessions, and assessment tasks that progressively increase in difficulty. (Krathwohl, Bloom, & Masia, 1964)

Gronlund and Brookhart (2019) stated that identifying the degree component also helps educators assess learners' progress and determine the effectiveness of instructional strategies. It enables educators to determine if learners have achieved the desired level of mastery or proficiency and if the instructional strategies used were effective in achieving the learning objective.

The degree component of the learning objective also helps learners understand the level of expectation required to achieve the desired learning outcome. It provides learners with clear guidelines and goals to achieve and helps them track their progress towards achieving the learning objective. (Krathwohl, Bloom, & Masia, 1964)

In conclusion, the degree component is a critical aspect of the learning objective in education. It provides learners with clear expectations and goals to achieve and enables educators to align the learning objective with appropriate instructional strategies and assess learners' progress. The degree component also helps learners understand the level of expectation required to achieve the desired learning outcome.

### **2.3. Types**

The seemingly disparate learning objectives in education – cognitive, affective, and psychomotor - are in fact integrally linked, forming a comprehensive framework for designing educational programs for optimal student learning outcomes. An understanding of the distinct

features and goals of each type of objective can help teachers and curriculum designers ensure the holistic development of students.

Cognitive objectives center around the acquisition of knowledge and intellectual skills, and require an understanding of the mental processes of learners such as comprehension, analysis, synthesis, and evaluation. Bloom's Taxonomy is the widely used framework for defining these objectives, including acquisition of factual, conceptual, procedural, and metacognitive knowledge.

Affective objectives are essential to the development of attitudes, values, and emotions, and emphasize the emotional and social aspects of learning. Embodied in Krathwohl et al.'s (1964) taxonomy of affective objectives, including receiving, responding, valuing, organization, and characterization, these objectives are related to the development of empathy, respect, responsibility, and self-esteem.

Psychomotor objectives are geared towards the acquisition of physical skills and coordination, an oft-overlooked aspect of education. Simpson's (1972) taxonomy of psychomotor objectives, which include perception, set, guided response, mechanism, complex overt response, adaptation, and origination, are related to the development of fine and gross motor skills, coordination, and agility.

It is therefore imperative to consider all three types of objectives when constructing an educational program - each requiring unique instructional strategies and assessment methods - for optimal student learning outcomes.

### **2.3.1. Cognitive Objectives**

The cognitive type of learning objectives refers to the mental activity or process required for a learner to reach the goal successfully. Bloom's taxonomy classifies cognitive abilities into six stages, ranging from lower-order thinking skills to higher-order thinking skills. Lower-order thinking abilities include recollection and comprehension of information, whereas higher-order thinking skills include application, analysis, synthesis, and assessment (Bloom et al., 1956).

Educators should strive to establish learning objectives that involve higher-order thinking skills in order to improve student learning and foster critical thinking. Objectives that challenge students to analyze material, assess arguments, and generate new ideas are examples of this (Anderson et al., 2001).

In order to keep students focused and motivated, instructors should develop objectives that are explicit, quantifiable, achievable, relevant, and time-bound (Locke et al., 1990).

Understanding the cognitive kind of learning objectives is essential for good teaching and learning in general. Educators may create an interesting and challenging learning environment that supports critical thinking and student achievement by setting objectives that involve higher-order thinking abilities and are explicit, quantifiable, reachable, relevant, and time-bound.

### **2.3.2. Affective Objectives**

Affective objectives aim to improve personal and social qualities such as empathy, self-awareness and emotional regulation. Activities should be performed in various subjects such as social studies, English and art to enhance emotional intelligence and foster respect for diversity. Project-based learning is one way of achieving affective objectives.

According to a study by Harris and Franklin (2013) , middle school students benefited from project-based learning by developing self-awareness, interpersonal skills and ethical responsibility. It led to better affective objectives occurrence than those who weren't taking part in it. Community service learning is another proficient method for developing affective objectives .

It involves meaningful service that advances social and emotional learning, and results in high levels of self-esteem, enhanced social skills and overall wellbeing (Durlak et al. , 2011) .

Moreover, the study found that the students involved in such activities exhibited greater academic success. Incorporating technology into learning can also be fruitful in developing affective objectives. Pekrun et al. (2009) conducted research on a computer-based emotion regulation training program, where students improved their emotional regulation, resulting in better performance and increased well-being.

### **2.3.3. Psychomotor Objectives**

The development of physical skills and abilities via practice and repetition is referred to as psychomotor learning objectives. These aims seek to improve a person's mobility, coordination, and muscle memory in order to accomplish a certain goal or job. Psychomotor learning objectives are an important component of the educational system because they assist individuals gain practical skills needed in the workplace or other activities. (Gage & Berliner , 1991)

Psychomotor learning objectives are frequently included in practical classes such as physical education or laboratory activities in scientific courses in educational environments.

They can also be used in vocational training to improve technical skills in a variety of sectors. Observation, performance evaluation, and other practical assessments are used to measure achievement of psychomotor learning objectives (Gronlund & Brookhart, 2009).

It should be noted that psychomotor learning objectives are not restricted to physical tasks but can also encompass the development of perceptual motor skills such as visual-motor integration and reaction time. Magill (2006) asserts that the development of psychomotor skills can influence cognitive and affective learning, resulting in a more holistic approach to education.

#### **2.4. The Role of Learning Objective in Curriculum Design**

Designing learning curricula is a complex task that needs meticulous planning, implementation, and evaluation to be sure that students meet their hoped-for learning objectives. A very important part of curricular design is developing learning goals, which serve as the cornerstone of all teaching activities.

According to Bransford et al. (2000), learning objectives are precise declarations that define what pupils are expected to comprehend, understand, and be able to carry out in the wake of the teaching process. These aims provide a clear goal for curricular design, instructional delivery, and assessment, and are instrumental in ascertaining that students meet their learning objectives.

Developing learning objectives in curricular design carries with it a host of advantages. Primarily, they help educators form precise goals for learning. By settling upon the wanted outcomes of instruction, learning objectives offer a specific goal for both educators and students.

As noted by Gronlund (2014), precise learning objectives help students to become aware of what they are anticipated to learn and enable educators to concentrate their endeavors on creating the necessary instructional strategies and resources to meet those goals. Besides forming exact goals for learning, learning objectives also direct instructional design. By specifying the desired learning outcomes, educators can select suitable instructional strategies and resources that harmonize with those outcomes.

According to Wiggins and McTighe (2005), Effective instructional design requires educators to align the entirety of instruction with learning objectives to ensure that students have the greatest probability of achieving the desired ends. Learning objectives also act as a platform for evaluating the efficacy of instruction by contrasting the students' concrete learning results with the intended learning objectives. This information can then be used to inspect the productivity of the curriculum, instructional strategies and assessment methods and make the necessary modifications to upgrade instruction in the near future.

According to Marzano et al. (2017), effective learning objectives are precise, measurable and in adherence with educational goals and regulations and are formulated to guarantee that the curriculum content is applicable and meaningful for the students. By including learning objectives in curricular design, educators can create powerful instructional programs that prepare students to meet their expected learning outcomes.

#### **2.4.1. Establish Clear Goals for Learning**

Establishing clear and achievable goals for learning is an essential element of effective education. Without clearly defined objectives, educators may face difficulty formulating appropriate lesson plans, assessments, and evaluations. One way to ensure that goals are both comprehensible and obtainable is to craft well-defined learning objectives.

As described by Krathwohl et al. (1956), learning objectives are statements that detail what is expected of the students at the culmination of a specific unit or lesson. By developing specific learning objectives, educators can define the objectives of learning, and consequently, better convey their expectations to the students .

McTighe and Wiggins (2013) highlight the importance of clear learning objectives for students, stressing the fact that comprehensible objectives can encourage engagement in learning by providing context for the material. This can result in students making connections between what they're learning and their own experiences and interests, thus helping them to appreciate the value and relevance of their learning. Furthermore, this increased understanding may even ignite greater motivation to complete the task at hand.

Designing effective instruction also relies heavily on explicit learning objectives. By adequately defining the knowledge and skills required by students, educators can develop targeted lesson plans that are tailored to the specific elements of their curriculum.

As suggested by Krathwohl et al. (1956), making clear objectives is a laborious task, however, it ultimately serves to assist educators in understanding their content in greater depth, and as a result, teaching it in an ideal manner. Moreover, clear learning objectives facilitate a vital link between assessment and instruction. They form the basis of assessment, as educators are able to develop assessments that measure the skills and knowledge specified by their objectives. By embracing this approach, educators can effectively evaluate student progress and ensure that students acquire the knowledge and skills necessary for them to reach their objectives.

In conclusion, learning objectives play an important function in crafting clear and attainable learning targets. These objectives enhance student engagement, better inform instructional design and correlate assessment and instruction. In order to ensure effectiveness,

Krathwohl et al. (1956) argue that learning objectives should be precise, quantifiable and aligned to the standard instilled by the instructor, as this will guarantee that the material is meaningful and relevant to the learners.

#### **2.4.2. Guide Instructional Design**

Crafting effective instruction is a critical portion of successful teaching. Designing instructional materials and lesson plans must be meticulously tailored to fulfill the requirements and aspirations of learners. To attain this aim, using specific learning objectives offers an advantage. Learning objectives are declarations that illustrate what students are supposed to comprehend or possess the capacity to perform at the end of a specific module or lesson (Krathwohl et al. 1956).

By incorporating learning objectives, teachers can direct their instructional design to make certain that it aligns with the objectives and goals of the curriculum. The definition of learning objectives contributes to shedding light on the educational results of instructional materials. Learning objectives present a distinct statement about what scholars will have the capacity to do or understand afterward. This affirmation grants teachers the chance to produce more precise, effective instructional materials that match the distinct learning results that they desire to acquire. Aside from succinctly illustrating learning results, learning objectives also help instructors to determine the particular learning requirements of their students (McTighe & Wiggins , 2013).

Krathwohl et al. (1956) mentioned that the procedure of formulating learning objectives necessitates instructors to contemplate seriously regarding the understanding and abilities that students should receive to finally accomplish the learning objectives. This provides teachers with the opportunity to identify regions that may need extra aid or resources



to achieve desired learning objectives. They also direct the production of a reliable assessment, measuring skills and knowledge that learners require to gain. This synchronization between evaluation and instruction is essential to guarantee the successful acquisition of required knowledge and the fair and accurate assessment of students.

As Krathwohl et al. (1956) suggested, optimal learning objectives are precise, measurable, and pertinent to the instructional objectives, offering a certain guarantee that the educator's plans are connected and meaningful to the learners.

### **2.4.3. Monitor Student Progress**

Effective teaching requires constant monitoring of student progress. Clear learning objectives are paramount in assessing if students are meeting the expected outcomes (Krathwohl et al., 1956; McTighe and Wiggins, 2013).

They also stated that when constructing learning objectives, educators must consider deeply the knowledge and skills that students should acquire in order to enjoy academic success. Through this method, areas of difficulty can be evaluated and instructors can adjust their instructional practices to meet their students' needs. Educators can use learning objectives to identify whether students have learned the topic and, if not, to plan interventions to bring them back on track. They enable educators to make timely adjustments to their teaching techniques and provide additional support when necessary by measuring what pupils are genuinely learning. After all, student progress is the cornerstone of successful teaching and learning objectives are critical in tracking and improving it. With effective objectives in place, instructors can make sure all students are proficient in meeting their educational objectives.

#### **2.4.4. Evaluate The Effectiveness of Instruction**

Evaluating the effectiveness of instruction is essential for ensuring that students reach identified learning objectives. Learning objectives provide a precise statement of what students must be able to do or understand when instruction is complete (Krathwohl et al. 1956).

This way, educators can evaluate if students have met their goals and assess the use of instructional methods. Clear learning objectives are a must for effective assessment (McTighe and Wiggins 2013). And teachers can use learning objectives to ensure tests are compatible with objectives, measure knowledge, and track student progress. By assessing criteria, educators can adjust their teaching approach to best meet student needs and help them meet desired learning objectives.

### **2.5. Learning Outcome**

Learning outcomes in education are essential for evaluating and assessing students' aptitude, proficiencies, and capabilities. They facilitate the connection between educational aspirations and realizable achievements, and enable educators to align instructions, devise assessments, and measure the efficiency of the learning process. Learning outcomes serve as a linking module that assimilates learning objectives and educational results.

#### **2.5.1. Definition**

According to the research (Learning Outcomes: Types, Examples, Verbs | Outcomes vs Objectives, n.d.), the precise knowledge, skills, or expertise that the learner will acquire

through a learning activity, such as a training session, seminar, course, or program, are described as learning outcomes.

Learning outcomes assist learners grasp the significance of the material and what they will receive from their participation in the learning activity. They are quantifiable accomplishments that the learner will be able to understand after the learning is complete. The development of training programs in businesses must include the development of distinct, practical learning outcomes. Management and teachers must agree on what students should know after finishing their learning route while creating these programs.

Learning outcomes are also important in assessment and evaluation since they specify what knowledge learners should have after completing the learning activity. A well-written learning outcome will emphasize how the learner will be able to use their new knowledge in a real-world situation, rather than how effectively the student can recite facts.

A verb that defines an observable action, a description of what the learner will be able to accomplish and under what conditions they will be able to do it, and the performance level they should be able to achieve are the most helpful learning outcomes. (Learning Outcomes: Types, Examples, Verbs | Outcomes vs Objectives, n.d.)

### **2.5.2. Types**

Learning outcomes encompass a broad spectrum of knowledge, skills, and attitudes that students are expected to master during their educational journey. This type of knowledge is key for fostering comprehensive development and helping learners face real-world challenges.

#### **A. Intellectual Skills**

Students who develop and hone their intellectual skills are able to successfully analyze, synthesize, evaluate, and apply knowledge in myriad situations.

Bloom et al. (1956) defined these abilities as critical thinking, problem solving, decision making, and creativity; each one typically demanding the application of rigorous research and assessment. And those who refine these remarkable talents can better absorb information, forming well-considered conclusions and generating inventive solutions when faced with complex challenges .

### **B. Cognitive Strategies**

Pressley and Harris (2006) define cognitive strategies as "the systematic approaches that learners use to improve their thinking processes and learning outcomes." These tactics include metacognitive abilities like planning, monitoring, and evaluating one's own learning, as well as self-regulation approaches like goal setting and time management. Students become more effective learners when they use cognitive techniques to organize information, link concepts, and adapt their approaches to varied learning activities.

### **C. Verbal information**

Verbal information encompasses all the knowledge and comprehension acquired by students through spoken or written communication, such as understanding texts, developing vocabulary, and effectively communicating ideas. A strong command of verbal information facilitates clear expression of thoughts, accurate interpretation of data, and active participation in productive discussions across various domains. This definition was provided by Anderson & Krathwohl (2001).

### **D. Motor skills**

Motor skills refer to the physical abilities and coordination required to perform specific tasks or movements, according to Gallahue et al. (2007). These skills include both gross motor skills such as running and jumping, and fine motor skills such as writing and manipulating objects. By developing these skills, students can enhance their physical dexterity, spatial awareness, and overall coordination.

### **E. Attitudes**

Lastly, attitudes are beliefs, values, and dispositions that influence people's responses and behaviors (Lewin, 1935). Attitudes are predispositions and orientations in education that influence students' involvement, motivation, and approach to learning. Positive attitudes promote a growth mindset, resilience, and a readiness to take on new challenges, which leads to better academic success and lifelong learning.

### **2.5.3. Learning Outcome's Relation to Learning Objective**

The relationship between learning outcomes and learning objectives is fundamental in education, as they are essential components of curriculum design, instructional planning, and assessment development.

Learning objectives set the overarching goals and intentions of an educational program (Mager, 1997), and encompass the knowledge, skills, and attitudes that students should develop over the course of their learning journey. Learning outcomes, in comparison, are the tangible demonstrations of these objectives; they are the concrete, measurable statements of what students will be able to do or understand following the educational experience (Biggs & Tang, 2011).

It is through the development of both of these concepts that educators can create learning experiences that are both meaningful and effective for students. Therefore, when crafting curricula and designing assessments, it is important for educators to understand and consider both learning objectives and outcomes.

Gronlund and Brookhart (2009) stated that learning objectives and learning outcomes are interconnected, creating a purposeful, targeted, and outcome-driven educational experience. Assessments are designed to correspond to intended learning outcomes and to measure the understanding, skills, and competencies students already develop or were exposed to.

With this proper alignment, educators can better consider students' performance, make effective instructional deliberations, and assess the overall efficiency of the teaching and learning process. Unifying learning objectives with learning outcomes helps educators create a more focused learning journey, accurately estimate student progress, and raise the overall standard of education.(Gronlund & Brookhart, 2009).

## **2.6. Overview of Current Teacher Training and Its Effectiveness in Meeting Learning Objectives**

Teacher training is of crucial importance when it comes to meeting learning objectives in the field of education. Highly influential studies, including “Policies that support professional development in an era of reform” (Darling-Hammond & McLaughlin, 1995), “Effects of professional development on teachers’ instruction: Results from a three-year longitudinal study” (Desimone et al., 2002), “Reviewing the evidence on how teacher professional development affects student achievement” (Yoon et al., 2007), “Teacher professional learning and development: Best evidence synthesis iteration” (Timperley et al.,

2007) , and “The impact of induction and mentoring programs for beginning teachers: A critical review of the research” (Ingersoll & Strong, 2011) have opened up debates around the impact that teacher training programs have on educator effectiveness and student outcomes. By researching the various focal points and assessment procedures in these studies, we can come to a better understanding of the components which make up successful teacher training and, in turn, harmonize student success.

### **2.6.1. Policies that Support Professional Development in an Era of Reform**

The "Policies that support professional development in an era of reform" (Darling-Hammond & McLaughlin, 1995) study shines a light on the importance of policies in aiding effective professional development and achieving learning outcomes. In a time of ever-changing educational structures, policies play a pivotal role in assisting teachers to advance their competence and meet the educational demands of their students.

They conducted detailed examinations into the policy frameworks that back up professional development activities. They underlined the significance of such plans encompassing key components like adequate funding, set times for professional growth, access to materials and resources, and opportunities for collaboration and pondering. Moreover, the study additionally highlighted that policies need to be in line with broader academic objectives.

To this end, policy makers should ensure that policies drive towards developing educators' content knowledge, pedagogical strategies, and instructional methods – all of which are essential for meeting learning objectives. In order to successfully achieve learning objectives, policies should provide teachers with training and mentoring, particularly to help those who are more green or inexperienced. Establishing cultures of ongoing development

and professional learning communities will help teachers to share ideas and experiences, leading to better teaching and student outcomes.

In summary, the "Policies that support professional development in an era of reform" underscores the crucial role of policies in enabling successful professional development and the attainment of learning objectives. By making sure policies comply with educational reform objectives, providing the required resources and backing, and promoting collaboration and reflection, those in charge can ensure professional development leads to teachers having the necessary proficiency and know-how to meet students' ever-changing needs.

### **2.6.2. Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study**

Teachers are at the forefront of ensuring student success, which is why a three-year longitudinal study conducted by Desimone et al. (2002) aimed to investigate the effects of professional development on teachers' instruction and its impact on effectiveness in meeting learning objectives. Two research questions were asked: "What are the effects of professional development on teachers' instructional practices?" and "Does participation in high-quality professional development lead to improved student achievement?"

The study found a positive correlation between successful professional development programs and teacher instructional practices, which leads to better student achievement. For an effective program, the study suggested several key components be included such as an emphasis on content-focus, active learning, cohesion with school goals and standards, extended duration for sustainable changes, and a collective participation with shared goals. It is of paramount importance for trainers and policy makers to ensure training sessions are relevant, evidence-based, and beneficial to a teacher's needs. (Desimone et al. ,2002)



In addition, the researchers found that ongoing support beyond initial training was crucial in helping teachers apply their newfound knowledge into meaningful teaching practice. Coaching and mentorship provided after sessions allowed for sustained change over time. The study also determined the effectiveness of professional development was based on several factors such as the content area and grade level being taught, and teacher characteristics such as experience and prior knowledge.

Overall, Desimone et al.'s (2002) study reinforced the notion that high-quality and tailored professional development programs are essential for meeting effective learning targets and student achievement. It is the responsibility of education leaders and policy makers to provide evidence-based approaches to long-term growth in our nation's most valuable resource - our dedicated team of teachers.

### **2.6.3. Reviewing The Evidence on How Teacher Professional Development Affects Student Achievement**

The importance of quality teacher professional development in improving student achievement was examined in a comprehensive meta-analysis of 1,300 studies conducted by Yoon et al. (2007). The researchers sought to answer the question: "What is the effect of teacher professional development on student learning outcomes?"

The results concluded that effective professional development programs were highly correlated with improved student academic performance. These effective programs were identified to include five core components: content-focused, active learning, coherence, duration, and collective participation. These characteristics were demonstrated to have a noteworthy effect not only in developing teachers' knowledge and aptitudes but in the scholastic accomplishment of their students.

Yoon et al. (2007) further noted that the effectiveness of teacher development programs were subject to various elements, including the subject and grade being taught, as well as instructor properties such as experience and prior understanding.

Moreover, the study delineated the importance of continued support to instructors after their initial preparation meetings. Ideal programs gave follow-up activities to strengthen new learning and the potential for ongoing collaboration with peers. In this regard, traditional approaches to teacher development, such as one-time workshops or conferences, were found to be inadequate in terms of improving student achievement. Thus, the researchers recommended a much sustained approach to teacher learning that included actively engaging with content over time through mentoring or coaching. (Yoon et al. ,2007)

In summary, this study provides a compelling case for the need to prioritize high-quality teacher professional development in order to meet student learning objectives. It also emphasizes the significance of educators and policymakers backing evidence-based approaches that provide extended support for instructors over short-term solutions.

#### **2.6.4. Teacher Professional Learning and Development: Best Evidence Synthesis Iteration**

Timperley et al. (2007) conducted a best evidence synthesis iteration to investigate the relationship between teacher professional learning and development and its effectiveness in meeting learning objectives. The study aimed to answer two primary questions: "What is effective professional learning for teachers?" and "What impact does this have on student outcomes?"

The study found that effective professional development programs are highly correlated with improved student academic performance. Specifically, they identified several key components of successful programs: content-focused, active engagement with knowledge-rich content over time through coaching or mentoring opportunities while working collaboratively with colleagues towards common goals.

Furthermore, Timperley et al. (2007) emphasized that not all professional development programs are equally effective in meeting students' learning objectives. They highlighted that it is essential for educators and policymakers to identify high-quality programs based on evidence-based practices prioritizing investment into long-term supportive models like mentorship/induction programming.

The researchers also noted how important it was to align teacher training sessions with instructional goals by providing ongoing support beyond initial training sessions such as follow-up activities or coaching opportunities promoting continued growth among the teaching workforce. (Timperley et al. ,2007)

In conclusion, this study provides strong evidence for the importance of quality teacher professional development in improving student achievement while enhancing instructional practices among educators ultimately leading towards achieving desired learning objectives across schools nationwide.

#### **2.6.5. The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of The Research**

Ingersoll and Strong (2011) conducted a comprehensive review of the research surrounding induction and mentoring programs for beginning teachers, attempting to answer

three main questions: "What are the characteristics of effective induction and mentoring programs?", "What is the impact of these programs on teacher retention?", and "What is the relationship between teacher participation in these programs, instructional practices, and student outcomes?"

This research found that successful induction and mentoring programs have some common elements of excellence, such as providing ongoing support for a sustained period of time, involving experienced mentors who give feedback based on classroom observations and facilitating active interactions among peers via inquiry-based approaches.

These programs require the commitment of school administrators and district-level policymakers to ensure successful implementation over time. Investing on evidence-based methods to promote long-term growth among educators is essential. High-quality induction or mentoring programs can have a positive impact on beginning teacher retention, by increasing job satisfaction and reducing burnout. In addition, successful participation in these programs could lead to an improvement in instructional practices, which might result in increased student achievement. (Ingersoll & Strong, 2011)

In summary, this research highlights the potential of quality induction/mentoring programs to meet learning objectives, while increasing teacher retention.

## **Conclusion**

Learning objectives are essential for successful educational programs, providing clear goals for learning, guiding instruction, monitoring student progress, and assessing the efficacy of instruction. Studies have evaluated the effectiveness of teacher training programs in meeting learning objectives, and it is important for educators and policymakers to utilize these

studies to design and implement successful professional development programs. Evidence-based practices and supportive models are essential for determining the quality of professional development programs.

# **CHAPTER THREE :**

## **Description and Analysis of The Questionnaires**

## **Chapter Three: The Field of Investigation**

### **Introduction**

This chapter is the practical part of our research. we used a teachers' questionnaire as a tool to gather information about the role of EFL primary school teachers' training in enhancing the achievement of learning objectives. Our questionnaire was successfully distributed to 31 English teachers of primary schools in Guelma. This helped us in writing a detailed analysis of the results that we found in the answers of teachers.

Aim of the questionnaire:

#### **3.1. The Aim of This Questionnaire**

is to inspect the role of EFL teachers' training in achieving learning objectives. It is designed to collect data about the objectives and benefits of EFL teachers' training in teaching. It also strives at investigating the obstacles and the challenges that teachers face to accomplish the intended objectives. In this questionnaire, The point of view and the experience is very crucial to reach clear results about the importance of EFL teachers' training.

#### **3.2. Administration and Description of The Questionnaire**

This current questionnaire was given to English primary school teachers of Guelma . The chosen sample is 31 teachers. All teachers respond to the questionnaire. This questionnaire is divided into three sections. It contains 20 questions of multiple choices with justifications and comments. They are clear and in simple language for teachers to understand the message behind those questions.

**Section one: General Information** (Q1, Q2, Q3,)

The first section is to discover some personal information about teachers of primary school. The teachers are required to specify their gender in (Q1). In (Q2), teachers are asked to indicate their age. In (Q3), teachers are invited to appoint the degree they hold.

**Section two: The Learning Objectives** (Q1, Q2 Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11)

The second section tries to know the opinions of teachers about learning objectives according to their experience.

Q4 attempts to know the numbers of years teachers have been teaching English. Q5 is to elicit how teachers value learning objectives. Q6 seeks to discover if teachers have a clear definition of learning objectives, they strive for while teaching. Q7 is formed about the previous question, it tends to identify if teachers follow those learning objectives while teaching. Q8 explores to what extent teachers have attained the learning objectives. Q9 interrogates the teachers to specify the obstacles they face while achieving learning objectives. Q10 requires teachers to address situations when they encountered difficulties in achieving learning objectives. Q11 is to discover if teachers had to modify their strategies to reach the intended objectives.

**Section three: Teacher Training** (Q12, Q13, Q14, Q15, Q16, Q17, Q18, Q19, Q20)

The last section explores important information about teacher training. Q12 tests if teachers are familiar with the concept of "teacher training". Q13 requires teachers to define the term teacher training according to their opinions. Q14 investigates if teachers have taken teacher training. Q15 is related to the previous one, it aims at knowing how long did teacher training take if they have passed through it.



### 3.3. Analysis of the Results and Findings

#### Section 1: General Information

##### Q1: Gender

a- Female

b- Male

*Table 3.1: Gender*

Options	Responses	Percentage %
A	29	93,55 %
B	2	6,45 %
Total	31	100 %

As shown in the table above, the majority of respondents, specifically 93.55%, identified as females, while the remaining 6.45% identified as males.

With a higher percentage of female EFL (English as a Foreign Language) primary school instructors, the gender distribution of the study's respondents shows a considerable gender gap. This conclusion can raise concerns regarding the causes for the underrepresentation of male teachers in the profession and point to possible research topics or strategies to promote the involvement of men in EFL teaching.

##### Q2: Age

a- Under 30

b- 30

c- Over 30

*Table 3.2: Age*

Options	Responses	Percentage %
A	2	6,45 %
B	2	6,45 %
C	27	87,1 %
Total	31	100 %

The results indicate that a small percentage, specifically 6.45%, of the respondents are under the age of 30. Another 6.45% reported being exactly 30 years old. The majority, comprising 87.1% of the respondents, are over the age of 30.

According to the respondents' age distribution, the bulk of the EFL primary school instructors who took part in the study are older, more experienced professionals. A possible shortage of younger instructors in the EFL primary education sector may be indicated by the comparatively low percentage of responders who were exactly 30 years old and under.

This discovery might have a number of effects. In order to recruit younger teachers to the field of EFL primary education, it may first suggest the need for focused recruitment and support programs. It may also draw attention to the significance of offering chances for continued professional development that are especially suited to the requirements of experienced teachers, given that they make up the majority of the study's participants.

**Q3: Degree(s) held**

- a- BA (Licence)
- b- MA (Master/Magister)
- c- Ph.D. (Doctorate)

**Table 3.3: Degree(s) held**

Options	Responses	Percentage %
A	25	80,65 %
B	6	19,35 %
C	0	0 %
Total	31	100 %

According to the survey results, a significant majority, specifically 80.65% of the respondents, have holds a Bachelor's degree (Licence degree). Additionally, 19.35% of the respondents reported having a Master's degree. However, it is worth noting that none of the respondents indicated having a Doctorate. This suggests that the surveyed population primarily consists of individuals with undergraduate education, with a smaller percentage having pursued postgraduate studies up to the Master's level.

According to the respondents' educational backgrounds, the community of EFL primary school instructors questioned is predominantly made up of people with undergraduate degrees, with a lesser fraction having completed postgraduate coursework up to the Master's level.

This finding may have a number of effects on how teacher preparation programs can improve students' achievement of learning goals. It might imply that most EFL primary school teachers possess a strong foundation of pedagogical knowledge and abilities thanks to their Bachelor's degree programs. It also raises the possibility that the group under study may have limited access to or interest in advanced degrees like doctorates.

## **Section 2: Learning Objectives**

**Q4:** How long have you been teaching English?

- a- 1 year
- b- 2 years
- c- 3 years
- d- more

***Table 3.4: The number of Years Teaching English***

Options	Responses	Percentage %
A	8	25,81 %
B	6	19,35 %
C	4	12,90 %
D	13	41,94 %
Total	31	100 %

The purpose of this data is to inquire about the duration of English teaching experience among the participants. Out of the total sample, 25.81% reported having one year of teaching experience, 19.35% stated two years, and 12.90% indicated three years. The remaining 41.94% of the participants responded that they have been teaching English for more than three years.

The survey respondents' distribution of English teaching expertise demonstrates a wide range of experience levels. While a sizable fraction of participants (41.94%) have teaching experience of at least three years, a sizable percentage also have experience of relatively less time.

This result implies that both experienced teachers and those who are just entering the profession are represented in the sample group. This means that the effect of teacher training

may vary depending on the amount of experience of the teachers when considering the research issue addressing the role of teacher training in boosting the achievement of learning objectives.

**Q5:** How do you value learning objectives?

- a- Essential
- b- Important
- c- Somewhat important
- d- Not important

***Table 3.5: Teachers' Value Of Learning Objectives.***

Options	Responses	Percentage %
A	19	61,29 %
B	12	38,71 %
C	0	0 %
D	0	0 %
Total	31	100 %

According to the provided table, it can be observed that 19 respondents, accounting for 61.29% of the sample, consider Learning Objectives to be essential when teaching. On the other hand, 12 teachers, representing 38.71% of the sample, stated that Learning Objectives are important.

Participants in the survey appeared to have differing views on the significance of learning objectives in instruction. While the majority of respondents (61.29%) believe that learning objectives are useful but not necessarily essential, a sizeable percentage (38.71%) disagree.

This data raises the possibility that EFL primary school teachers have different opinions about the value and function of learning objectives in the instructional process. It can be a sign of differences in pedagogical methods, curriculum implementation, or instructional practices among the teachers surveyed.

**Q6:** Do you have clear learning objectives that you work on achieving while teaching?

- a- Yes
- b- No

***Table 3.6: The Presence Of Clear Learning Objectives In Teaching Practice***

Options	Responses	Percentage %
A	31	100 %
B	0	0 %
Total	31	100 %

The table provided indicates that all the subjects responded affirmatively, stating that they have clear Learning Objectives that they work towards achieving while teaching. This outcome was expected considering the high value they place on these Learning Objectives.

The finding that every participant in the survey claimed to have specific learning goals fits with the prior conclusion that respondents gave learning goals a lot of weight. It implies that the EFL primary school instructors polled are aware of the value of establishing clear learning objectives and make an effort to work toward them in their teaching practices.

This finding shows that the instructors' attitudes and actions are in line because they respect learning objectives and actively incorporate them into their planning and delivery of instruction. It shows that the teachers who participated in the survey were professional and intentional about their pedagogy.

**Q7:** Do you follow those learning objectives while teaching?

a- Yes

b- No

***Table 3.7: Adherence To Learning Objectives In Teaching Practice***

Options	Responses	Percentage %
A	29	93,55 %
B	2	6,45 %
Total	31	100 %

According to the survey results, an overwhelming majority of respondents, specifically 93.55%, stated that they follow the learning objectives while teaching. This suggests that a significant portion of the teachers surveyed are conscious of and align their instruction with the intended learning outcomes. However, it's important to note that a small percentage, comprising 6.45% of the teachers, indicated that they do not follow the learning objectives. Their rationale for this was that not all lessons have clear learning objectives. This feedback highlights a potential area for improvement in instructional practices and curriculum development.

A potential flaw in the consistency and clarity of learning objectives across the curriculum or instructional materials is indicated by the finding that a small percentage of teachers fail to adhere to the learning objectives because they are thought to be unclear in some courses.

This finding points to the necessity of paying closer attention to the formulation and dissemination of precise learning objectives for every class. It emphasizes how crucial it is to give teachers access to clear, explicit learning objectives that direct their instructional design and delivery.

**Q8:** To what extent have you attained the learning objectives?

- a- None
- b- Less than 50 %
- c- More than 80 %

**Table 3.8: Attainment Of Learning Objectives In Teaching Practice**

Options	Responses	Percentage %
A	0	0 %
B	3	9,68 %
C	28	90,32 %
Total	31	100 %

According to the survey results, a small percentage of teachers, specifically 9.68%, stated that they attained less than 50% of the learning objectives in their teaching. This indicates that these teachers felt they fell short of meeting the intended educational goals. On the other hand, the majority of teachers, comprising 90.32% of the respondents, claimed that they achieved more than 80% of the learning objectives. This suggests that a significant proportion of the surveyed teachers believed they were successful in meeting a substantial portion of the intended learning outcomes. These results reflect the self-assessment and perceptions of the teachers regarding their effectiveness in attaining the learning objectives.



These outcomes represent the teachers' self-evaluation and judgments of their effectiveness in achieving the learning objectives. The finding that most teachers claimed to have met more than 80% of the learning objectives points to a generally favorable opinion of their efficacy as teachers and alignment with the desired results.

**Q9:** What are the challenges or obstacles that you have faced while working towards achieving the learning objectives?

- a- Lack of motivation by the teacher
- b- Lack of motivation of the students
- c- Time management
- d- The inappropriateness of the teaching methodology
- e- Others

***Table 3.9: Challenges And Obstacles In Achieving Learning Objectives.***

Options	Responses	Percentage %
A	2	6,45 %
B	7	22,58 %
C	13	41,94 %
D	4	12,90 %
B + C	5	16,13 %
Others	0	0 %
Total	31	100 %

This item of information aims at eliciting teachers' Challenges and Obstacles in Achieving Learning Objectives; the highest rate (41.94%) went to time management;

followed by (22.58 %) to a lack of motivation among the students; while 16.13 % opted for a combination of option B and C; 12.90 % chose the Inappropriateness of the teaching methodology; in addition to a minority of 6.45 % who selected Lack of motivation of the teacher.

The results of the poll show that teachers confront a number of important difficulties in reaching their learning goals. Time management is the most prevalent issue, with a substantial majority of instructors (41.94%) citing it as a significant barrier. This shows that time restrictions are seen by teachers as a major obstacle to properly covering the necessary material and accomplishing the intended learning objectives.

Additionally, the results show that a sizable percentage of teachers (22.58%) believe that students' lack of motivation is a challenge. This emphasizes the significance of student motivation and engagement in the learning process because it can affect the accomplishment of learning objectives.

Furthermore, 16.13% of the teachers chose the confluence of time management concerns and student motivation problems. This implies that these two elements frequently interact and produce intricate hurdles to efficient teaching and learning.

12.90% of the teachers pointed out the flaws in the methods of instruction. This shows that some teachers can have trouble choosing and putting into practice teaching strategies that are in line with the learning objectives.

Last but not least, just 6.45% of teachers cited the teacher's lack of motivation as a challenge. This emphasizes how crucial teachers' own drive and enthusiasm are in fostering a supportive and productive learning environment.

These results highlight the need for specific support and opportunities for professional growth for teachers in addressing these issues. Training programs and treatments may concentrate on

time management skills, student motivation strategies, effective teaching strategies, and teacher motivation augmentation. Teachers can improve their efficiency in accomplishing learning goals and giving their students more engaging learning experiences by addressing these difficulties.

**Q10:** Have you ever encountered situations where the learning objectives were too ambitious or not achievable within the given timeframe?

a- Yes

b- No

***Table 3.10: Feasibility Of Learning Objectives Within The Given Timeframe.***

Options	Responses	Percentage %
A	24	77,42 %
B	7	22,58 %
Total	31	100 %

According to the statistics provided, it is evident that 77.42% of the subjects have experienced situations where the learning objectives were deemed too ambitious or unachievable within the given timeframe. Conversely, 22.58% of the subjects reported not encountering such situations. For those who have faced these challenges, they have addressed them by employing various strategies, including providing extra sessions, skipping non-important parts and focusing solely on important ideas, simplifying and exemplifying concepts, giving students more practice opportunities, and assigning worksheets and homework.

The results show that a sizeable percentage of teachers have experienced difficulties because of unrealistic or overly ambitious learning objectives within the allotted period. This

emphasizes the significance of developing sensible, doable learning goals that take into account time and resource restrictions.

The methods teachers used to deal with these difficulties reveal their inventiveness and adaptability in coming up with different ways to assist pupils in achieving the learning objectives. It emphasizes how crucial it is for teachers to be pedagogically flexible and open to using a range of instructional techniques in order to meet the varying requirements and aptitudes of their pupils.

The importance of establishing appropriate learning objectives that are practical, doable, and in line with the available instructional time is highlighted by these findings, which can inform debates on curriculum design and instructional planning. Additionally, giving teachers the tools and support they need to deal with these difficulties can lead to better teaching techniques and higher student achievement of the desired learning outcomes.

**Q11:** Have you ever had to modify your teaching strategies to better align with the learning objectives?

a- Yes

b- No

***Table 3.11: Adaptation Of Teaching Strategies To Align With Learning Objectives.***

Options	Responses	Percentage %
A	28	90,32 %
B	3	9,68 %
Total	31	100 %

According to the statistics provided, a significant majority of 90.32% of the subjects have encountered situations where they had to modify their teaching strategies to better align with the learning objectives. Only a small percentage of 9.68% of the subjects reported not facing such situations. For those who have encountered these challenges, they have employed various strategies to address them. These strategies include incorporating visual aids such as photos, games, and videos, utilizing reading short stories, transitioning from Total Physical Response (TPR) to pair work, and from group work to individual work, as well as using body language and real-life examples (realia) in their teaching approaches.

The necessity of instructional flexibility and responsiveness is highlighted by the large percentage of teachers who have come into circumstances requiring the alteration of their teaching tactics to line with the learning objectives. It shows how open educators are to changing their methods to accommodate students' various requirements and learning preferences.

Teachers' solutions to these problems show their inventiveness and resourcefulness in coming up with workable solutions to effectively communicate the learning objectives. These methods emphasize on nonverbal communication skills, visual aids, and storytelling. They also alter the amount of student interaction. They stress the need of involving pupils, giving lessons purpose, and promoting understanding and retention.

These results highlight how crucial it is to give instructors access to professional development opportunities that expand their pedagogical toolkit and give them a wide variety of instructional tactics. Improving student learning outcomes can be achieved by assisting teachers in adapting and customizing their instructional strategies to match learning goals.

### **Section 3: Teacher Training**

**Q12:** Are you familiar with the concept of “teacher training”?

a- yes

b- no

***Table 3.12: Familiarity With The Concept Of Teachers' Training.***

Options	Responses	Percentage %
A	30	96,77 %
B	1	3,23 %
Total	31	100 %

This table shows that the percentage of teachers who are familiar with the concept of teachers' training is 96,77% and the percentage of teachers who are not familiar with this concept is 3,23%. This means that the majority of teachers know this term.

A strong knowledge and comprehension of the value of professional development in the field of education is indicated by the high percentage of teachers who are familiar with the idea of teacher training. This statistic suggests that most instructors understand the importance of continual training and learning opportunities to advance their knowledge and abilities as teachers.

This result suggests that the instructors who participated in the survey have a positive attitude about the idea of teacher training. It implies a readiness to participate in professional development activities and an understanding of the advantages of ongoing learning and growth.

This finding emphasizes a strong foundation for creating and putting into practice efficient training programs, which is in line with the research question about the contribution of teacher preparation to improving the attainment of learning objectives. Teachers who are already familiar with the idea of teacher training might be more open to and engaged in training programs, which could have a favorable effect on their instructional strategies and eventually help students perform better.

**Q13:** According to you what is teacher training?

***Table 3.13: Teachers' Definition Of The Concept Of "Teachers' Training"***

Options	Responses	Percentage %
Enhancing Educators' teaching abilities through structured programs	30	96,77 %
No answer	1	3,23 %
Total	31	100 %

This table represents the main definition given by teachers according to their knowledge. 96,77% defined teachers' training as an enhancement of educators' teaching abilities through structured programs. It also shows 3,23% did not answer this question.

The large number of teachers who described teacher training as improving teaching skills through organized programs shows that they have a good awareness of the value and nature of this process. This concept is consistent with teacher training's traditional objective, which is to enhance educators' pedagogical knowledge, competencies, and instructional practices through structured and methodical programs.

This result implies that most teachers have a well-established perspective of teacher training as a way to improve their teaching skills. This understanding is essential for the effective implementation and outcomes of training efforts, since teachers who value training are more likely to participate fully and use the new information and abilities in their classrooms.

**Q14:** Have you gone through teacher training?

a- Yes

b- No

**Table 3.14: Teachers' Training Experience**

Options	Responses	Percentage %
A	30	96,77 %
B	0	0 %
No answer	1	3,23 %
Total	31	100%

The data in this table displays that all teachers took that training.

The findings imply that all of the teachers in the population under study had received training of some kind. This suggests that the teachers in issue participate in professional development activities to a high degree.

This finding suggests that the instructors who were polled have a positive culture of lifelong learning and professional development. The fact that all teachers participated in the training shows a dedication to using organized training programs to improve their teaching abilities, expertise, and effectiveness.

This result can be seen as a testament to the teachers' commitment to their professional growth and their desire to put forth the time and effort necessary to enhance their teaching



methods. It also emphasizes how crucial it is for teachers to keep up with the most recent advancements in education and to constantly update their skill sets.

**Q15:** If yes, how long did the teacher training program take?

- a- 1 month
- b- 2 months
- c- More than 3 months
- d- Others

***Table 3.15: Duration Of Teachers' Training Program***

Options	Responses	Percentage %
A	8	25,80 %
B	2	6,45 %
C	16	51,62 %
D	4	12,90 %
No answer	1	3,23 %
Total	31	100 %

The results of the above table demonstrate the responses of teachers about the length of Teachers' training. 25,80% took training for 1 month. 6,45% of them took it for 2months.51,62% said that teachers' training was for more than three months. 12,90% chose other answers such as ongoing, 190 hours,1 week, and once a month. 3,23% is the percentage of people who did not answer the question.

The findings imply that the surveyed instructors' teacher training experiences varied in length. Although a sizable part of teachers (51.62%) stated that their training lasted longer than three

months, a sizable portion also noted training that lasted for only one month (25.80%) or two months (6.45%).

This finding implies that the survey's teachers had training during a variety of time periods. The variance in training duration can be due to changes in the nature and breadth of the training programs, as well as the particular goals and subject matter covered.

Other responses, such as ongoing, 190 hours, one week, or once a month, were given by 12.90% of the instructors, which further highlights the variety in the length and structure of teacher preparation.

**Q16:** What were the objectives of that training?

***Table 3.16: Objectives Of The Training***

Options	Responses	Percentage %
Enhancing pedagogical skills	13	41.94 %
Improving classroom management	11	35.48 %
Enhancing assessment practices	6	19.35 %
No answer	1	3,23 %
Total	31	100 %

This table presents the most important objectives of teachers' training. 41,94% of teachers stated that teachers' training enhances their pedagogical skills. 35,48% chose the objective of improving classroom management. 19,35% of teachers that it enhances assessment practices. In this table, just one teacher did not answer this question.

The findings show that the instructors who responded to the survey give various priorities to the goals of their teacher preparation. The majority of teachers (41.94%) said that improving their educational skills was their main goal. This suggests that educators understand the value

of enhancing their pedagogical approaches, instructional strategies, and teaching procedures on a continuous basis.

Additionally, a sizable portion of instructors (35.48%) cited strengthening classroom management as a crucial goal. This indicates that educators appreciate instruction that provides them with methods and skills for efficiently directing their classrooms, fostering a positive learning environment, and encouraging student participation and behavior control.

Additionally, 19.35% of the teachers emphasized how important it is to improve assessment techniques. This suggests that educators understand the need of creating efficient assessment plans, including formative and summative techniques, to track learners' development, offer feedback, and guide instructional decisions.

These results highlight the need of offering teacher education programs that cater to the particular goals and requirements of educators. The improvement of pedagogical abilities, classroom management techniques, and evaluation procedures might be the subject of customized training efforts. Teacher training can directly improve instructional effectiveness, student engagement, and overall learning outcomes by focusing on these goals.

**Q17:** What are the benefits that you gained from that training?

***Table 3.17: Benefits Of The Training.***

Options	Responses	Percentage %
Improved instructional effectiveness	8	25.81 %
Increased student engagement	7	22.57 %
Effective classroom management	15	48.39 %
No answer	1	3,23 %
Total	31	100 %

The table conveys the benefits of training and what teachers gained from it. 25,81% of teachers said that teachers training improved instructional effectiveness. 22,57% of teachers chose the benefit of increasing student engagement. 48,39% of them told that it made classroom management effective. 3,23% is the last percentage of this table which presents the teacher who did not answer.

The findings show that instructors believe their training experiences have provided them with a number of advantages. The improvement in classroom management is the pervasive benefit, according to 48.39% of the teachers. This shows that teacher preparation programs have a beneficial effect on teachers' capacity to create and sustain a structured and welcoming learning environment.

Additionally, a sizable portion of teachers (25.81%) claimed that teacher training increased the effectiveness of their lessons. This suggests that training has improved instructors' pedagogical knowledge and instructional techniques, improving their capacity to teach engaging and successful classes.

Additionally, 22.57% of educators cited their training as having improved student engagement. This shows that teachers now have the tools they need to actively include students in the learning process, resulting in improved levels of engagement, motivation, and learning outcomes.

These findings illustrate the advantages and gains that instructors believe they have gained from their training. Effective teaching and learning are mostly influenced by improvements in instructional effectiveness, higher student engagement, and improved classroom management abilities.

These findings highlight the importance and effectiveness of teacher education in fostering educators' professional development and improving their instructional strategies. Training programs can successfully meet the unique demands and difficulties experienced by teachers

by concentrating on these areas for development, producing favorable results for both teachers and students.

**Q18:** After being trained, did you notice any differences in your teaching strategies?

a- Yes

b- No

**Table 3.18: Impact Of Teachers Training On Teaching Strategies**

Options	Responses	Percentage %
A	29	93,55 %
B	1	3,225 %
No answer	1	3,225 %
Total	31	100 %

According to this table, 93,55% found differences in their teaching strategies after being trained. 3,25% of teachers did not have differences in their teaching strategies justifying that teacher training was divided into phases and each phase only took 1to 2 weeks, divided between 4 trainees. The last percentage in the table is 3,25% presents one teacher, who did not answer this question.

93.55% of teachers said that after receiving their training, their teaching methods have changed or improved. This shows that the training course had a beneficial effect on the participants' pedagogical methods and instructional strategies.

The small number of instructors (3.25%) who stated that their teaching methods had not changed, however, provide some information about the setting and content of the training they received. According to the explanation given, the training may have been shorter in duration

and may have concentrated on particular phases or elements, which may have contributed to the perception that there were not significant modifications made to the teaching methods.

It is important to note that one teacher chose not to respond to this question, which may reflect a lack of comprehension or clarity of the modifications to teaching methods brought about by the training.

The outcomes emphasize the significance of creating and putting into practice training programs that are customized to the unique requirements and context of the teachers. Teachers' professional development needs can be better met by educators by taking into account the breadth, depth, and ongoing support of training programs. This will result in significant adjustments to teaching methods and better instructional practices.

**Q19:** If yes, please choose the most observed differences :

- a- Time management
- b- Communication
- c- Collaboration with colleagues
- d- Evaluation

***Table 3.19: Most Observed Differences In Teaching Strategies After Teachers' Training***

Options	Responses	Percentage %
A	7	22.59 %
B	6	19.35 %
C	6	19.35 %
D	5	16.13 %
All the options	5	16.13 %
No answer	2	6.45 %

Total	31	100 %
-------	----	-------

The above table covers how teachers chose the most observed differences. 7 teachers chose time management. 6 teachers chose communication. 6 teachers chose collaboration with colleagues. 5 teachers chose evaluation. And another 5 teachers chose all the options . 2 teachers did not answer this question. Some teachers stated other differences such as new strategies.

The findings show that after receiving training, teachers noticed a number of changes in their teaching methods. The replies reveal a number of areas where teachers identified the biggest changes.

A sizable proportion of teachers cited time management, communication, teamwork with colleagues, and evaluation as the most noticeable improvements. This indicates that these elements of their teaching practice were significantly impacted by the training program. It shows that teachers were able to better their time management abilities, their interpersonal and group communication skills, their ability to work more productively with their peers, and their evaluation and assessment methods.

Additionally, several teachers selected all of the available alternatives, demonstrating that they saw variations in a variety of areas of their teaching practice. This shows that the training course addressed a wide range of professional development and progress, having a holistic effect.

It is also important to note that several educators referred to further differences, such as the adoption of new tactics. These comments emphasize the possibility for personalized growth and adaptability in teaching practices by illuminating the unique and context-specific changes that teachers underwent following training.

There is a need for more research and comprehension of the precise changes that these people have noticed, as evidenced by the fact that some professors chose not to respond to this question or gave other answers. It might represent variations in training experiences or various viewpoints on the distinctions that have been noticed.

Overall, these data highlight the variety of ways in which teachers changed their teaching methods following training. It emphasizes the value of offering teachers training programs that cover a variety of teaching-related topics and provide them with the information, know-how, and techniques they need to significantly enhance their instructional methods.

**Q20:** According to you, do you believe that teacher training is a necessity for EFL teachers?

a- Yes

b- No

***Table 3.20: Perception Of The Necessity Of Teachers' Training***

Options	Responses	Percentage %
A	30	96,77 %
B	0	0 %
No answer	1	3,23 %
Total	31	100 %

The results of this table deliver that 96,77 % of teachers believed that teachers' training is obligatory for EFL teachers and one teacher did not answer this question.

There is a solid consensus among the questioned teachers regarding the value and necessity of professional development in the field of EFL education, as indicated by the high proportion of teachers (96.77%) who believe that teachers' training is required for EFL teachers.



This research emphasizes how teachers are aware of the value and advantages that training may provide for their professional development and the enhancement of their teaching methods. It demonstrates an appreciation that continuing education is essential for staying current with the most effective teaching strategies, methodology, and theories of language acquisition that are pertinent to EFL teaching.

The belief that training is required of EFL teachers suggests that they feel accountable and committed to continuing their professional growth. It shows that they are conscious of the ongoing nature of learning and the need to improve their skills and knowledge to keep up with the changing demands of the EFL classroom.

The outcome points to a potential openness and preparedness on the part of the instructors to actively participate in learning opportunities and embrace the professional development tools at their disposal.

### **3.4. Results and Findings**

- The majority of primary school teachers (80,65 %) held a Bachelor's degree.
- Less than half of the sample (41,94 %) have confirmed that they have more than 3 years of teaching experience. Teachers are qualified to teach English.
- More than half of teachers (61,29 %) value learning objectives as essential. Other teachers value learning objectives as important. In both answers, we conclude that learning objectives have a great role in the teaching process.
- All teachers have clear learning objectives that they work on achieving while teaching. Teachers should specify their learning objectives to reach the intended results in teaching.
- The majority of teachers (93,55 %) said that they follow learning objectives while teaching. So, they teach depending on specific objectives.

- 90,32 % of the sample have attained more than 80% This means that they have very good experience in teaching.
- Teachers face many obstacles while trying to achieve learning objectives. Most of them (41,94 %) chose the obstacle of time management. Their answers show that they have to learn how to manage their time to be able to accomplish their objectives effectively.
- 24 teachers emphasized that they have encountered situations where learning objectives were unachievable within the given timeframe. So, they overcame this problem by employing solutions such as giving students more practice opportunities and focusing on important ideas. They try to create various tips to achieve their learning objectives.
- The majority of the sample (90,32 %) told that they had to modify their teaching strategies to better align with learning objectives. According to this data, learning objectives affect teachers' way of teaching.
- Most of the teachers (96,77 %) are familiar with the concept of teacher training. Teachers' training is a very important concept that should be known among teachers.
- All teachers (96,77 %) defined the concept of teachers' training. According to their definitions, teachers' training enhances their teaching abilities.
- (96,77 %) of teachers have gone through teachers' training. This means that all teachers are trained.
- (51,62 %) took training for more than three years.
- Most teachers (41,94 %) found that the main objective of teachers' training was to enhance their pedagogical skills.
- The most important benefit of teachers' training according to the majority of teachers in this sample (48,35 %) is making classroom management more effective.
- (93,55 %) of teachers answered yes. This means that they noticed differences in their teaching strategies after they were trained.

- Time management is the most observed difference according to the higher percentage of the respondents of this sample (22,59 %). Time has a vital role in teaching. Teachers learned how to organize time after taking that training.
- All teachers agreed that teacher training is a necessity for EFL teachers. Teachers' training is significant in building the skills of teachers.

### **Conclusion**

The data and the results show the great contribution of EFL teachers' training and its role in enabling primary school teachers to achieve learning objectives. This training guided them to reach the intended results. Our questionnaire was successful and helped us in demonstrating the importance of EFL teachers' training in the performance of teachers. Thus, the results of this questionnaire confirmed our hypothesis which states that teachers' training plays a vital role in enhancing the achievement of the learning objectives .

# **General Conclusion**

## **Conclusion**

The achievement of learning objectives is a fundamental goal in primary education, and effective teacher training in English as a Foreign Language (EFL) plays a crucial role in enhancing students' success. This research focuses on discovering opinions of teachers on the role of EFL primary school teacher training in improving the attainment of learning objectives. Specifically, it explores the various aspects of teacher training programs in primary schools, with a particular emphasis on their impact on student achievement.

The results of this research showed the significant impact of teachers' training on EFL teachers' performance in the classroom situation. It helped in understanding students' needs. It also teaches them how to overcome problems in achieving the intended objectives. EFL teachers' learned how to modify their strategies and techniques according to these objectives.

Finally, this study has shed light on the great contribution of EFL teachers' training in teaching at Guelma primary schools. All teachers confirmed the significant role of EFL primary school teachers' training in enhancing the achievement of learning objectives.

### **1. The Aim Of The Research**

This study aims at discovering teachers' opinions towards the role of EFL primary school teachers' training and it tries to examine the enhancement in achieving learning objectives.

### **2. Summary Of The Results**

Depending on teachers' opinions, the results of this research showed that EFL teachers' have positive opinions about the role of primary school teachers' training in enhancing the achievement of learning objectives.

### **3. Limitations Of The Study**

The following hardships and limitations were encountered while conducting this study:

- Lack of previous research studies on the topic.
- Only one data-gathering technique (a teachers' questionnaire) was used whereas adding an interview would have made our work stronger.
- Our study was only able to analyze a small sample. Guelma's English primary school teachers were the only ones it addressed. It would have been clearer if all English primary school teachers in Algeria had been included.
- The difficulty in distributing and getting back questionnaires from primary school teachers.

### **4. Suggestions For Future Research**

According to the findings of this research, there are suggestions and recommendations to be taken to develop the quality of EFL teaching:

- 1- Administrators should develop the quality of EFL teachers' training to raise the level of EFL teachers.
- 2- EFL teachers should use new techniques and strategies to teach their students appropriately.
- 3- Teachers should consider learning needs in designing learning objectives.
- 4- The ministry of higher education should take teachers' opinions into consideration to achieve the intended results in education.

# References

## References

- Abbasi, M. Amine, & Hakime, H. (2020, September). An exploration of the main challenges and requirements of introducing English as a second language to Algerian primary school. Theses-Algerie. <https://www.theses-algerie.com/3326765956735820/memoire-de-master/universite-8-mai-1945---guelma/an-exploration-of-the-main-challenges-and-requirements-of-introducing-english-as-a-second-language-esl-to-the-algerian-primary-school-the-case-of-primary-schools-in-guelma->
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing*. Pearson.
- Banfi, C. (2015). English language teaching expansion in south America: challenges and opportunities. In L. D. Kamhi-Stein, G. Diaz-Maggioli & L. C. De Oliveira (Eds.). *English language teaching in south America: policy, preparation, and practices*. Clevedon: Multilingual Matters.
- Belmihoub, K. (2015, August 8). English for peace in Algeria. Academia.edu. [https://www.academia.edu/40040789/English\\_for\\_Peace\\_in\\_Algeria](https://www.academia.edu/40040789/English_for_Peace_in_Algeria)
- Benjamin Samuel Bloom, & Al, E. (1979). *Taxonomy of educational objectives. Book 1, Cognitive domain*. Longman.
- Biggs, J. B., & Tang, C. S.-K. (2011). *Teaching for Quality Learning at University : What the Student Does* (4th ed.). McGraw-Hill, Society For Research Into Higher Education & Open University Press. (Original work published 1999)
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational*



*goals. Handbook 1, Cognitive Domain.* Longman.

Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain.* David McKay Company.

Boubekeur, N. (2018). *From EFL to ELF: possibilities and restrictions.*

Thèses-Algerie. <https://www.theses-algerie.com/3192242131193767/articles-scientifiques-et-publications/universite-mohamed-ben-ahmed---oran-2/from-efl-to-elf-possibilities-and-restrictions>

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* National Academies Press.

C Keith Waugh, & Norman Edward Gronlund. (2013). *Assessment of student achievement.* Pearson.

Conference, I. (2015, June 3). *English Today: an overview on teacher-training.* Academia.edu.

Darling-Hammond, L., & McLaughlin, M. W. (1995). *Policies that support professional development in an era of reform*

Davis, J. R., & Arend, B. (2013). *Facilitating Seven Ways of Learning.* Stylus Pub Llc.

Desimone L., Porter A.C., Garet M.S., Yoon K.S. (2002). *Effects Of Professional Development On Teachers' Instruction: Results From A Three-Year Longitudinal Study.* Educational Evaluation And Policy Analysis

Djouima, L. (2011, June). *An analysis of the training content at the Department of English of the teacher training school of Constantine.* Thèses-Algerie.

<https://www.theses-algerie.com/7860725898784465/articles-scientifiques-et-publications/universite-freres-mentouri---constantine-1/an-analysis-of-the-training->

- content-at-the-department-of-english-of-the-teacher-training-school-of-constantine
- Djouima, L. (2021, December 20). Evaluation of student needs in the teaching methodology English language teacher training curriculum in Algeria. *Journal of Human Sciences*.  
[https://www.academia.edu/65194560/Evaluation\\_Of\\_Students\\_Needs\\_In\\_The\\_Teaching\\_Methodology\\_English\\_Language\\_Teacher\\_Training\\_Curriculum\\_In\\_Algeria](https://www.academia.edu/65194560/Evaluation_Of_Students_Needs_In_The_Teaching_Methodology_English_Language_Teacher_Training_Curriculum_In_Algeria)
- Durlak, J.A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B.(2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*,82(1), 405-432.
- Elizabeth Jane Simpson. (1970). *The classification of educational objectives, psychomotor domain*. S.N.], [Ca.
- Ellman, M. (2022, April 14). How many ways are there to train teachers? Cambridge English. World Better Learning /Cambridge University Ellman,  
<https://www.cambridge.org/elt/blog/2021/04/13/key-concepts-teacher-training-4-approachs-training/>
- Ermansyah(2019).The English pragmatic competence of Indonesian English speakers. *ELS journal on interdisciplinary studies in humanities*,2(3), 477-484.
- Gage, N. L., & Berliner, D. C. (1991). *Educational psychology*. Houghton Mifflin Company.
- Gallahue, D. L., Ozmun, J. C., & Goodway, J. D. (2007). *Understanding motor development: Infants, children, adolescents, adults* (6th ed.). McGraw-Hill.
- Gacem, M., & Bouziani, K. (2015, January 1). Globalization, language planning, and the future

prospect of English in Algeria. Traduction and Langues.

[https://www.academia.edu/89642776/Globalization\\_Language\\_Planning\\_and\\_the\\_Future\\_Prospect\\_of\\_English\\_in\\_Algeria](https://www.academia.edu/89642776/Globalization_Language_Planning_and_the_Future_Prospect_of_English_in_Algeria)

Gronlund, N. E. (2014). Assessment of student achievement. Pearson.

Gronlund, N. E., & Brookhart, S. M. (2009). Assessment of student achievement. Pearson Education.

Gronlund, N. E., & Brookhart, S. M. (2009). How to write and use instructional objectives (7th ed.). Pearson.

Gronlund, N. E., & Brookhart, S. M. (2019). Assessment of student achievement (11th ed.). Pearson.

Harris, C. J., & Franklin, S. (2013). Project-based learning and the affective domain: A study of middle school mathematics students. *Interdisciplinary Journal of Problem-Based Learning*

[https://www.academia.edu/12785737/English\\_Today\\_An\\_Overview\\_on\\_Teacher\\_Training](https://www.academia.edu/12785737/English_Today_An_Overview_on_Teacher_Training)

<https://www.academia.edu/6905297/>

ENGLISH\_LANGUAGE\_COMPETENCE\_AMONG\_PRIMARY\_TEACHER\_TRAIN  
EES\_IN\_KENYA

<https://www.cambridge.org/elt/blog/2021/04/13/key-concepts-teacher-training-4-approachs-training/>

Ingersoll R.M., & Strong M.(2011). The Impact Of Induction And Mentoring Programs For Beginning Teachers: A Critical Review Of The Research

KIRKPATRICK,A.(2007) world Englishes: implications and English language teaching. Cambridge.university press.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1956). Taxonomy of educational objectives:

- The classification of educational goals, handbook I: Cognitive domain. David McKay Company, Inc.
- Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of educational objectives: The classification of educational goals. Handbook II: Affective domain.
- Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (2002). Taxonomy of Educational Objectives, Handbook II: Affective Domain. Longman.
- Laraba, A. (2001, December 31). Teaching English as a foreign language: issues and challenges. *Asjp*. <https://www.asjp.cerist.dz/en/article/90966>
- L. Dee Fink. (2013). *Creating significant learning experiences : an integrated approach to designing college courses*. Jossey-Bass.
- Learning Outcomes: Types, Examples, Verbs | Outcomes vs Objectives*. (n.d.). Valamis. <https://www.valamis.com/hub/learning-outcomes>
- Lewin, K. (1935). *A dynamic theory of personality: Selected papers*. McGraw-Hill.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Magill, R. (2006). *Motor learning and control: Concepts and applications*. McGraw-Hill Education.
- Malik, E. (2022, September 3). Teachers' strategies in teaching English to young learners. *Journal of Advanced English Studies; University of Fajar*. [https://www.academia.edu/86105457/Teachers\\_Strategies\\_in\\_Teaching\\_English\\_to\\_Young\\_Learners](https://www.academia.edu/86105457/Teachers_Strategies_in_Teaching_English_to_Young_Learners)
- Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2017). *A handbook for the art and science of teaching*. Association for Supervision and Curriculum

Development.

M. David Merrill. (2012). *First Principles of Instruction*. John Wiley & Sons.

Mager, R. F. (1997). *Preparing instructional objectives : a critical tool in the development of effective instruction*. Center For Effective Performance, Cop.

Mctighe, J., & Wiggins, G. P. (2013). *Essential questions : opening doors to student understanding*. Ascd.

Norman Edward Gronlund, & Brookhart, S. M. (2009). *Gronlund's writing instructional objectives*. Pearson/Merrill Prentice Hall.

Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance

Pater, P. (2021, January 1). The importance of teacher competencies in early school education. *Journal of Education, Technology and Computer Science*.

[https://www.academia.edu/100305903/The\\_Importance\\_of\\_Teacher\\_Compences\\_in\\_Early\\_School\\_Education](https://www.academia.edu/100305903/The_Importance_of_Teacher_Compences_in_Early_School_Education)

Pressley, M., & Harris, K. R. (2006). Cognitive strategies instruction: From basic research to classroom instruction. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 265-286). Routledge.

Ramirez-Romero, j., & Sayer, P. (2016). The teaching of English in public primary schools in Mexico: More heat than light? *Education Policy Analysis Archives*, 24(84), 1, 25

<http://dx.doi.org/10.14507/epaa.24.2502>

Rew, F. (2014, May 23). English language competence among primary teacher trainees in Kenya. *Academia.edu*.

Richards, J. C., & Farrell, Thomas. s.c. (1996). *Professional development for language strategies*

- for teacher training pdf. Pdf (Free/213Pages). Retrieved April 12, 2023, from <https://www.pdfdrive.com/professional-development-for-language-teachers-strategies-for-teacher-learning-e185016637.html>
- Sawar, Z,(2013).Adapting individualization techniques for large classes.In Hall,D.R.& Herwings, A ,(ed), *Innovation in English language teaching: A Reader*(127-136).London:Routledge
- Simpson, E.J. (1972). *The classification of educational objectives in the psychomotor domain*. Washington, DC: Gryphon House.
- Slimani, S. (2016, June). Teaching English as a foreign language inAlgeria. Thèsès-Algerie.<https://www.theses-algerie.com/2026848434237217/articles-scientifiques-et-publications/universite-mohamed-khider---biskra/teaching-english-as-a-foreign-language-in-algeria>
- Stavredes, T. (2013). *Effective online teaching*. Jossey-Bass.
- Suskie, L. A. (2018). *Assessing student learning : a common sense guide*. San Francisco, Ca Jossey-Bass.
- Timperley, H., Wilson, A., Barrar, H., &Fung, I. (2007). *Teacher professional learning and development: Best evidencesynthesis iteration*.
- Wiggins, G. (1998). *Educative Assessment*. Jossey-Bass.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision and Curriculum Development.
- Yoon K.S., Duncan T., Lee S.W.Y., Scarloss B.,Shapley K.L.(2007). *Reviewing the Evidence on How Teacher ProfessionalDevelopment Affects Student Achievement*

# Appendices

## Appendix One

### TEACHERS' QUESTIONNAIRE

**Dear teachers ,**

Thank you for taking the time to participate in this questionnaire for our dissertation, which explores the role of training EFL primary school teacher in enhancing the achievement of learning objectives : the case study of third grade pupils in Guelma province . Your valuable insights and experiences as a teacher can greatly contribute to this study.

Your participation in this survey is greatly appreciated and will be used for academic purposes only. All information collected will remain confidential and anonymous.

Please , tick the appropriate answer and justify it whenever it is possible .

Department of English

university of 08 Mai 1945 – Guelma –

Academic year 2022/2023

Thank you for your time and contribution to this research.



## Section 1 : General Information

### 1. Gender

a. Female

b. Male

### 2. Age

a. under 30

b. 30

c. over 30

### 3. Degree(s) held

a. BA (Licence)

b. MA (Magister / Master)

c. Ph.D (Doctorate).

**Section 2 : The Learning Objectives**

4. How long have you been teaching English ?

- a. 1 year
- b. 2 years
- c. 3 years
- d. More

5. How do you value learning objectives ?

- a. Essential
- b. Important
- c. Somewhat important
- d. Not important

6. Do you have clear learning objectives that you work on achieving while teaching ?

- a. Yes
- b. No

7. Do you follow to those learning objectives while teaching ?

- a. Yes
- b. No

If yes or no , justify .....

.....

8. To what extent have you attained the learning objectives ?

- a. none
- b. Less than 50 % of them
- c. Over 80 %

9. What are the challenges or obstacles that you have faced while working towards achieving the learning objectives?

- a. Lack of motivation of the teacher
- b. Lack of motivation of students
- c. Time management
- d. inappropriateness of teaching methodology
- e. If others , please specify .....
- .....

10. Have you ever encountered situations where the learning objectives were too ambitious or not achievable within the given timeframe?

- a. Yes
- b. No

If yes, how did you address this situation? .....

.....

11. Have you ever had to modify your teaching strategies to better align with the learning objectives?

- a. Yes
- b. No

If yes , please provide an example .....

.....

**Section 3 : Teacher Training**

12. Are you familiar with the concept “teacher training” ?

- a. Yes
- b. No

13. According to you what is teacher training?

.....

.....

14. Have you gone through a teacher training ?

- a. Yes
- b. No

15. If yes , how long did the teacher training program take?

- a. 1 month
  - b. 2 months
  - c. More than 3 months
  - d. Others .....
- .....

16. What were the objectives of that training ?

.....  
.....

17. What are the benefits that you gained from that training ?

.....  
.....  
.....

18. After being trained , did you notice any differences in your teaching strategies ?

a. Yes

b. No

If no , justify .....

19. If yes, please choose the most observed differences :

a. Time management

b. Communication

c. Collaboration with colleagues

d. Evaluation

e. Others .....

20. According to you , do you believe that teacher training is a necessity for EFL teachers?

a. Yes

b. No

If yes or no , justify .....

.....

If you have any other suggestions , please state them

.....

.....

.....

.....

.....

.....

## ملخص

كان إدراج اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية ، وخاصة في السنة الثالثة ، قرارًا حكيماً للغاية في تطوير التعليم الجزائري ، حيث نظمت وزارة التربية و التعليم تدريب المعلمين لإعدادهم لتدريس اللغة الإنجليزية للمتعلمين الصغار . يهدف هذا البحث إلى استكشاف آراء معلمي اللغة الإنجليزية كلغة أجنبية للمدارس الابتدائية حول دور التدريب الذي خضعوا إليه في تعزيز تحقيق أهداف التعلم في ولاية قالمة ، وذلك لإظهار كيف يحتاج المعلمون إلى هذا التدريب في عملية التدريس الخاصة بهم. تم استخدام استبيان المعلمين كأداة لتحديد آراء المعلمين حول هذا التدريب وأثره على أدائهم التعليمي ، وقد أظهرت نتائج هذا البحث أفكارًا إيجابية حول الأهمية الكبيرة لتدريب المعلمين في تمكينهم من الوصول إلى الأهداف المقصودة.

**الكلمات المفتاحية :** المدارس الابتدائية - تدريب المعلمين - تحقيق أهداف - تعزيز .