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The Role of Teacher Development in Improving Quality Teaching
Case Study: EFL Teachers at Mohamed Kheider University of Biskra

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Dedication

I dedicate my work to:

My precious parents, my beloved mother *Khadidja*, and my dear father *Abdel Kadder*.

To my dear brother *Said.*

To my adorable sisters: *Zoulikha, Karima, Samira, Hannan, Wided.*

To my special twin *Souad.*

To my lovely nephews: *Salah, Zinou, Islam, Hakim, Manel, Aymen, Malik, Sami,*
Wassim, *Maude* to whom I wish the best in their future lives.

To my friends and especially: *Hannan, Wafa, Khansa*, *Asia, Nassima*,

I love you All

Thank you

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Abstract

Ensuring an effective teaching and learning of the English language is what all universities and schools worldwide search for in order to have successful learners and teachers since English is used in every field, especially in teaching. Continuing Professional Development (CPD) programs offers solutions for successful career where educators receive trainings by experts to improve their knowledge and abilities to help them perform better. This research investigated the role of CPD programs in enhancing learners' proficiency and quality teaching. We hypothesized that if teachers are aware of the learners' proficiency, it will help them to modify their way of educating and to develop quality teaching. If teachers attend trainings and CPD calendar, it will help them to facilitate teaching and learning process. A mixed method approach was adopted to gather data for the present research. The research is based on two means of data collection: we submitted seventeen questionnaire for experts in the field of teaching at the English devision of Biskra University, and a four interview for novice teachers. The findings showed that both novice and expert teachers have positive attitudes towards CPD programs and trainings courses to enhance quality teaching and to better learners' proficiency and engagement while teaching. Consequently, educators need support for their professional development and it is recommended that all stakeholders including learners and teachers should be aware of the components of the learning/teaching processes and the recent developments in teaching techniques, tools, learning styles and preferences. The latter components are crucial in ensuring quality teaching by exchange of knowledge, skills and strategies. To improve these qualities, teachers need a myriad of experiences such as; career discussions, mentoring, online learning and collaborative team building in order to have at the end a vital learning environment.

Key words: EFL, Learners' proficiency, Learning Styles, Quality Teaching, CPD, Teacher Training.

List of Abbreviations and Acronyms

&: and

CPD: Continuing Professional Development

EFL: English as a foreign language

Et all: Et alii (And Others)

ICT: Information and Communications Technology

i.e.,: that is

(n.d): No date

S/he: She or he

%: percent

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Introduction

English is one of the most important languages in the world which is considered the most common language used worldwide. Learning a new language is very important in human life. In addition, many people seek for learning different languages that are different from their native language, and this led to many countries in the world to teach another language in their school and university curricula to become a secondary language in addition to the official language. Language learning contributes in many positive aspects of the human life. Moreover, learning another language in the early years of life is very useful because it helps to learn, read and to write better. This leads to the development of learning skills in schools and also an increase in self-confidence because it helps to develop the ability to communicate with people, and to obtain appropriate higher education opportunities.

Assuring an effective teaching and learning are what all universities and schools worldwide seek for. To maintain a successful learning process and proficiency, teaching and learning must meet the needs of the learners. Moreover, knowing the learning styles of learners will have a significant impact on the learning proficiency of learners and on quality teaching; without overlooking the role of Continuing Professional Development (CPD) Programs where teachers can develop and modify their teaching styles and profession, since they rely on the learning styles of learners to have better results. Hence, teaching and learning the English language correctly is considered one of the main elements in having a successful classroom environment.

1. Literature Review

Education is the important key for every nation to develop. Obviously, it is clear that there is no country which has been developed without educating its people. Learning is a very complex process; that's why when we learn any new language we have to be aware of its correct rules, and how to use it. Moreover, improving learners' proficiency and specially knowing their learning styles is the key to develop quality teaching in the classroom. Continuous development has a great significance in the educational process. In other words, having teachers who are aware of the learning styles of each student is a great step to make students professionals successful while studying, and also a great step for teachers to develop their teaching materials, because every student has his own way style to learn and his own way to obtain information.

In addition, it is necessary to think about learner characteristics, their interestsand their learning styles, to have an effective learning environment and proficient learners. The aim of the study was examining opinions of students and inspectors about different learning environment that are designed according to students' learning styles, and how it effects on the achievement of students. Furthermore, it was found that the results of visual auditory learners, auditory-kinesthetic learners, and visual-auditory learners are statistically considerable. Finally, it was recommended and affirmed that learning environments should be designed according to student learning styles, because this may increase in students' success and motivation towards the lesson. (Ozerem & Akkoyunlu 2015).

Having an idea about why should teachers be aware of a learning style of a learner is considered very important. Also by understanding the different learning styles such as auditory, visual, and kinesthetic will help the teacher to give all his best to his learners. Also, the use of technology such as using Computer Assisted Instruction in the classroom where students can

benefit from using the computer in order to keep the attention of the students is very important. It helps teachers to be more effective in teaching. By knowing the learning style for each student; students will perform well when they are learning, because when teacher knows the style of each learner, it will help him to prepare well the lesson. According to Wilfred Laurier University (2008) it has been agreed that there are different methods of learning styles, and every person has his own way in understanding and dealing with the information. Some people may not know what is the learning style that suits them while learning, and when they discover their appropriate learning style, it comes as a surprise for them.

It is clear that the size of the classroom does not have a clear impact on the performance of students in contrast to a teacher who is qualified, has knowledge, skills, and has a significant role in the development and education of students. The size of the classroom and the quality of the teacher are among the factors that characterize education in schools. But the one who has a significant role is the quality of the teacher because it is important in the education system. There are some educational systems that give better results than other education systems. First, it searches for talented people to make them better teachers. Second, developing those talented teachers enable them to teach their students well. Ensuring the quality of teaching determines the quality of the education system. Moreover, to have well qualified teachers, there must be institutions for intensive training. To improve learning of students, teachers should be provided with professional development and opportunities, and this contributes to more effective teaching and improves students' learning. But research suggests that most of professional development teachers don't improve well. However, organizations of professional teacher worked with teachers to improve and promote a clear and a new vision for the quality of professional learning. (Aragon, 2018)

CPD is a life long learning where teachers support and improve their skills and knowledge they have and add it to their occupation as teachers. CPD is considered as an improvement of professional skills and knowledge, it could be in organizations and workshops where teachers can benefit and learn (Collin, Heijden and Lewis, 2012). As Day (2015) mentioned "The quality of teaching is undoubtedly an important factor in trying to address this gap and so continuing professional development (CPD) has as significant role to play" (p.5). This means that continuous professional development plays an important role in the enhancement of quality teaching.

In conclusion, relying on the fourth literature reviews researches that were analyzed above. We strongly agree that to have an effective teachers and learners, teachers have to take into consideration learning styles for each learner as an essential requirement, because it makes learning and teaching process easy and smooth. If the teacher is aware of the learning style of each student, it will help him to give all his best, and learners' proficiency will be improved as well. Furthermore, this will help beginner teachers to be more effective, and in that case they will develop their teaching when they come to teach in their first years. For that reason, the teacher development will enhance, and teachers will perform well, and attending CPD training in workshops or online for teachers and trainings will help teachers to improve their teaching skills and performance, and make their classrooms a creative place.

2. Background of the Study

English language has been taught as a foreign language for centuries, but this does not necessarily mean that it is a simple language to master. There are several reasons for being it very important; among these reasons is that people are speaking the English language in several

countries as a lingua franca. Besides, it is fundamental in communicating because people consider it a foreign language, and this is why it is learnt and taught around the world.

Learning any new language is not easy. While learning the language, learners make a lot of mistakes, so teaching and learning the target language effectively is important to develop the fluency of the learners and to enhance their English language achievement. From this, we see that EFL learners' proficiency is different from their learning styles to preferences. That is why most of teachers would like to know more about their learners in order to facilitate the teaching process and maintain quality of teaching, and improve their teaching skills.

Knowing the learning styles of EFL learners is important in the learning process. We do agree that all learners are created equal but different; every learner learns differently and has his own way. Aristotle said "each child possessed specific talents and skills" (Reiff, 1992).Learning styles are cognitive, emotional and psychological behaviours that act as relatively consisted indicators of how learners realize, interact with, and react to the learning environment. Teachers must prepare a range of learning approaches and strategies to guide learners successfully in the learning process (Francis, 2016).

Teacher development programs need to be taken into consideration because it is used to facilitate the elaboration of the learning and teaching processes in institutions. Hillary (1993) stated that in taking teacher training, it is important to teach and guide them how to teach in the classroom by a supervisor. In addition, teacher development can be seen as teachers learning because in learning, teachers will develop their ideas and beliefs and they will be able to develop their classroom practice (Evans, 2002).

3. Statement of Problem

English has spread all over the world and it is now used by millions. It is an admitted fact that English has emerged as an international language. Many notions of the world are striving for learning it as a second or as a foreign language. Accordingly, teaching English at schools and universities is an important process. There is no doubt that effective teaching programs are also crucial where teachers can develop their teaching skills and check whether the aim of teaching has been reached successfully or not according to EFL learners' learning styles.

Learning styles are one of the most important factors that have an important role on continuing professional development and quality teaching. First, teachers who come to teach for the first time may find difficulties in teaching their learners because they do not know how learners learn, and what is their appropriate style for each; that is why teachers should be trained on how to teach their learners, and have programs to work with in order to not be lost while teaching. Second, understanding how students learn best and what their own way to study is, will enable them to achieve well and it will help teachers as well. Finally, by knowing the learning styles of learners, this will provide better results in the teaching process. Moreover, it will facilitate the teaching process, the role of CPD programs will provide effective results, and we will have an effective learning environment and an effective quality teaching.

4. Significance of the Study

This study is significant because it represents a contribution in knowing the role of CPD plans to improve learners' proficiency, especially learning styles and quality teaching. Taking into consideration that, learners' proficiency and especially learning styles have a great impact on the achievement and the development of teachers, and this will help teachers as well to

deliver the lesson by using a variety of teaching strategies. Consequently, the quality of English language teaching and learning will improve. Our study is about knowing the learners' proficiency especially learning styles of each learner to overcome obstacles that may be faced by teachers while teaching and to make teacher develops his teaching strategies and programs, by studying the role of continuous development programs to improve quality teaching. The study is managed for EFL teachers of English language at the University of Mohammed Khider Biskra.

5. Aim of the Study

The aims of the study are:

- Provide clear and extensive information about the significance of learners' proficiency and especially learning styles and what is appropriate method to use, and quality teaching. Also, examining the role of CPD for teachers to have professional teachers.

- Make teachers aware about the importance to attending continuous professional development programs and training in order to make the teaching process more effective to have well educated English learners.

6. Research Questions

This research intends to answer the following research questions.

1. How can teachers improve learners' proficiency and ensure quality teaching?

2. What is the attitude of teachers towards continuing professional development programs and trainings?

7. Research Hypotheses

Based on the above research questions, we hypothesize that:

1- Learners' proficiency can be achieved by knowing the learning styles of each learner and how do they learn and what is the suitable way to learn, will help teacher to modify his own way of teaching; consequently, the quality of teaching will improve and teachers will have an effective classroom.

2- Teachers in general need trainings, developing courses and monitoring in their early career and also during their teaching. For CPD programs, they should attend courses which related to their specialty and be taught by experts in order to facilitate learning. In this case, learners can raise their learning process.

8. Methodology

To confirm our hypotheses and to gain workable results, this research is conducted in order to identify the importance in knowing the learners' proficiency especially learning styles of learners, and quality teaching to have an effective teacher, and to study the role of CPD for teachers. According to the nature of our research, it will be held under the mixed method approach since we need to understand the problem we are going to study in order to provide necessary information and gather data for this research.

9. Population of the Research

Our study is at Mohamed Khider University of Biskra, with novice and expert teachers of English language division. This population and specifically this sample are selected since expert and novice teachers are not the same. Novice teachers may have little knowledge on how to

make their teaching process and programs more effective, while for the expert teachers it may not be a problem since they have reasonable experience in the English language and how to have effective programs in relation with their learners' styles, so they can recognize the main problems they face in teaching English. The sample mentioned before will consist of males and females to be observed in order to add validity to the research.

10. Research tools

Concerning data collection methods, a questionnaire for expert teachers and interview novice teachers will be used. These tools are used as a support for the dissertation in order to reach reliable and valid outcomes.

11. Delimitation

Our study takes place at Mohamed Khider University of Biskra, with expert and novice teachers of English section. The sample will be selected since there will be novice and expert teachers; expert teachers may already have background knowledge and effective programs that helped them during their years of teaching which would help novice teachers to do the same as well. When discovering their students' learning styles, teachers will develop themselves to provide better result while teaching. This research takes place during the Academic year 2018/2019.

12. Structure of the Study

This research consists of three chapters, two theoretical chapters and one practical. Chapter one is divided into two sections. Section one is about the learners' proficiency. Some definitions of relevant terms related to learning styles, what are its types, its main characteristics, and

models of learning styles. Section two will be about the significance of quality teaching, from adding some definitions, how to improve its effectiveness and teacher quality, to the needs to language teacher, and adding some hints related to professional learning and teaching, and continuous professional development, to be explained more in the next chapter. Chapter two will search for the roles of continuous professional development courses. There will be some definitions also, the pre-service and in-service training, technologies and designs for teacher development and the use of workshops, ICT in learning, and psycho pedagogy of learners. Chapter three which explains how the information we gathered are relevant to our research problem and whether the hypotheses are verified or declined.

Chapter One: The Effect of Quality Teaching on Learners' Proficiency

Introduction

Learners seem to have different learning styles and preferences. They vary from one learner to another, since not all of them have one way of learning and not all of them learn the same because each one has a learning method and style that suits him best. In addition, learning styles play a major role in enhancing learners' ability in learning any language and enable them to learn the information easily.

Moreover, education is considered as a key element in the development of many societies and nations. Having a generation with good education quality is the most important that teachers should pay attention to. There is no doubt that the interest in developing and improving teaching quality has become a priority of different countries around the world, because teaching quality determines and distinguishes a school or colleague from the other. Hence, every learner deserves to have well-trained teachers who should know how to make learning flexible for learners in order to make teaching quality more successful.

1.1.1 Definition of Learning Proficiency

To ensure proficient learning of learners, teachers should provide specific learning opportunities, support and encourage them in order to meet their learners' needs. According to Fitzsimmons, Titterton, Deiss, and Renfrew (2017), a definition of proficiency-based learning was given. They claimed "is any system of academic instruction, assessment, and reporting that is based on learners demonstrating proficiency in knowledge, skills, and abilities they are expected to learn before progressing to the next level or challenge" (p.6). The outcomes of learners while learning assure proficiencies which comprise development of skills.

1.1.2 Definition of Learning

Learning styles seems to be the interest of many scholars. According to Ambrose et al (2010, p.3) learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning". Moreover, Clark and Mayer (2011) mentioned that "Learning involves adding new information to your memory. Learning involves making sense of the presented material by attending to relevant information, mentally reorganizing it, and connecting it with what you already know" (p.33).

Meaning that, learning can be defined as the acquisition of new skills, knowledge and experiences to improve learning in the future.

1.1.3 Definition of Education

Learning and education are two different terms. Richards and Schmidt (2002) explained that education is the development of knowledge, behaviours and skills of a person in any particular domain.

Similarly, Parankimalil (2012) pointed out that education is the acquisition of knowledge or skills which enables any person to be cultured and educated; education is the development of individual in relation to his needs and demands.

With education, a person can develop himself more and more. The knowledge and skills which a person had learnt, he will be able to develop it with education.

1.2 Definition of Learning Preferences.

The word preference means "saying which of two or more alternatives you like better" (Thornbury,nd, p.176).Obviously that each learner prefer and has his way to learn, and this varied from one learner to another.

Learning preferences is giving the choice for a learner to choose where, when and with whom to study. In this sense, Bargar, Bargar and Cano (1994) explained that each student with different learning preferences have an impact role where there is a group discussions or reports. Bargar et al provided us with examples; students who prefer sensation pay much attention to discussion. Also, students who prefer intuition are able to examine possible outcomes. For students preferring perception, are having the ability to discover sources of information. Hence, students who prefer thinking are able to give notes of work of the group. Finally, students who prefer feeling can press for working relationship within the group.

Every learner has his way. A way that he prefer to learn best which is differ from the others.

1.3 Definition of Learning Strategies

According to Shi (2017)"Learning strategies are steps taken by learners to enhance their learning. An active use of language learning strategies helps learners in control of their own learning by developing language skills, increasing confidence and motivation in learning process" (p. 24). Thus, different learners have different preferred learning styles and strategies to develop the learning process.

Moreover, Deshler and Schumaker (1986) said that "the overall intent of learning strategies instruction, therefore, is to teach students skills that will allow them not only to meet immediate requirements successfully, but also to generalize these skills to other situations and settings over time" (p. 584). Learning strategies are sequences of behaviours and skills which students and learners use to complete a learning task. It can be seen as the different operations which a learner adapts it to make his learning sensible. Lee (2010) summarizes all the strategies in one figure.

```
Direct strategies:
1.  Memory strategies          - Creating mental linkages
                               - Applying images and sounds
                               - Reviewing well
                               - Employing action
2.  Cognitive strategies       - Practising
                               - Receiving and sending messages
                               - Analysing and reasoning
                               - Creating structure for input and output
3.  Compensation strategies    - Guessing intelligently
                               - Overcoming limitations in speaking and
                                 writing
Indirect strategies:
1.  Metacognitive strategies   - Centring your learning
                               - Arranging and planning your learning
                               - Evaluating your learning
2.  Affective strategies s     - Lowering your anxiety
                               - Encouraging yourself
                               - Taking your emotional temperature
3.  Social strategies          - Asking questions
                               - Cooperating with others
                               - Empathising with others
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Figure 1: Learning Strategies Classification (Lee, 2010, p.140).

1.4 Definition of Learning Styles

In learning any new knowledge, skills or information, a learner tends to relate it to his behavious and cognition in order to learn it well. "A learning style is the way in which a person sees or perceives things best and then processes or uses what has been seen" (LeFever, 1995, p.17).It is the methods learners apply when he learns new information, interpret it, organize it, and whenever he is able to retain the knowledge he had stored for further use.

In addition, Francis (2016) mentioned that learning styles is when learner is able to interact and respond to the learning environment, and it is all related to cognitive and psychological behaviours of a person. Besides, when a person sees something, he will try to relate it to something he knew before, he will search in his cognition in order to relate it to the given new information.

1.4.1 Types of Learning Styles

In learning styles there are mainly four types which are most important namely, visual, auditory, kinesthetic and reading/writing learners. The four types had been abbreviated to "VARK" by scientists and psychologists.

Othman and Amiruddin (2010) added a figure summarize the learning styles which are based on VARK mode below.

Mode	Tendency in learning process
Visual	Learning by looking at pictures, graphs, videos, and graphics. Could not take complete note during presentation.
Aural	Receive learning by listening method, by speaking or from music, discussion, and explanation.
Reading	Prefer words and texts as an information obtaining method. They like presentation style, by text or writing.
Kinesthetic	More likely to experience through physical movement aspect while studying, such as, touch, feel, hold, perform and move something. They prefer hands on work, practical, project, and real experience.

Figure2: The Tendency in Learning Process Base on VARK Mode (Othman and Amiruddin, 2010, p.658)

To process the information around us, we depend mainly on our learning styles; generally, we can see that most of learners use only one of their styles more than the others, while some learners may use more than one learning style. This is maybe because learners have found the learning style that is suitable for them.

1.4.1.1 Visual Learners

There are learners who prefer learning by using only their eyes to learn. Jester (2000) mentioned that:

> These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They generally prefer to sit at the front of the classroom. These individuals think in pictures and may learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts, use of interactive whiteboards, and handouts (p.1).

In addition, this kind of learners prefer using pictures, images, maps to understand new information (Lefever, 1995). For example, as mentioned by Kelly (2017), that visual learners may say words to record and remember details, they may say expressions which is related to something visual, as in this expression "let's have a look at this one". This helps them to retrieve what they have been studying. Also, visual learners are capable of memorizing directions and different places.

1.4.1.2 Auditory Learners

This type of learners, which is the auditory, learners tend to learn by listening. Walling (2006) suggested that auditory learners best understand new information through listening, speaking and saying words out loud, which help them to understand any topic. While Van (2009, p.12) added that "if you are an auditory learner, you can learn best by hearing information. Unlike the visual learner, you probably prefer to go to your class and listen to the lecture before you read the text chapter".

1.4.1.3Read/ Write Learners

Learners who prefer to read or write learn best. To support this idea, Jester (2006) said that "individuals with this preference prefer information displayed as words. Emphasis is placed on text-based input and output: i.e. reading and writing in all its forms"(p.2). In addition, learners prefer working with, dictionaries, and Internet they learn best. They comprehend, understand and remember everything which they read; they also enjoy writing. Unlike the auditory learners whom prefer just to listen to learn; read/ write learners prefer handouts to convey information. They prefer to see a paper in front of them.

1.4.1.4 Kinesthetic Learners

Another type of learners is kinesthetic. This type of learners is totally different from the styles mentioned before. To understand well what kinesthetic learners are, Materna (2007) explained it, he added:

> Kinesthetic learners learn best by getting physically involved in doing things. This type of learner prefers hands-on activities such as experiments and practice demonstrations. Kinesthetic learners get actively involved in their learning by creating maps and flash cards to reinforce concepts. When kinesthetic learners are trying to recall information, they focus on the self-study strategies that they have personally created to help them learn(p.52).

This type of learners has their own way of learning which is learning by doing to remember the Information. Kinesthetic learners learn by touching things. Also their self-study strategies they adopt help them to learn well.

From this, we understand that those learners learn best by touching and doing, also they learn by drawing and making models. Every learner has a preferred way for studying; we may

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find learners are able to have more than one learning style, and they are capable to manage between them.

1.4.2 Importance of Knowing Learning Styles

Knowing the preferred learning style for each learner is very important in order to make learning process much easier for learners; as it was explained by Staff (2018) that understanding learning style will benefit the learner in their studies and future career, since every learner knows what best suit him in learning to succeed. It also helps learners to save their times, manage their way of study and making it smarter so learners will not find difficulties while learning. Moreover, these learning styles are effective because when a learn find out which one is suitable for him, this will enable him to learn.

In addition, it is crucial for learners to know their learning styles because they help them learn effectively and achieve better results. Hawksworth (2015) mentioned that by knowing the learning style of learners, this would help them to be aware of the fact of how their brains learn best. Hence, whenever you are familiar with your learning style, you will have the ability to study smarter. Also you will be able to extend the abilities that you have to achieve your goals.

Determining the learning style for learners will enable them to learn better because it will empower them to be more effective in their studies; also, this will meet the individual needs of learners. Moreover, determining the learning style for teachers will be a great of help for them. When teachers will be able to know their learners' learning styles, this will facilitate for them many tasks; teachers will teach well and learners will learn best. Different preferred learning styles of learners may it be difficult for teachers to be the most effective once. However, teachers by trying to incorporate and using various methods into their teaching, they may be able to reach the majority of their learners.

1.4.3 Learning Styles Models

Learning styles models help teachers to organize their ways of teaching in order to have an appropriate learning environment for learners. it have and affect on teachers and learners. Learning styles is regarded as an important factor which takes control of how learners learn. Two distinct learning styles models which are going to be discussed: Kolb's experiential learning style model, and Gardner's multiple intelligences and learning style model. They are considered as the most important models in learning styles. Each of these models is based on the individual learner's learning styles.

1.4.3.1 Kolb's Experiential Learning Style Model

The experiential learning style of Kolb presented four stages learning cycle. The four-stage of the learning cycle which have been mentioned by Kolb(McLeod, 2010, p.1) are: "concrete experience, reflective observation, abstract conceptualization, and active experimentation".
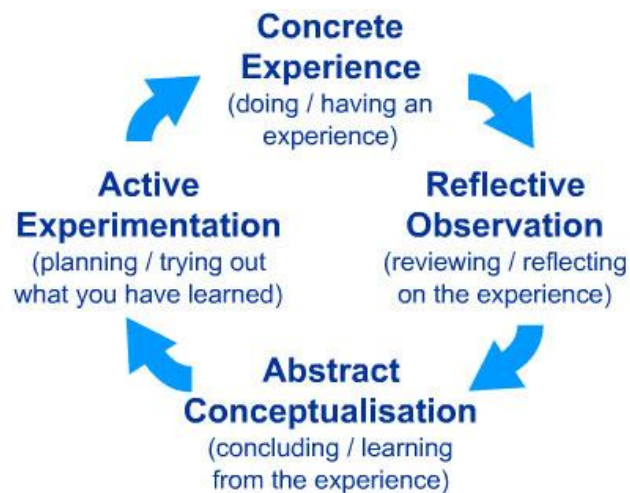
Figure3: The Kolb's Experiential Learning Style (McLeod, 2010, p.1)

First, concrete experience means having an experience and those experiences are considered as fundamental for observation. Second, reflective observation; this means observing before making a judgment and reviewing on an experience. Third, abstract conceptualization, where new ideas rise can be drawn. Finally, active experimentation refers to the situation when these new ideas can be applied in the world to have new experiences. (Kolb & Boyatzis,1999).

McLeod (2017) mentioned that in order to have an effective learning, a learner or a person should go through the four-stage learning cycle. There should be a concrete experience, and this experience should also be followed with observation that lead to creating new abstract ideas. The last stage is to test the new abstract concepts to have new experiences.

1.4.3.2 Gardner's Multiple Intelligences and Learning Style Model

Nelson (1998) mentioned in his book of developing students' multiple intelligences that Howard Gardner came to conclude that no one was born with the same degree of intelligence. For him, this latter is centered in the brain but in different areas; each area is shown through specific skills and interests, and one of each is related to the other.

Moreover, Nelson advocates that in Gardner's multiple intelligences and learning style model there are eight intelligences that should be taken into consideration. First, verbal linguistic, which is by speaking and saying; students are able to use language in reading, writing memorizing names, places and dates, and telling stories. Second, logical mathematical; this is for students who can comprehend and ask questions logically, they use logic to solve their problems. This type of students is good at exploring problem solving.

Third, spatial intelligence; students are able to think abstractly by drawing, imagining and visualizing the situation. It is the opposite of the previous one. Moreover, kinesthetic intelligence; they do better learn by using their bodies, by dancing, or acting to solve problems. Also, musical intelligence is to make learning successful, students remember and rhythm and melodies, they like to listen to music while study.

In addition, the sixth is interpersonal intelligence: students here work in cooperation, exchanging information and studying in groups, while it is totally the opposite for intrapersonal intelligence, where students prefer to work alone. Finally the eighth intelligence is naturalistic. It is an experience in the natural world; students are able to identify the natural world which is around people. Williams (2002) summarized Gardner's multiple intelligences and learning style model:
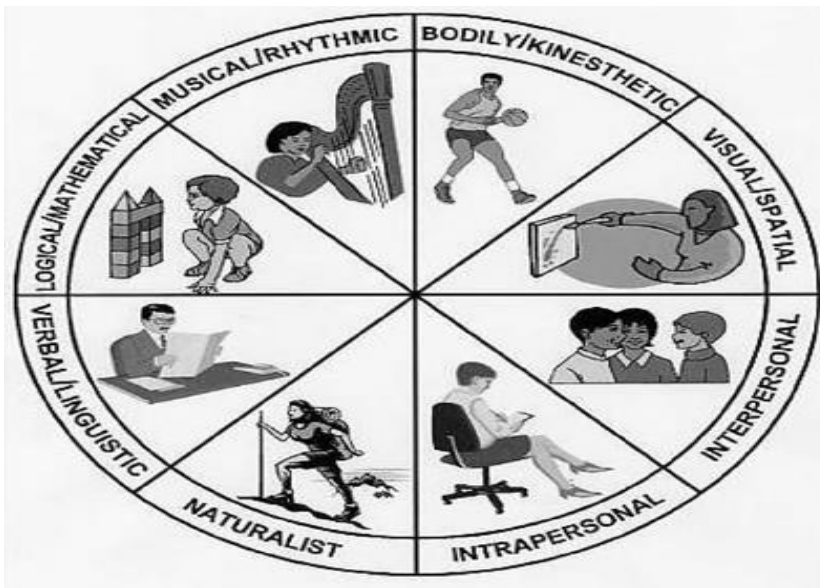
Figure4: Gardner's Multiple Intelligences and Learning Style Model (Williams, 2002, p.7)

1.5 Characteristics of Different Learners

The characteristics of each learner plays a major role in learning. According to Drachsler and Kirschner (2011) a definition of learner characteristics was given:

> The concept of learner characteristics is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may influence how and what they learn. Learner characteristics are important for instructional designers as they allow them to design and create tailored instructions for a target group. It is the expected that by taking account of the characteristics of learners, more efficient, effective and/or motivating instructional materials can be designed and developed (p.1).

Characteristics of different learners is important such as social status, age, their prior knowledge and skills , and which may effect on how and what learners learn in order to design and develop effective, motivated teaching material because each of them has his own skill to learn.

1.6 Definition of Relevant Terms

We will deal with the definition of some related terms of quality teaching from deferent perspectives.

1.6.1 Quality Teaching

Stones (1994) claimed that "Quality teaching is more properly conceived of as a unified field embracing both theory and practice in which teachers, teacher educators and researchers are jointly responsible for the development of theoretical understanding and the improvement of teaching"(p.4). In simple words, quality teaching is a unified field which encompasses theory as well as practice. What Wang and Lin (2011) had said about quality teaching that the competence of the individual which is linked to quality teaching helps to predict the effectiveness of a

teacher. Teaching quality is considered as a helping techniques or methods which are acquired by teachers to assist the learning of students. (Orlich, et al., 2012).

1.6.2 Teaching Strategies

Teaching strategies are processes to facilitate learning by learners, and enable them to be improved. It also helps learners to evolve the right strategy in working with the group which have been identified. By assessing students' ability, this will produce an effective teaching strategy (Armstrong, 2013).

To illustrate more, Killen (2006, p.32) mentioned that "the teacher must employ suitable teaching strategies to provide a context within which she/he can use specific techniques to engage students' element in quality teaching".

1.6.3 Teaching Skills

Teaching skills plays an important role in assisting the learning of children. (Wragg 1993). Also, "Teaching skills are related to the way in which the teacher has carried out the activities and what results have been achieved" (Uppsala university,p.4). A teacher is carrying with him skills and knowledge. Those skills and knowledge are what he is going to use in teaching to achieve better results.

Moreover, Pathak (2012) suggested that "A teaching skill is a set of teaching behaviours of the teacher which is especially effective in bringing about desired changes in pupils' behavior"(p.18). Hence, teachers are crucial in changing the behaviour of his pupils, and it is what teaching skill encompasses of.

1.7 Improving Teacher Effectiveness

Effective teachers have a significant impact on learners' education as well as on everyday life of children. Tucker and Stronge (2005) mentioned several qualities concerning teacher effectiveness. Effective teachers are well prepared and are professionally trained. Second, they take care of their learners and they respect them. Also, effective teachers have the ability to make the lesson clear and simple to learners.

To be an effective teacher, there must be development of the teaching process.Effective teachers are the most important factor contributing to student achievement. Moreover, to improve teacher effectiveness, there must be modifications on teacher's behavior such as "simulated social skill training, micro-teaching, programmed instruction" and so on (Mishra &Puri,p.2). By the first one, they mean that the teacher is able to teach successfully, and he has to play different roles. Being a teacher, he has to take the role of student as well as supervisor. The second which is micro-teaching is the process which provides teachers with practicing where the complexities of the classroom are lessened, and the teacher here gets feedback on his performance. The third is programmed instruction, the learners are active and they provide teacher with instant result or knowledge which may speed up the teaching process.

1.8 Improving Teacher Quality

" improving teacher quality including increasing the number of highly qualified teachers in the classroom… increasing student access to institutions of higher education…providing funding for teacher preparation, training for teachers already in the classroom"(Ashby, 2009,p.11). to improve quality of teaching, teachers should be prepared and taught the main skills on how to teach effectively.

Improving teacher quality probably may be through practice and hard working, and by attending seminars and workshops.

1.9 Qualities of a Good Teacher

A good teacher seems to have qualities to improve classroom teaching. A good teacher is easy to be dealt with, friendly, and able to improve a good relationship with his learners. Consequently, twelve qualities of a good teacher were mentioned by Azer (2005, pp67-68), among them, first, a good teacher is devoted to his work; because he seeks for learners' needs and passionate to work. Second, a good teacher is a source of motivation. He works as a monitor, encourager and provides feedback for his learners. Third, he enhances critical thinking, by teaching his learners how to think critically; how to organize the ideas and evaluate them. Finally, a good teacher interacts with other and communicates with them through deep listening and work with integrity.

Rodgers et al (1997) pointed that good teachers have positive attitude toward their learners, and they can take risks. They are source of motivation for every leaner; competent teacher is also creative and takes care of learners.

1.10 Teacher Impact on Student Achievement

Teachers' characteristics contribute to the achievement of learners. These characteristics are three. The first one is micro-teaching and its effect during the teachers' pre-service training. The second is the professional development and the effect on achievement of school. Finally, the third is teachers' expectations, which means teacher efficacy and its importance (Huitt et al, 2009).

Teacher quality is a key factor to raise student achievement (Hammond, 2000). If teachers are well qualified, this will have a substantial influence on students' achievement.

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Cunningham (2012) mentioned that among factors which have influence on student achievement are teachers. In all, teacher impact is effective and it is an important factor for achievement of student.

1.11 Teacher Reflection

Teacher evaluation is about reviewing performance of a teacher in the classroom, by taking samples of the work of his students, or lesson plans in order to provide deductive feedback for teacher's professional growth (Sawchuk, 2015). Moreover, evaluation of teachers is a key for better improvement in their performance, and it is considered as a crucial task for teachers (Raudys, 2018)

Benton (2018) mentioned the benefits of teaching evaluations as follows "Summative evaluation aids in discerning which teaching approaches seem to be most and least effective, which courses a particular instructor is best prepared to teach, and which class sections students select"(p.4). Evaluating the teaching methods and select which method suits the best, is the most effective to teach.

1.12 Needs of Language Teacher

Teachers are considered models for learners in the classroom. If they are well qualified, learners can be motivated, active and ready to learn. To do so, teachers must be linguistically competent, they should know how to communicate with their learners, and facilitate language for them when they learn any foreign language; though that foreign language is never been easy to learn. Hoque (2009) added

> Effective English language teacher should have all aspects of a teacher
> including socio-affective skills, pedagogical knowledge, subject matter
> knowledge and personal qualities. In addition, many different studies'
> views about what constitutes an effective language teacher mostly

matched each other even though the degree of their agreement on the common characteristics is a bit different. Finally, the concept of an effective English language teacher consists of a balanced combination of above four main aspects (p.5)

Teachers should be aware of how any language learning functions, they need professional learning for teaching, and a continuing professional development.

1.12.1 Professional Learning for Teaching

Learners should be given the choice when learning, by asking them about their interests in learning. Also, to make learning professional, learners should learn how to be creative; learners should give their opinions about teaching honestly. Once the teaching process is not on the path, learners should tell and communicate with their teachers and tell them what they think in order to keep moving forward successfully (Clark, 2015).

The important key to enhance teachers' training and produce viewpoint on an ongoing profession is professional learning. Professional learning for teaching could be effective when teachers are able to contact and communicate with other teachers who have such similarities. Moreover, it has been seen that teachers have the desire to be lifelong learners for their learners and to be professionally developed (Marcinek, 2015).

Professional learning for teaching has positive circumstances on teachers' satisfaction. Ginserg (2011, p.4) claimed about professional learning "professional learning that provides a sustained focus on academic success among diverse student groups is imperative". It helps teachers to improve continuous concentration on instruction and academic success.

Conclusion

Learners' proficiency and especially learning styles play a significant role in developing learner's ability in learning any language. It differs from one learner to another.. There are four main types of learning styles: visual, auditory, kinesthetic, and reading/ writing learners; each learner may find the learning style which is suitable for him/her. Moreover, knowing learning styles of each learner is considered a crucial step to make the learning process easier for learners, and this will empower learners to be more effective in their studies. Finally, being aware of characteristics of different learners from their personal, academic, social or cognitive self which affect on how learners learn, is important in order to enable teachers develop effective and motivated teaching materials.

Chapter Two: Teacher Development programs

Introduction

Teaching is an important part of the process of education, and it is by which a teacher brings the student and the subject matter together. Hence, teachers playing an essential part in helping learners to acquire and develop the knowledge and skills they will need in their lives and education. Continuous Professional Development Programs (CPD) and training for teachers is a key element which is important for teachers to develop their way of teaching and help learners continuously learn and improve their skills over time in order to enhance learning proficiency.

In addition, CPD which has been discussed in chapter one is important for teachers to offer and provide the best to their students each day, because when a teacher is continuously developed, he will discover new ways and tools in how to educate his learners. Moreover, teacher training is considered most important for teachers, because without training, teachers might not be prepared to teach. Besides, there are teachers who born to teach perfectly without training. They are able to convey their message for their learners easily. Those are gifted teachers; they born to teach.In this way teachers need to improve themselves so as to increase their skills in teaching and learning, consequently will prompt the effectiveness of students in learning. So, what are steps, training, and the professional development teachers should follow in order to have a significant role while teaching, and have the name of an effective teacher in their classroom, so that the quality of teaching will be improved?

2.1 Definition of Continuoug Professional Development (CPD)

Professional development has an important impact in solving students' learning difficulties in the classroom. It also helps teachers to learn the necessary knowledge which is needed, and this helps them to be effective teachers. A definition of professional development was given by Mizell (2010), he said that

> Professional development refers to many types of educational experiences related to an individual's work. Doctors, lawyers, educators, accountants, engineers, and people in a wide variety of professions and businesses participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job (p.3).

Whereas continuing professional development is a continued self assessment which is based on learners' needs. CPD contributes in improving skills and change the habits of teaching, it also develops teachers' competence, so it is important to enhance knowledge and empower teachers and provide them with the necessary knowledge.

Moreover, Megginson and Whitaker (2003) stated that "Continuing Professional Development (CPD) is a process by which individuals take control of their own learning and development, by engaging in an on-going process of reflection and action…CPD provides the opportunity to soar like an eagle or a helicopter and look at our career progress from a wider perspective" (p.5).

2.2 Teachers' Professional Development

Richards and Schmidt (2002) provide a definition for teacher development, they added it is "the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically"(p.553). It is when the teachers'

knowledge and skills are improved, and he is able to see the weaknesses in his teaching strategies, consequently, this enables him to change and develop more to be successful.

While Thornbury (n.d.p.230) added "teacher development may take form of in-service training of a more formal kind, such as attendance on short or long courses, or at professional conferences"

Teacher development comes from increasing expanded understanding, learning, knowledge, skills and attending courses or conferences in order to gain experiences that help to build a successful teaching and learning for teachers.

2.3 Teacher Development Program

Teacher Development Program is the place instructors are urged to make creative classrooms. It is making an alluring learning condition and help students to raise their difficulties while learning. Additionally, it is meant to streamline showing process and to prepare new educators to perform well (Center for Education Innovations, 2012). Teacher development program is a long lasting procedure of learning by which educators receive changes and improve their knowledge and abilities (Asghar& Ahmad, 2014). So, it is to improve teacher experiences, enhance teaching and learning in school. Through the programs teachers will better their teaching strategies and styles.

Lassonde & Israel (2010) explained that "Professional development is participation in opportunities that result in the acquisition of new knowledge, understandings, skills, or strategies that enhance and build upon our current knowledge"(p.6). Professional development is form of education for teachers who can enhance their teaching where they can acquire new skills and knowledge.

Moreover, Quint (2011) provide a definition for teacher professional development, he mentioned that professional development is an in service preparation to improve the learning and skills of educators; it is seen as a vital methods for developing teaching and learning.

Teacher professional development is the improvement of teaching through educating teachers to be professionally developed and improve their skills.

2.4 Teacher training

Richards and Schmidt (2002) added definition for teacher training, they say "Teacher training deals with basic teaching skills and techniques, typically for novice teachers in a pre service education programme" (p.542). Moreover, teacher training might be characterized as preparation or arrangement for professional practice which teacher trainees take as a part of their education process to become a teacher through formal courses at schools or colleges. It is a process of education and skills development (Ur, 1997).

Teacher training is considered as a preparation of new teachers or even experts teachers for teaching which may include taking courses, attending seminars or conferences in order to be prepared for teaching and to enhance the way they teach.

2.5 Examining the Concept of Teacher Professional Development

Teacher professional development is requirement for all teachers. It is the preparation to enhance knowledge and skills of teachers to prepare them in teaching. Since they are continually learning and improving themselves, they are on an unending journey where teachers search for new information, teaching strategies, or approaches to improve their abilities that will assist their learners to succeed. Professional improvement is considered as the main way where teachers can

learn to better their performance and develop students' achievement. it is a formal and informal process. The formal process for example, a meeting, conference, seminar, or workshop. The informal contexts are such as reading and making research, observations of a partner's work, or learning from peers.

Moreover, concerning the online professional development, it can be useful for the effectiveness of quality teaching. Some online professional development provides interaction, a time to discuss with participants. However, the online professional development has limitations. This due to many reasons, first, the professional development cannot be identified and specified with the particular teaching difficulties of an educator. Second, the teacher learns alone, in isolation, instead of a member of a group where members gain experience, ideas from other colleagues. Third, the collective of teachers' development and growth effects on the learning of a student than individual learning does, since teachers do not develop collectively, each one prefer to learn alone. Finally, no one knows whether or how well a teacher applies what he had learn in his learning to help, assist and support learners. Moreover, the typical modes of the professional development are as follow. First, individual reading, every teacher read alone a given topic, after those colleagues come to discuss about their different topics. Second, observing and coaching one or more colleagues by an expert teacher or mentoring new teachers to come up with results. Also, professional development teaches colleagues how to plan lessons, solve problems, improve performance, and learning a new strategy. Besides, other typical modes are the online courses, workshops and conferences to gain knowledge from a variety of expertise. In addition, professional development of teacher assists students; a few teachers are more likely to be skilled than others. Hard work, study and practice are what make teaching effective. Learners' needs are probably what a teacher may find problems with; from how they learn, what impede them to

learn to how can instruction of a teacher improves learning of students. Professional development is the path for teachers to develop this kind of information. Regardless of whether learners are high, low, or average achievers, they will find out more if their teachers routinely participate in professional development which is high in quality. (Mizell, 2010)

In conclusion, when practiced in any teacher development plan, teachers should not be expected to prove a total achievement since it is probably going to clash with many existing standards and conventions in the institute. Certain stages may come, in the beginning, when the entire procedure may appear to be difficult. This sort of circumstance should be made with tolerance and consistency. (Asghar & Ahmad, 2014)

The professional development of teachers comes from gaining knowledge and skills, attending conferences, sharing with colleagues their ideas, how to deal with learners, exchanging with them what they have learned, and helping each other to solve problems they may face in the classroom.

2.6 Effective Professional Development

Effective professional development is critical for teachers in teaching. It had been defined as an organized professional learning which made changes in the practice of the teacher how to teach and also make changes of the results of student's learning; effective professional development incorporates in such elements. First, it focuses on content; meaning that, it incorporates a concentrate on specific curriculum and how to improve it. Second, it includes active learning. By making teachers engaged in designing teaching strategies for their learners and in the same style of learning in order to provide professional learning. Third, effective professional development supports working in collaboration in teaching and sharing ideas with colleagues in order to create institutions which can change the instruction of the entire level.

Last, professional development is of continuing period; since it provides teachers with sufficient time to learn new techniques and strategies that simplify changes in their training and practice. (Hammond, Hyler & Gardner, 2017)

Moreover, Dunne (n.d.pp68-69) mentioned some principles of effective professional development, they said that it "helps teachers develop the knowledge and skills to create vision, mirrors methods to be used by students, builds a learning community, develops teacher leadership, links to the system, and is continuously assessed". He also advocated that professional development is most linked for teachers because it focused on real work of teachers, provides them with opportunities to make choices about their own learning.

Mizell (2010) answered question of what is effective professional development. He said:

> Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Professional development is not effective unless it causes teachers to improve their instruction or causes administrators to become better school leaders (p.10).

Professional development contributes in improving skills and knowledge and learning new techniques and strategies by teachers. It needs careful planning to ensure that it responds to the needs of teachers. Hence, professional development can be effective only when teachers are improved in their teaching.

2.7 Teacher Competencies and Training Requirement

Teachers are working collaboratively to reach the goals and the objectives they planned for better results. For this, educator's quality must be taking into consideration in order to make any kind of objectives and goals reachable. Besides, the personality of teachers had an important

influence on development of teaching. (Saldaña, 2012) added some aspects of teacher competence. First, a competent teacher has knowledge and skills which is related to his occupation as a teacher, he is familiar with the curriculum content, able to develop new teaching strategies and evaluate lessons that will help learning process. Second, he should be competent in communication, and able to participate in different meetings. Third, competent teacher is dependable because he gives his best at everything he does; he has the simplicity to adjust, change in accordance with existing situations, open to giving criticism, feedback and new thoughts. Also, another aspect of teacher competence is that he should have the ability to deal, work with harmony with other colleagues. Hence, teacher is considered as an important element in learning process, he is viewed as a good model which conveys with him a specific degree of respect.

Selvi (2010, pp 167-168) said "Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education, ... it must be reviewed so that teachers' competencies should be redefined depending on the development of the whole life of human and education". In addition to this, Nessipbayeva (n.d.) added that for a teacher to be a teacher, he must have competencies which are, the ability to manage his classroom by encouraging positive relationships with classmates, team working, organizing and managing time. He is also able to teach effectively by providing different viewpoints and multiple learning and teaching strategies in order to help learners to be critical thinkers and problem solvers. Moreover, competent teacher evaluates the performance of his learners, assesses their projects and achievements in order to motivate his learners to set their personal goals in learning. He is aware of the use of educational technology to maximize and improve students' learning process.

Zeiger (2018) agreed with the idea that to be a teacher at any field demands knowledge and skills. Focusing on the competencies of teachers such as collaboration, communication, interaction with learners, assessing and using different teaching strategies guarantees that all educators are ready to make school a positive experience for learners.

Training before entering to teaching world is required for every teacher in order to have an idea of how to teach in the classroom; education has certain skill and competence. This is crucial so that new researchers and teachers will have an idea of how to build proficiency based on teacher training. (Oser, Achtenhagen & Renold ,2006).

Teacher is the responsible in his classroom; if a teacher is competent and knows well how to deal with his learners, there is no doubt that he will end up with successful results, and having the name of a competent teacher. Being a competent teacher provide them with a successful teaching, and this enables teachers to better understand the process of teaching and learning, and therefore they will understand their students learning process better. Also, taking trainings for teachers which include teaching them how to teach, what are the strategies and techniques that should be used is considered crucial for them, and this will reduce the problems a teacher may face with his learners in the classroom.

2.8 Teacher Training

Students' success relies on a capable and well prepared teacher. During the training period, the facilitators use different methods and strategies to assist participants (teachers) to comprehend the main concepts of what they are going to deal with. They also try to put the new participants together in a group in order to make them feel free in expressing their ideas and also in expressing themselves, in order to provide clear feedback to their facilitators. Putting teachers

together as a group and train them is what facilitators tried to do, to have a comfortable and pleasant climate. The facilitator is always present during the entire training. One of the facilitators takes responsibility for each topic to facilitate it to new participants and teachers. Helping each other is a good idea because sometimes a facilitator may forget something, he will find his team helping him, because he may be stuck or forget something or he may also lose concentration due to the reaction of participants (Annan et al, 2003).

Professional training programs provide for the professional teachers a continuous professional development. It also provide training with the application of new programs and curriculum of education which is suitable for teaching in order to be developed and increased in the efficiency and qualifications of teaching (Devjak & Berčnik, n.d.).

According to Richards and Farrell (2005), the term training refers to

Activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom. Teacher training also involves trying out new strategies in the classroom, usually with supervision, and monitoring and getting feedback from others on one's practice(p.3).

Training is a preparation to teaching by understanding and learning the basics and principles of teaching to be applied by teachers. Trying new strategies in classroom with supervision and providing feedback from experts is what teacher training also includes.

In designing teacher training programs, this will improve teachers' competencies in order to enable teachers to practice their professional skills in teaching. Also, in designing teacher training programs, the concentration on teaching subject should not be dominant but

understanding the teaching interactive dimension. Future teachers should help and guide learners to build their knowledge. Moreover, teachers will be specialized and trained in their specific fields to gain more knowledge. These new teachers will be working collaboratively with the school team and other teachers to achieve the objectives of education. So, training teachers in a particular subject should be totally different from any program which is given for different teachers whom are specializing in a specific subject (Martinet, Raymond& Gauthier, 2001).

All in all, being helped by facilitators is important to assist teachers in order to help them understand their sessions and lectures which they are going to teach. Also, professional development is recommended for teachers. In order to have qualified and efficient teaching, there should be training for teachers. Besides, training helps teachers to understand what strategies that suit best in the classroom. Moreover, it helps them to gain knowledge about the field they are teaching.

In teacher training there are pre-service and in-service teacher training. Each of which has its role in educating and acknowledging teachers.

2.8.1 Pre-service Teacher Training

Pre-service teacher was defined as "a teacher education programme of one year duration which provides training to prospective teachers" (Dwivedi & Singh, 2012, p.33).

In pre-service training, teachers acquire and gain more knowledge and skills which may increase and improve their self efficacy, capacity, and confidence levels (Karina &Akoh, 2014).

From the past experiences of teachers as students and their experiences as future teachers in classrooms, teachers will be able to improve ideas which will guide their future practices. In pre-service training, instead of examine teachers of their knowledge about ideas for example how

to use authentic tasks or how to engage in learning, facilitators presented them with classroom situations which are hypothetical and asked them about their opinions and how do they think they will respond to such situations (Kennedy, 1999).

So, pre-service teacher training is considered as an important experience in professional education program for teachers. It called pre because teachers before they enter into service to teach, they enter into pre-service which is learning how to teach first. It is also a period or a time of guiding and supervising teachers by experts to have at the end competent professional teachers who are able to gain and develop skills in teaching profession and are able to enter to the world of teaching; it is about how to be a competent teacher.

2.8.2 In-service Teacher Training

In-service training acts as a stimulus for the effectiveness of teachers. It is a way to improve knowledge and skills of teachers in order to have greater job performance. Moreover, it is important for teachers to change in the education world. In-service training is also essential in enhancing teachers' professionalism. The effectiveness of in-service training is important for teachers to apply the knowledge and skills in learning and teaching. (Zulkifli, 2014)

Amadi (n.d., p.174) defined in-service teacher training as :

In-service training is defined as a workshop for employed professionals, paraprofessionals and other practitioners to acquire new knowledge, better methods, etc. for improving their skills toward more effective, efficient and competent rendering of service in various fields and to diverse groups of people. Further, such a workshop is a training designed to benefit a specific group of teachers at a particular school. A good in-service training should, via workshop trainees and improve the quality of programming for the development of teachers in service.

Workshop for teachers enhances their teaching skills and introduced them to different English teaching methodologies.

When a teacher completed his training in a college of education, there is need of more and more knowledge and gaining more skills to improve their teaching performance as future teacher, and more education for making teachers better teachers.

Obviously, in entering to any specialized occupation, there must be training. The same for teachers before become future teachers, entering the classroom and starting teaching. Moreover, even when they enter to teaching, there must be an ongoing training for them, because it enables them to be able to be successfully and face the challenges in education. But, if teachers are not trained, they may leave their occupation early, and their learners will suffer(Kelly, 2018). In addition, a future teacher must be able to communicate, motivate his learners and understand their needs. Also, teachers should be patient, organized and creative. For teachers, they should work in collaboration and able to communicate with other colleagues teachers to make teaching much easier for them, and once they need help, they can find each other. Teacher training is very important, and effective for new teachers since it improves the teaching skills of teachers.

This means that in-service training should provide teachers with a range of teaching approaches, strategies and skills so that they can choose the one that suits their teaching style, and their preferred learners' learning styles while they are teaching. In service teacher training enables teachers while they are teaching to have a continuous development to progress more and more.

2.9 Teacher Character and Creating Positive Classrooms

For no doubt, if the character of a teacher is well, he will be able to make his classroom environment positive and fresh every day. The character of a teacher plays in important role as

well. Majid, Aliand Alias (2014) viewed that teacher character refers to the qualities of his personality and his behaviours which affected by values where they are attached to.

Among the characters a teacher should have there are: confidence, experience, ability to understand his/her learners; he is a risk taker, have the ability to use technology in classroom, and able to concentrate only on the most important stuff which are related to teaching (Lancaster, 2017)**.**Ashley (2016) mentioned the top five qualities of effective teachers. First, an effective teacher is able to improve the relationships, which are built by trust among his learnersin order to create a safety, and productive classroom. Second, a teacher should be patient, has a kind personality, sympathetic, and have sensitivity to student's differences. Third, an effective teacher includes being understandable in how his learners are learning and developingin a particular subject. Fourth, effective teacher has passion and love towards his work. Finally, he should be able to engage his students in learning, and motivates them.

Character of teachers has an impact on students' learning and also for teacher himself. A teacher is competent and can take control of his classroom, knows how to facilitate the lessons to his learners, a source of motivator, and able to manipulate his strategies of teaching; this will change his classroom from a bored classroom environment into a vital one.

In addition, Orlando (2013) brought to us some characteristics of a teacher. Including that he is respectful, loves his occupation, a skillful teacher, has sense of humour, and ensures professionalism in each field.

The job being a teacher will be easier once you are behaving well with your learners. Because this shows that you are respecting and caring about your learners, and this will create a positive classroom.

Moreover, Erwin and Jonathan (2016) added how can a teacher create a positive learning environment. He said that there is a link between the learning environment teachers make in their classrooms and learners' achievement. To create a positive classroom, a teacher should know his learners' needs. Because once learners are aware of that, they will be happier, and their engagement in the classroom will increase. Also, he should know how to manage his class, from arranging their disks for different objectives, getting their attention without interrupt the class to entering to the class and start immediately to be engaged in the learning process. Moreover, for classroom to be effective one, teacher should greet his learners before entering to the classroom each day; it is important to show that teacher is caring about his learners and to share optimism and happiness in the class. The most important thing a teacher should do is to be open minded, and let them know you more to build a strong relationship with them.

The character of a teacher is important. If he is confident, a man of trust, patient, a source of motivation, respectful, and shows that he cares, knows their learners needs, this will create a positive classroom which is manageable and organized. Though that teaching is not an easy job to do, but if a teacher is competent and knows well how to deal with his learners' needs and able to discover his learners' learning styles, at the end this will create a positive classroom with successful teacher and brilliant students.

2.10 Distance Learning and Teaching

Distance education has as a significant contribution to the educational system. It has positive effect on teacher training programs (Gultekin, 2006).Moreover, training teachers through distance education has been seen more successful and it is used in all over the world. To solve the problem of teachers' luck of more knowledge, they should go through training

programs. Also, there are set of specialization and topics to learn while taking the distance learning (Shah,n.d.)

Shah (n.d.,p.86) summarized distance education that were taken from different authors, he said "distance education is the participation in an industrialized form of education which contains the genus of radical separation of distance education from other forms within the educational spectrum". It helps teachers to discover more new areas of interest.

According to Moor and Kearsley (2005, p.9), distance education consists of "learning, teaching, communication, design, and management". Consequently, there is relationship between distance education and the usage of technology. This last improves and develops its benefits. When distance education is organized, it clarifies the ability to spread the educational provision throughout the usage of technology (Bates, 2005).

Whereas, for (Rogers et al, 2009), claimed that distance education is a teaching and learning process where the learners and the instructor are separated from each other geographically. The instructor decided which of lessons that should be transmitted to educators. The instructor is required to review and check how his learners (teachers) are madding so far, he should made an assessment as well as evaluation of how lessons taught(Lau & Barney, 2000).

Distance instructors need strict professional development in the distance education where they will be teaching in to improve successfully the knowledge and skills of learners. However, distance education programs are facing a specific difficulty in evaluating and measuring the progress of teacher candidates (Burns,n.d.).

All in all, distance education is used worldwide, it contributes and effects positively in the educational systems. It helps graduate future teachers to upgrade and to be developed in teaching. Teachers will be learning amount of topics, specialization, communication, and

management while taking the distance education. This last has relationship with technology since it develops its benefits. Distance education is a process where an instructor and learner are separated geographically and dealing with technology to transmit the information. The role of the instructor is also important to assess and evaluate the teachers' work in order to improve their skills and have successful learners.

2.11 Technologies for Teacher Development

Technology is considered as an important part for educators in the classroom, and it is crucial tool for the success in educational curriculum. Using technology for learners to achieve better results in the classroom is a strong component for their success. It has been assumed that if a teacher leaves learners without technology, it seems unnatural since it become as a part of their lives. But, schools do not have an idea in how to use technology appropriately to make sure that teachers are aware of how to combine technology and their lessons together. Moreover, according to statistics which have been made. It shows that there is a need for development programs to help teachers to know how to shift from teaching to digital teaching and learning. Although that development program is not just to help educators to become aware of use of technology, but it is more than that. It needs ongoing program for teachers to encourage, help them, and provide them with the important resources to help to transmit the information. Professional development strategies prepare teachers in how to use technology in teaching. Preparing teachers in how to use the technology and how to teach real lessons with their students and see the progress in the educational program, will help them to retain what they have learned in training from skills and knowledge(Roland, 2018).

In schools, technology is needed, and this is due to several reasons. First, because of its importance and need for both teachers and learners. For learners, technology has become part of

their lives, while for new teachers, they assume to be important in learning and teaching. Second, by using the technology, there are no limitations. Teachers will be creative in teaching to learn and teach their learners. Third, technology improves the relationships which are between learners and teachers because it helps the teaching and learning process more fun and meaningful. Finally, with technology, learners in the classroom are engaged, because it helps them to interact and stay focus in the class (Wantulok, 2015). In addition, the change of the way of teaching nowadays is due to technology. Learning is unlimited; enhancing teaching and learning improves well if there is technology. Teachers likewise use technology to look for resources, and find support, share thoughts, and get help from their colleagues so that the end they can present a well planned lesson using technology(Khan, 2019).Fusing teachers with technology is significant to improve their capacity in interacting with education technology (Zimmerman, 2018).

Consequently, technology in modern life and education is important; teaching with technology will deepen the learning of students. Also, technology in schools is also important, since it becomes as a part for teaching and learning and mad it fun. It improves the relationship between teachers and learners. For teacher development, the need of preparing teachers to use technology is important for those who do not know how to use technology. It is also significant to build successful teacher development. Moreover, technology can extend education in another way; it helps teachers to work with their own pace and can keep up with their colleagues to end up with a well prepared lessons.

2.12 Information and Communications Technology (ICT) in Teaching and Learning

Technology nowadays is been used in every field, especially in education; it becomes essential in the learning field. There is a progress in learning any language and it is due to technology that contributes to the development of teaching and learning process. Moreover,

technology helps in enhancing verbal communication. By using ICT, schools are enhancing and improving lessons to the best. Hence, to make teaching and learning easier is through using computer because computer plays a role in the process of teaching and learning. ICT helps the process of transferring and conveying information and communication. Also, the use of the internet for teachers can be used as a mean to teach learners and provide them with more knowledge. In ICT, any information required will be available for the purpose of education, Moreover, it provides students opportunities to gain unlimited information and knowledge (Prinzessin, 2013).

To better understand the meaning of ICT, Ntongieh (2016, p.27) clarify it as "ICT include any product which will store, retrieve, manipulate, transmit or receive information electronically in a digital form. These include personal computers, digital television, email, robots, etc". They are tools which provide services for processing, and storing information. Jayanthi and Kumar (2016) admitted that

> The ICTs put forward an influential base for efficient education. Now, we need the modern technologies for a better blended method of delivery to create apt teaching techniques to enhance the process of learning English language. ICTs are very motivating, because they help the learners to learn the language which is carefully designed to meet the prescribed goals(p.35).

ICT has a great and positive impact in the teaching and learning of English language; it is required and there are no obstacles facing the ICT in schools. Moreover, in one hand, information and communication technology increases the quality teaching and learning. In the other hand, due to the technological aids, learners are able to communicate, share their work and this will also improve their self-esteem. (Ammanni & Aparanjani, 2016)

Akhtan (2015) mentioned some significant tools of the ICT that are used in teaching English, they are as follows: computers, radio, television, and internet. Computers and radio are considered the most significant tool. For computer, it helps to store the information, prepare and collect data for the sake of communication. Radio and television as motivational and benefitial tools help to develop listening and speaking skills in learning any language while the internet helps to facilitate communication.

Using ICT in language teaching and learning for both teachers and learners improves well teaching and the educational system as a whole. It should be used and integrated to foreign language teaching as a kind of a valuable complementary teaching tool. The development of ICT contributes and makes the communication to be conveyed easily.

2.13 The Use of Workshops for Teacher

To be effective teachers, they should continue their education career, attend online workshops and classes to improve their skills, to have a successful learning environment and well educated learners (Hill, 2012). Moreover, Eriksson (2014) mentioned that workshops are very helpful for new teachers because it enables them to be creative and motivated teachers. In comparing with traditional meetings where teachers meet to learn, workshops found to be the best to be applied. Since there is a facilitator who is responsible and ready to help participants, make them feel comfortable in order to achieve their goals.

In addition, in workshops, teachers meet new colleagues and learn new information. In order to develop and enhance teachers' knowledge and skills, they should be provided with content by using video, audio and readings. After that, teachers are able to practice the content through workshops (Burns, 2018).

Workshops are found to be effective for teachers to upgrade their knowledge and skills. Facilitators play a helping role in workshops; they motivate and encourage teachers to be developed. By teaching them lessons that suit their learners' needs, teachers will leave the workshops with a new mindset towards transforming education and with new teaching strategies to motivate their learners.

Conclusion

In this chapter, we dealt with the continuous professional development programs and teachers' trainings in details. Teachers can be taught by expects via ICT where they can learn sets of topics. This is called distance education; it helps teachers to be developed. Consequently, teaching with technology is important in modern life because it deepen students' learning. Technology for teacher development programs is also important since it develops teachers successfully. Talking about the use of ICT and workshops in teaching and learning, needs to be taken into consideration. In one hand, information and communication technologies (ICT) which are used in education provides learners with opportunities to develop and communicate. In the other hand, workshops improve knowledge and skills, provide more teaching strategies to assist teachers while teaching.

Chapter Three: Data Analysis and Interpretations

Introduction

This chapter contains a study that aims to investigate the effectiveness of teacher development programs in improving EFL learning proficiency and quality teaching. Two research instruments are used, the questionnaire for expert English language teachers and an Interview for novice teachers of English language division at Mohamed Khider University of Biskra. The purpose of teachers' questionnaire is to test their knowledge about the development programs, quality teaching and learning styles. Since expert teachers have reachable experiences, deepen information and knowledge about development programs, to enable us to enrich our work. Teachers' interview which is devoted for novice teachers plans to discover their opinion about the benefits of attending workshops, and their opinion about teacher development programs, whether they are able to teach without training or not. In addition, the interview attempts to discover if novice teachers can discover their learners' style and make teaching more qualified.

3.1 Data collection methods.

The data collection methods depend on the choice of the type of our research strategy. It enables us to gather useful and usable data. Consequently, in this study, this part is devided into sections where each section represents the aim, and structure of each of the data collection methods. Two main of data collection methods were used namely a questionnaire and interview.

3.1.2 Quantitative data collection methods.

The common quantitative instrument used to quantify data is questionnaire. This latter is the choice to our research because the questionnaire demands to collect and have statistics on the sample that have been chosen to be able to quantify it.

3.1.2.1 Questionnaire.

Questionnaire assumed to be the most important part of any research in social sciences, since they can include a large number of populations at once. Basically, the questionnaire is considered as a written document that contains questions, such as close-ended questions, open-ended questions, or even using both close-ended and open-ended questions. The questionnaire is addressed to the target sample in order to collect data about the opinions, experiences, and attitudes of the participants. According to Acharya (2010) "Questionnaire design is very crucial and important part of the research, because an inappropriate questionnaire misleads the research, academics and policymaking. Therefore, a set of adequate and appropriate questions in a sequential order is required in a questionnaire."(p.2). Questionnaires are considered the most used since they are easy to construct. It enables the researcher to collect a large amount of data.

3.1.3 Qualitative data collection methods

In order to qualify data, an interview has been used to obtain further and detailed information about our work.

3.1.3.1 Interview

The interview is particularly useful to get the information behind the experiences of a participant. The interviewer can obtain depth information around the topic. (Mathers, Fox, and

Hunn,1998) added "The interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies."(p.1).Interview allows us to gather as much detailed data as possible.

3.2 Research sampling techniques

According to Hanlon and Larget (2011, p.7), the population is "all the individuals or units of interest; typically, there is not available data for almost all individuals in a population". It is concerned with number of people whom are living in a specific area. Whereas, sampling according to Hanlon and Larget (2011, p.7) is "a subset of the individuals in a population; there is typically data available for individuals in samples."Meaning that the sample reflects the characteristics of the population from which it is drawn; it clearly defines target population and it is a small proportion of the population. Moreover, for a researcher, the population is too large to undertake to study all of the members, so it is impossible. A small, but carefully chosen sample can be used to represent the population. In addition, the sample reflects the characteristics of the population. To solve the problem of size, it is necessary to select a sample from the target population that would form the basis of the research study. Consequently, the main function of the sample is to enable the researchers to undertake the study to individuals from the population so that the results can be used to derive conclusions that will apply to the whole population.

In the present study, we adopted for one of the non-probability sampling techniques, which is judgment sampling which is according to Etikhan and Bala (2017) "is based on the judgement of the researcher as to who will provide the best information to succeed for the objectives study. The person conducting the research needs to focus on those people with the

same opinion to have the required information and be willing of sharing it"(p.1). Judgement sampling in simple words is the researcher who is responsible in selecting units and elements from the population to be sampled based on his own existing knowledge, or his professional judgment to suits the best for the purpose of the study.

3.3 Research approach

In this study, our study which have been conducted and selected serves our research. We intended to use the mixed method approach, using this form of data because it assumes to be appropriate because we need to qualify and quantify. It presents the suitable data collection methods, to probe the subject which is under investigation and to provide a more complete understanding of a research problem.

3.4 Research design

To underline this investigation, the case study had been used as a research strategy. Brown (2008, p.10) stated that "Case studies do provide a humanistic, holistic understanding of complex situations, and as such are valuable research tools." case study is considered as a method of collecting and organizing data to better understand the nature of the phenomenon which is under study.

3.5 Data collection methods

In the current study, we opted for two main tools, a questionnaire for expert teachers, and an interview for novice teachers. The structure of this part in research work is organized into sections. Each section presents the aim of each of the data collection methods used in this study.

3.5.1 The Teacher's Questionnaires

Questionnaires are most used since they are easy to construct in any research. It enables the researcher to gather a large amount of data, include a large number of population at once, and easy to be interpreted by using either close ended, open ended or a combination of close ended and open ended questionnaires (semi-structured).

However, the questionnaire aims at investigating teachers' development programs and its role in enhancing English foreign language learners' learning styles and quality teaching .In addition, it was designed to elicit teachers' experiences towards the teacher development programs in improving quality teaching and learners styles. The questionnaire attempts to know whether expert teachers when taking trainings are effective or not in order to enhance quality teaching. The aim of the teachers' questionnaires was to investigate the teachers' attitudes towards the programs and trainings they took, and exploring opinions about how to improve quality teaching and knowing their learners' styles. More importantly, the questionnaire attempted to look for the programs and trainings teachers have had in order to develop themselves as a strategy to enhance their EFL learners' styles and quality teaching in the classroom.

3.5.1.1 Structures and content of the questionnaire

The design of the questionnaire contains twenty two questions which were organized in a certain order and grouped into five sections. The questions were varied and require answers with yes/no questions, and selecting the suitable ones from a series of options, in addition to some questions that need justification in their answers in some questions. The questionnaire consists of five sections. Each section was designed to address specific questions in order to realize a

specific objective from the gathered data. The last additional section was assigned for an opinionnaire as a piloting stage in order to collect teachers' perceptions about the quality of the presented questionnaire and if there are any irrelevant or unclear questions. The questionnaire was submitted to seventeen teachers of the English language. Nine of them answered the questionnaire online, and the teachers were very helpful.

The structure of the questionnaire was as follows. First, section One deals with teachers' background information. The main aim of this section is to get information of teachers' background. It consists of five questions talking about their experiences and views in the field of teaching. Teachers are asked to specify their age (Q1), the degree they hold (Q2), their current employment status (Q3), the levels they have been teaching so far (Q4) and whether they have been employed elsewhere before joining university or not(Q5).Second, section two talk about teacher development programs. This section is about teachers' insights about the programs. As well as teachers were asked of the workshops they did and participate. In this part of the questionnaire, teachers are asked to answer a series of questions about teacher development programsand workshops in general. (Q6) is whether they are you interested in teacher development programs and scholarships abroad or not. (Q7-Q8) is to see how many professional development courses they have attended in the past three years, and how they found it. (Q9-Q10-Q11-Q12) are related to teachers workshops. First, (Q9) is whether they think that participating in workshops can be effective for teacher development. Second, (Q10-Q11) is to pick up parts of the workshop they think are the most effective, and what kind of workshops they have participated in so far to make teaching more effective . Third, (Q12) is whether teachers' skills/knowledge improved while participating in workshops. Finally, (Q13) is whether they taught students using distance-learning courses or not. The third section talked about teacher

training. This section aimed to get teachers' opinions about the trainings they went through and whether it helped teachers in the teaching-learning processor not. (Q14) is whether teachers have been trained before they enter into service as a teacher. If their answer is yes, teachers are required to put a tick for how long does it take their training period during a year. (Q15) is if the training they took was beneficial. (Q16) is to determine which program/s they have been trained, and if there is/are other program/s that were/was not included in the choices, they may include them. (Q17) is whether expert teachers have the chance to train new teachers or not. If their answer is yes, they tell us more about it. (Q18) is if teachers are interested in taking distance-learning courses to train teachers like webinars and virtual seminars or not. Finally, (Q19) is about the extension continuous training contributes to the development of teacher programs and make teachers professional in their teaching process by selecting the appropriate one.

Moreover, section four talked about quality teaching and practice in the classroom. The last part of the questionnaire is dedicated to the field of quality teaching. (Q20) is to pick up an answer for classroom interaction. (Q21) is whether the use of technology in classroom, teaching quality will be improved or not. If the answer is yes, teachers are kindly required to clarify more. The last section was about the opinionnaire of teachers. It aimed to evaluate the comprehensibility of the questionnaire through four questions, which were designed to teachers, to provide us with their judgments about the validity of the questionnaire and some of them were about the contents and others were about the quality of the questionnaire. In addition, this section helped us as researcher to pilot the content and layout in terms of difficulty, repetitions, and ambiguity.

The Piloting stage of the questionnaire was administered to five expert and novice teachers of the English language in Mohamed Kheider University to benefit from their feedbacks

about the content and structure of the questionnaire. Moreover, our supervisor made some useful remarks about the questionnaire. He put an important remark concerning the number of questions of the questionnaire and made the necessary changes; some were paraphrased and revised, with others we reduced the number of the questions, and deleted some unnecessary question to gain more validity of these questionnaires.

3.5.2 Teachers' Interview

For no doubt, interview is considered as an efficient and effective tool which provide more information that may be missing from the tool that we choose which is questionnaire. the purpose of the interview was to add more details about our topic. Hence, having an interview provides us with the chance of getting details of what have been said by teachers or even more. The gathering data tool aims at consulting different teachers' point of view about teacher development programs and how it contributes in achieving quality teaching. In addition, it contributes to discover the learning styles of learners.

3.5.2.1 Structures and content of the Interview

The written interview was distributed to four novice teachers of English language currently working in the department of English at Mohamed Khider university of Biskra. One of the teachers preferred to answer online in order to provide more details. The interview was conducted during two weeks.

Moreover, the teachers' written interview consisted of ten questions. It includes the years teachers have been teaching, either at the university or at any different levels (Q1), if they have participate in any various forms of formations or trainings at the beginning of their career (Q2), whether they can teach without training and why(Q3), whether they are satisfied with the

training you took so far or not (Q4), how can they improve quality teaching (Q5), and if there are any information expert teachers whom have had training to add it to new trainees to benefit from them (Q6). In addition, the obstacles teachers faced during their training period (Q7), whether they plan for continuing their professional growth and why (Q8). Also, how can teachers use the knowledge and skills they have, to improve quality teaching in the classroom (Q9). Finally, how does it help teachers knowing the learning styles of learners while teaching (Q10).

In addition, to pilot the interview, it was administered to two teachers of English language in Mohammed Khider University in order to ensure the validity of the interview. The piloting stage helped us to reform some questions which were ambiguous and not clear, and rephrase them to make them clearer. Consequently, teachers determined the weaknesses of the interview, for example, they found questions six and eight a bit confusing and need more clarification. We decide to repeat the two questions and make it understandable.

3.6Data Collection Procedures

3.6.1Data Collection Procedures for the Questionnaire

The questionnaire was distributed hand to hand to eight expert teachers and six through google form "online". The distribution of the questionnaire was done to collect as many different views as possible to enrich and add more value to our work. Nine teachers whom I distribute the questionnaire hand to hand answered it immediately, except one teacher who preferred to answer later on. My questionnaire was sent to thirty expert teachers. However, only seventeen who provided me with their answers. This is why we can see that the number of the participants is small.

3.6.2   Data collection procedures for the Interview

The aim of the interview as was mentioned is to compare the teachers' views about the development programs and its role in achieving quality teaching, also to provide us with valid and reliable information about learners' learning styles. However, once we finished the piloting interview stage and made the necessary changes, we immediately distributed them to novice teachers. Consequently, only three teachers who gave us their answers hand-to-hand, and the rest answered it online. The interview was in a written form in order to gain time and effort.

3.7 Data Analysis Procedures

Our research which is under investigation is based on the mixed method approach and two tools of data collection methods which are: expert teachers' questionnaire and novice teachers' interview. The descriptive approach (qualitative) is to describe and analysethe data gathered from the interview, and the quantitative approach is used in order to quantify the variation and diversity in a phenomenon from the questionnaire.

3.8 The Results

3.8.1 Teachers' Questionnaires

The purpose of the teachers' questionnaires was to seek for the attitudes of teachers towards the programs and trainings they have been through, also exploring their point of views about the improvement of quality teaching how it can be improved and by knowing their learners' learning styles. The results are as follows:

Section one: Teachers' background information

Item 1: what is the degree you hold?

Degree	Respondents	Percentage
Doctorate degree (PhD)	10	59%
Magister degree (MA)	4	23%
Master's degree (MA)	3	18%
Bachelor's degree (License Degree) (BA)	0	0%
Total	17	100%

Table 01: Teachers' Degre

- Doctorate degree (PhD.)
- Master's degree (MA).
- Magister degree (MA).
- Bachelor's degree (License Degree) (BA).
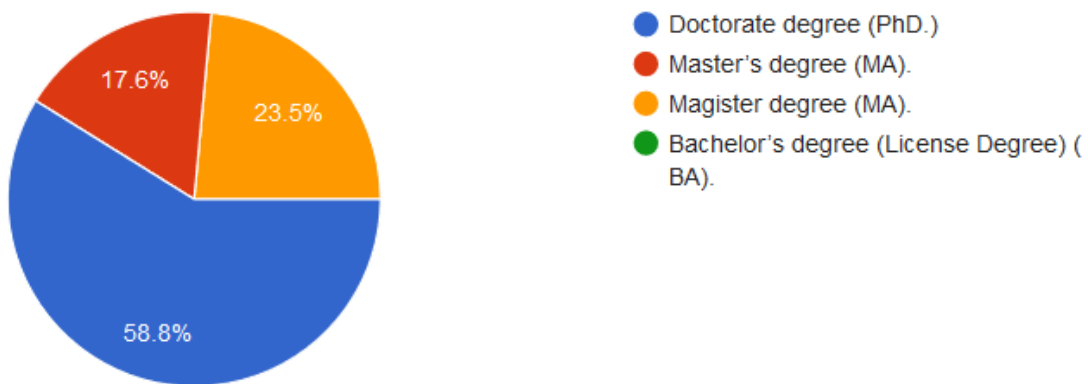
Figure 5: Teachers' Degree

For this question-item, the results represents that 59% of teachers are having doctorate degree (PhD) and 23% of them with magister degree. Also, teachers who have masters' degree are with percentage of 18%, while none of them has bachelor's degree 0%. This indicates that most of teachers who teach at the university are with doctorate degree. Moreover, these teachers with doctorate degree seem to spend their life career in the field of education to develop their research, critical thinking, skills and gaining advanced knowledge to share it with their learners.

Item 2: As a teacher, what is your current employment status?

Teachers' employment status	Respondents	Percentage
Full time teacher	16	94%
Part-time teacher	1	6%
Total	17	100%

Table 2: Teachers' Employment Status

94.1%

Full time teacher.
Part-time teacher.
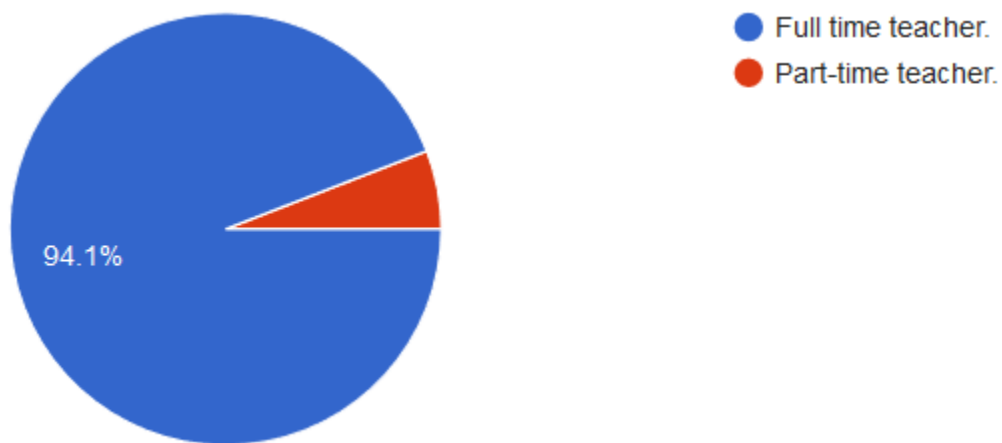
Figure 6: Teachers' Employment Status

The figure of this item demonstrates teachers' employment status at the university. The high percentage which is 94% represents teachers who are full-time teachers, while 6% of teachers whom are part-time teachers. Full-time teachers seem to offer more variety in their teaching, and are available for extended student learning. They are always connected with colleagues and learners, and are more likely to participate in teaching workshops. This is the contrary for part-time teachers.

Item 3: What are the levels you have been teaching so far?

Levels	Respondents	Results
University level (tertiary level)	17	100%
Secondary school level	7	41%
Middle school level	3	18%

Table 3: Teachers' Level of Teaching
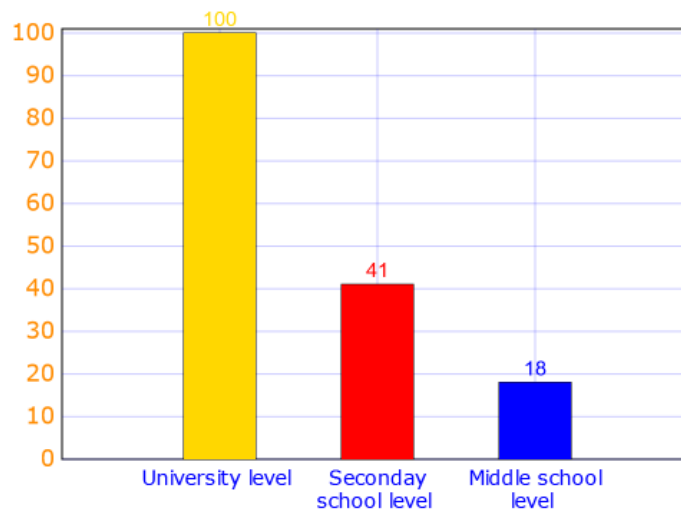
Graph1: Teachers' Level of Teaching

This graph represents teachers' level of teaching. The results showed that teachers whom are teaching at the university with a percentage of 100%, while 41% of teachers were teaching at the secondary school level, and 18% were in the middle school. Teaching in other college enables teachers to gain more knowledge and skills before enter to teach at the university. The experiences a teacher has during years of teaching benefits him a lot either at secondary school or middle school.

**Item 4:** Have you been employed elsewhere before joining university?
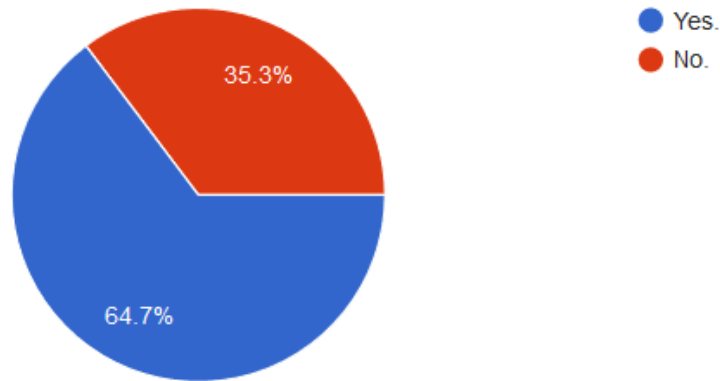
Figure7: The Employment of Teachers before joining University

The pie chart distinguishes between two categories: teachers who have been employed elsewhere before joining university which represents 35% of the teachers, and also those who did not been employed represents 65%. Being employed before entering to the university enables teachers to be more competent, gaining more experience, knowledge and skills. Consequently, this brings benefits to future professionals and enables them to teach without any obstacles.

Section Two: Continuous Professional Development programs

Item 5: Are you interested in teacher development programs and scholarships abroad?
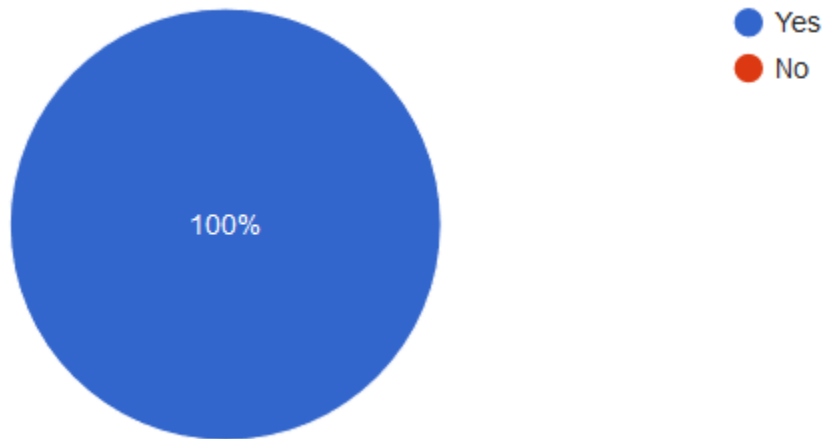

Figure8: Teachers' Interest in Teacher Development Programs and Scholarship Abroad

Developing teachers programs and having scholarship abroad seemed to be the interest of almost teachers where teachers answered positively (100%), and stated that they are all interested in both of them. The interest in teacher development programs and studying abroad permits teachers to be professionally developed and experienced which will better equip teaching and education to the best in the future.

Item 6: How many professional development courses have you attended in the past three years?

Option	Respondents	Percentage
One course	6	35%
Two courses	2	12%
Three or more courses	4	24%
None	5	29%
Total	17	100%

**Table4: Teachers' Attendance Professional Development Courses**
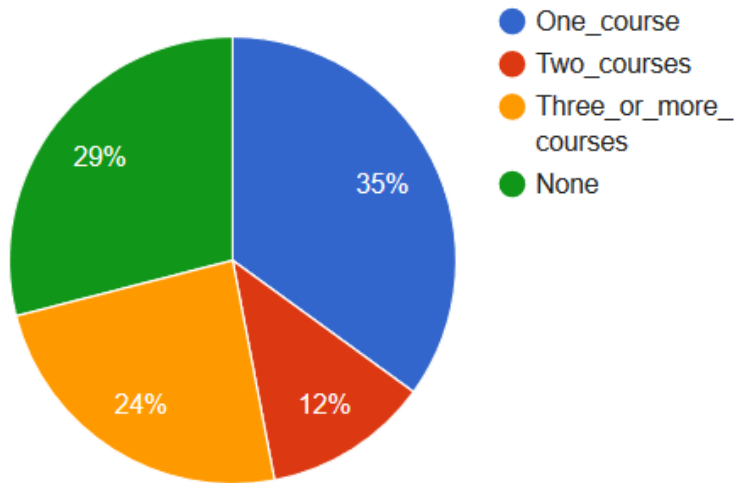
Figure9: Teachers' Attendance Professional Development Courses

This question aimed to know the professional development courses teachers had attend in the past three years. The figure showed that 35% of teachers claimed that they have attended one

course in the past, 12% have attended two courses, while four of them which represent 24% have had attend three and more courses. However, five teachers were not participating in any kind of courses, those present 29%. Attending professional development courses with other teachers provide them with more details on how to be an effective teacher, also how to deal with lessons and learners in order to achieve a successful learning environment.

Item7: How did you find your professional growth?

Option	Respondents	Percentage
Good	5	29%
Not bad	5	29%
Needs improvement	4	23%
Total	14	81%

Table5: How Teachers Found Their Professional Growth
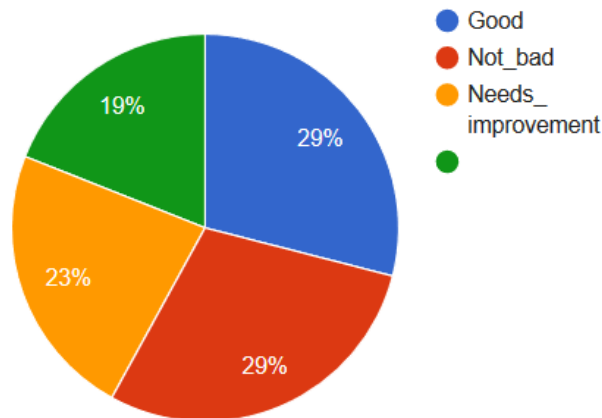
Figure10: How Teachers Found Their Professional Growth

In this question-item, the question which was raised was about how teachers found their professional development from their years of teaching. The results showed that 29% of expert teachers stated that it was good, where the same percentage for teachers who claimed that it is

not bad. 23% which represents the opinion of teachers who answered that their professional development need improvement. Only three teachers did not answer to this question, they represent 19%. In addition, the professional growth seems to expand the knowledge of teachers. It improves their performance by understanding their responsibilities as teachers in the classroom.

Item 8: Do you think that participating in workshops can be effective for teacher development?
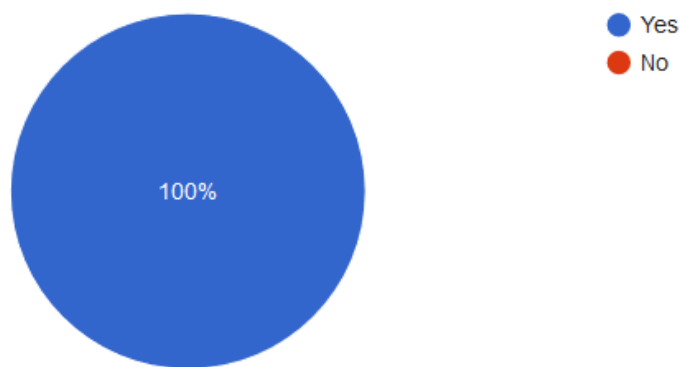

Figure11: Participation In Workshops.

As the pie chart shows, the total number of teachers (100%) declared that participating in workshops effect their development, while no one responds with no. Joining workshops coursesfor teachers seems to have positive impact on teaching. Workshops offer an opportunity to learn, become an expert, gain knowledge and become more successful in their career as teachers.

Item9: What are parts of the workshops for teaching you think are the most effective?

Option	Respondents	Percentage
Teachers/learners interaction	10	59%
Group activities	12	71%
Assessment strategies	8	47%
Linkages with curriculum	2	12%

Table 6: The Most Effective Workshops
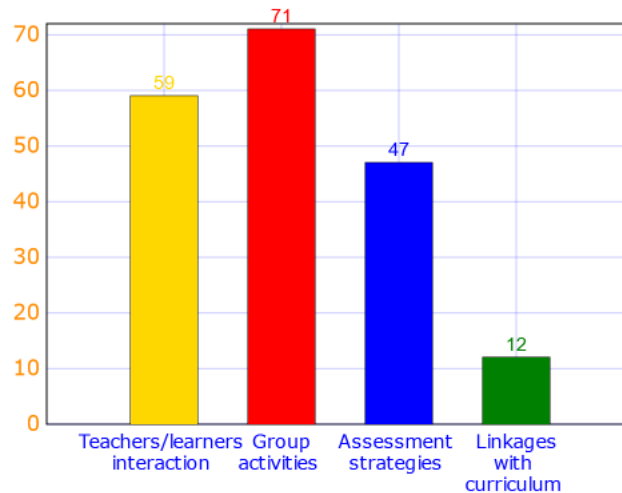
Graph2: The Most Effective Workshops.

The table above showed number of workshops teachers think are the most effective. Group activities seemed to be the most effective among the others since twelve teachers ticked it, while ten of them saw that teachers/learners interaction is also effective. The results showed that eight of expert teachers agree with assessment strategies as a part of the workshop. Finally, only two of them answered that effective workshops should teach how to link with curriculum. Moreover, some sorts of courses which have been added are seemed to be important for teachers, since they need to know how to interact with learners, enabling teachers to learn strategies on how to make assessment in the classroom and also how to assess during the workshop, how to relate each lesson with the curriculum in order for teachers not to be out of the lesson plan; most importantly is group activities workshops which have been ticked by almost teachers. Teachers are taught on how to do a group activity in the classroom, in order to reduce the chaos which may occur.

Others, please specify. Teachers answers:

According to teachers' answers, they claimed that there are many sorts of workshops such as teachers self-efficacy, and each time there is a new teaching methods to learn in workshops;

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whereas others said that there are lack of course objectives for immediate feedback with professional practices. They think that the workshops which have been added could be effective since it adds knowledge and expertise to teachers

Item10: What kind of workshops you have participated in so far to make teaching more effective

Option	Respondents	Percentage
Multiple intelligences	0	0%
Learning styles and strategies	13	76%
Collaboration	6	35%
Interactive learning	6	35%
I have not	1	6%

Table 7: Participating in Workshops to make Teaching Effective
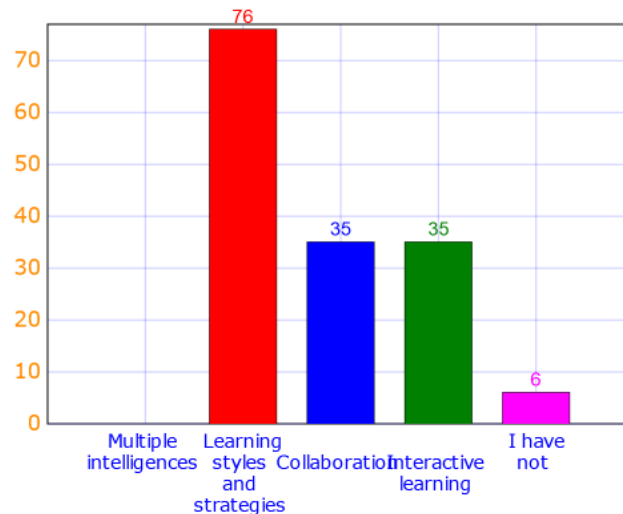
Graph3: Participating in Workshops to make Teaching Effective

Teachers' participation in workshops in order to make teaching effective is what the table showed above. The results which were concluded is that the majority of teachers have been participating on learning styles and strategies while none of them have had multiple intelligences. Moreover, six expert teachers have participated in courses of collaboration. Other six teachers entered to interaction workshop course. However, only one teacher who had not

participate in any kind of workshops courses. In addition, workshops help teachers to learn any particular subject and methods to better their teaching process. Attending teachers of these kind of workshops such as learning styles and strategies, and putting the skills teachers learn into practice aid to achieve success in learners' academic environment.

Others. Teachers' answers:

For teachers who have participated in workshops, they added other workshops courses including Data Service Learning (DSL), seminars, and Teaching English as a Foreign Language (TEFL).

Item 11: While participating in workshops, have your skills/knowledge improved?
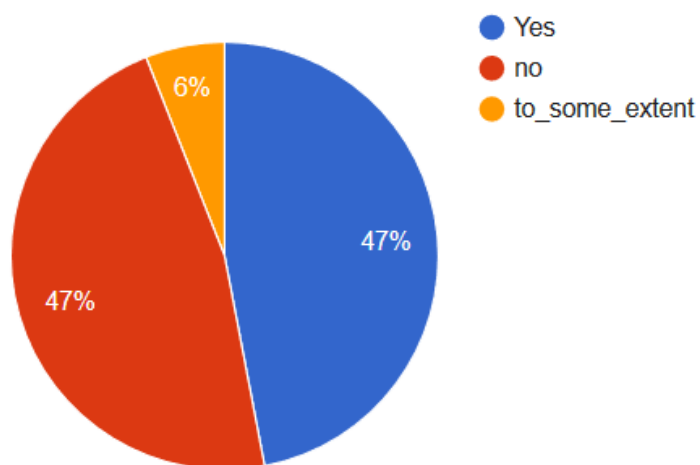
Figure 12: Participation in Workshops to Improve Skills and Knowledge

The pie chart represents how can workshops improve the skills and knowledge of teachers. The question was raised to see the view points of teachers either answering by yes or no or if workshops help to some extent. The results showed that 47% of teachers answered by yes. The same percentage for those teachers who answered with no. only one teacher who said that participating in workshops improved my skills and knowledge to some extent with a percentage

of 6%. Obviously, workshops develop skills and knowledge of teachers. Also, it creates an intensive educational experience in a short amount of time. It offers teachers a chance to try out new methods.

Item 12: Have you ever taught students using distance-learning courses?
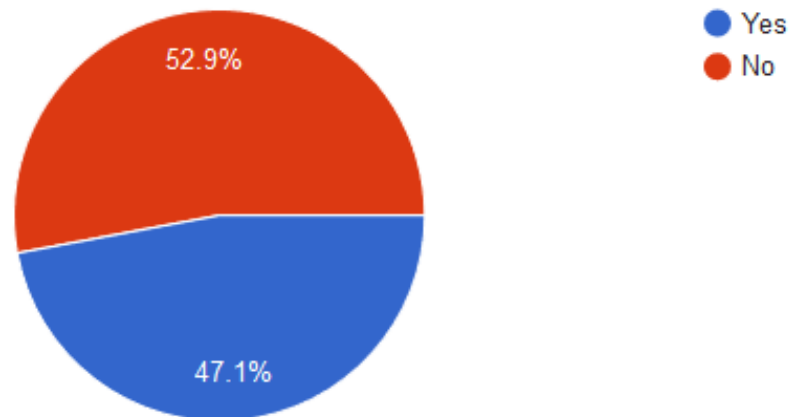
Figure 13: Teaching Students through Distance-Learning Courses

In this question-item, the teachers were asked if they have had taught students by using distance-learning courses or not. The answers were varied. 47% represents teachers who taught students online, while 53% did not. Distance learning courses via the Internet without facing the learner and the instructor have the potential in improving learning opportunities for students, the quality of teaching, and the effectiveness of teachers.

Section Three: Teacher Training.

Item 13: Have you ever been trained before you enter into service as a teacher?
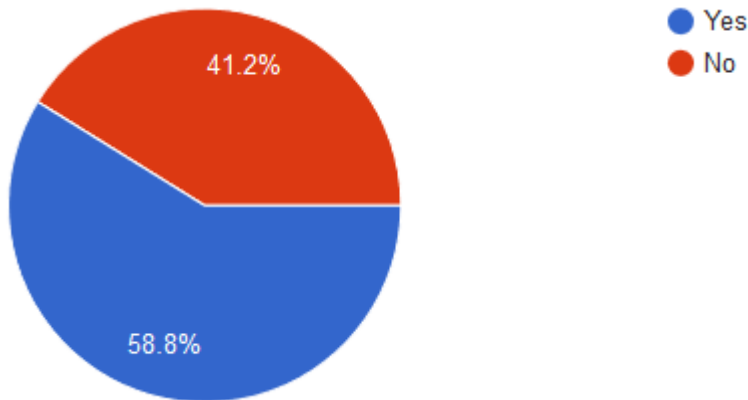
Figure 14: If Teachers Trained Before Enter Into Service as Teachers.

The majority of teachers which estimated at percentage of 59% declared that they have been trained before they enter into service as teachers, while 41% seemed that they have not been trained before.Pre-service training helps to update teachers' skills and knowledge in order to enhance teaching and learning. Training teachers by experts before coming to teach is important because this help teachers to face new challenges in the world of education.

If yes, how long does it take your training period in a year?

One answered with a day. Four teachers said that their training took a week. Moreover, three of them claimed that their training was two weeks, while two teachers whom their training period was more than two weeks.

Item 14: Was it beneficial to you?
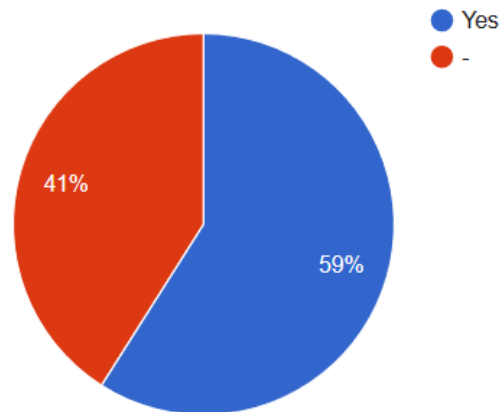
Figure 15: Benefits of Training.

Expert teachers claimed that taking and participating in trainings before entering into service as teachers was beneficial to them. This majority represents 59% from those who did not participate. This indicated the importance of training for teachers before enter to teach.

Whatever your answer is, please justify. Teachers' justifications:

Relating to teachers' answers, some of them said that by participating in pre-service training, it helped them to start their professional career. Moreover, they had a beneficial period where theywere trained to teach, interact, gain knowledge from highly experienced teachers. It provides them with a chance to see how teaching profession looks like since it is extremely beneficial to experience things from the other side of the desk.

Item 15: Have you ever been trained in the following programs?

Option	Respondents	Percentage
I attended a training program at an educational institute which is eligible to train teachers.	5	29%
I attended an in-service teacher education training program.	8	47%
I attended training programs about how to teach the four skills	6	35%
I have not been trained before.	5	29%

Table 8: Programs Teachers were Trained
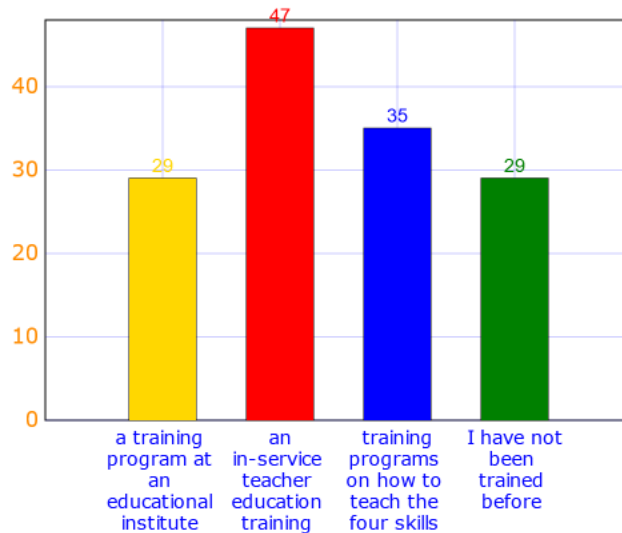
Graph4: Programs Teachers were Trained

The question-item represents some sorts of programs teachers have been trained on. The collected data for the first option showed that five teachers attended training programs at an educational institute which is eligible to train teachers, while eight of them attended an in-service teacher education training program. Also, the third option has been selected by six expert teachers. However, five of them whom answered that they have not been trained before. In addition, training in any given programs provides teachers with skills and strategies on how to

teach, and what to do if they face any difficulties during their teaching period. Programs where teachers attend, helps in improving their efficiency and knowledge in their professional work.

Please mention the program(s) you participated in.

Other training programs teachers were participating are: how to prepare a text book,effective implementation of task based method, MEPI (Middle East Partnership Initiative) teacher development programs, workshop on how to integrate technology in teaching, and finally specific cultural context English in Algeria.

Item 16: Did you have the chance to train new teachers?
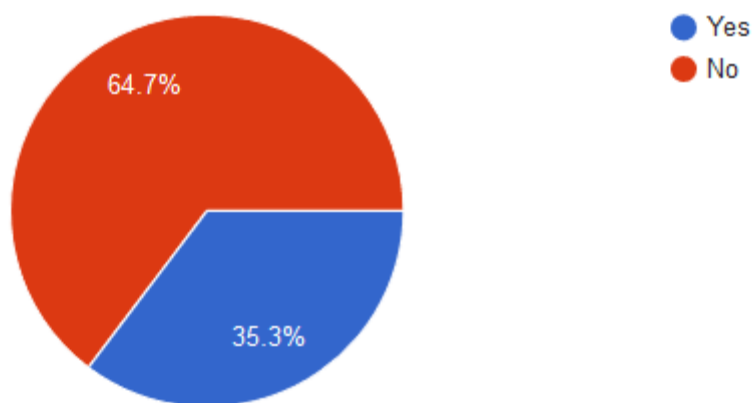
Figure16: Training New Teachers

As it can be seen from this pie chart above, a large percentage of teachers claimed that they had not the chance to train new teachers (65%), while 35% claimed that they did. Moreover, having the chance to teach other teachers will extend teachers' knowledge. This will help them to teach at any different situations without having any difficulties.

If yes, tell us more:

Teachers' answers as follows: "When I was at the secondary school, new teachers used to come, two weeks of training. They, as I remember, attended sessions and I had the opportunity to prepare lectures for them, so that they could practice teaching". Moreover, another teacher claimed that "I am doing so as kind of help to novice teachers who join the department each year in sort of advice and guidelines not in an official way". In addition, a teacher said "In 2006, middle school teachers of English were required to attend advanced course with a view of developing their knowledge and expertise in TEFL, so I had the chance to lecture them". Some of teachers were in charge of training basically new teachers especially in secondary school.

Item 17: Are you interested in taking distance-learning courses that train teachers like webinars and virtual seminars?
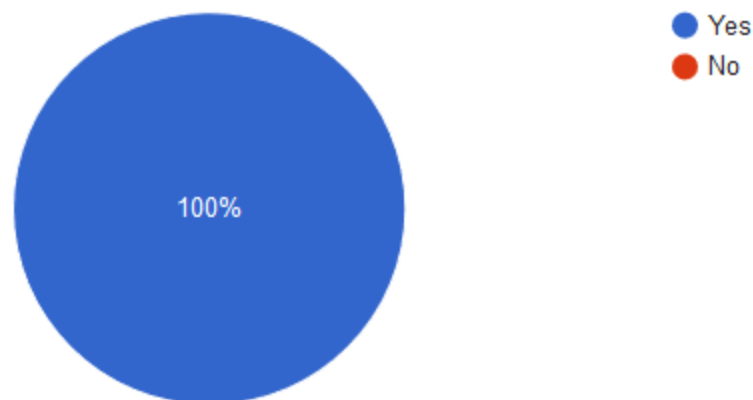
**Figure17: Taking Distance-Learning Courses to Train Teachers**

Regarding to this question-item, it was aimed to identify whether teachers are interested in distance-learning courses which enable to train them for example webinars and virtual seminars. Surprisingly, the results showed that they all agree with the idea of taking online courses (100%), and no one reported the opposite. Distance learning provides the most

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affordable and convenient means of increasing skills of teachers. Teachers will be more knowledgeable concerning different topics.

Item18: To what extent does continuous training and development contribute to the development of teacher programs and make teachers professional in their teaching process?

Option	Respondents	Percentage
Extremely helpful	12	70%
Very helpful	3	18%
Somewhat helpful	2	12%
Not at all helpful	0	0%
Total	17	100%

Table 9: **The Contribution of Continuous Training to the Development of Teachers' Programs**
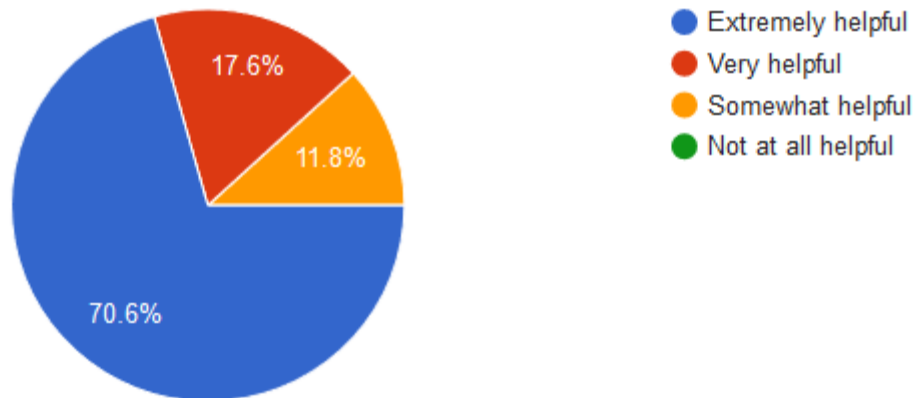
Figure18: The Contribution of Continuous Training to the Development of Teachers' Programs

The majority of the teachers which represents 70% finds that continuous training and development extremely help to the development of teachers programs and enables them to be professionals in their teaching process. 18% of them said it is very helpful while only 12% claimed that it is somewhat helpful. Whereas none of them said that it is not helpful at all. In

addition, the purpose of continuing trainings does really contribute in the enhancement of professional teachers programs. It enables teachers to develop their effectiveness in the classroom, and to be more systematic in their teaching style.

Section Four. Quality Teaching and practice in the classroom.

Item 19: The Frequency of Classroom interaction:

Option	Respondents	Percentage
Not usually too helpful to me.	0	0%
Sometimes helpful.	3	18%
Often very helpful to me.	3	18%
Very helpful to me	11	64%
Total	17	100%

Table10: Classroom Interaction
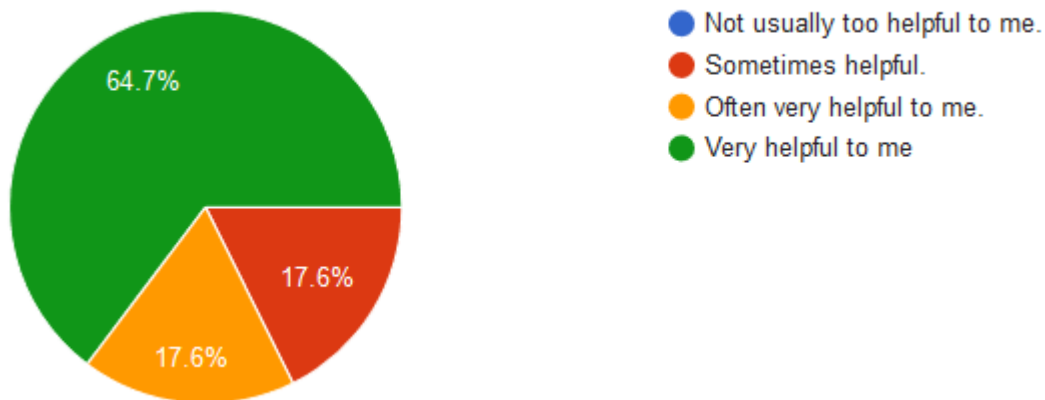
Figure 19: Classroom Interaction

The majority of teachers that represent 64% answered that classroom interaction is very helpful to them. 18% of teachers said that it is sometimes helpful, while three other teachers who represent 18% of the population stated that classroom interaction is often very helpful. None of them claimed that it is not helpful at all to them. According to the answers given above, most

teachers tend to interact with their students; however, there are many obstacles that prevent them from involving all the students and they need to be trained to cope with such difficulties,

Item 20: Do you think that by using technology in the classroom, teaching quality will be improved?

Option	Respondents	Percentage
Yes	13	77%
No	0	0%
Maybe	2	23%
Total	17	100%

Table 11:Using Technology in the Classroom.
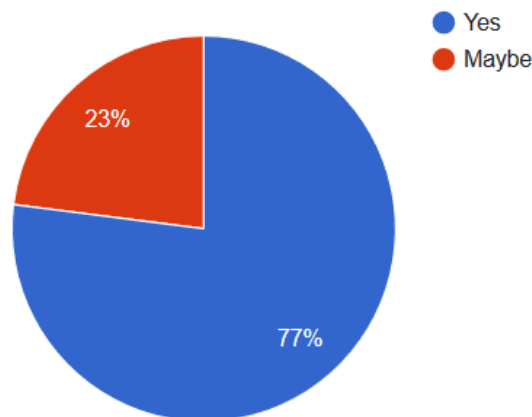
Figure 20: Using Technology in the Classroom

This question regards the impact of using technology in the classroom and whether by using it teaching quality will be improved or not. 77% of our teachers answered with yes, whereas 23% of them answered with maybe, and none of them said no. This indicates that technology plays an important role in teaching and learning process. It helps teachers incorporate different learning styles, and improves collaboration between teacher-students and student-student.

If yes, clarify more. Teachers' clarification with "yes" as follows:

-"Your learners are living their age, so any form of learning media is expected for appropriate feedback".

- "Technology and innovation in our classrooms have become a necessity".

- "You cannot teach as it should be without bringing it to the classroom, the appropriate material."

- "using ICT reduces time and money. It is up to date. Young learners love technology very curious. Technology is attractive."

- "With the use of appropriate tools of technology, teachers will be able to cope with the course of the lesson".

- "It saves more time, offers better diverse materials, up to date, more motivating."

- "Technology alone does not guarantee quality education. The human interaction (face to face) in class should be also fostered".

- "Easing EFL learners into in-class technology motivates them to learn, "fights" boredom, facilitates teaching and learning and is time varying".

- "Technology has a positive impact on students' learning. It facilitates interaction, understanding".

- "It saves time. It enables the teachers/ students get access to material".

- "Today's students are highly digital. Therefore, it would be very beneficial to make use of such a factor in a positive manner".

- "It provides an opportunity for teachers to develop their students' skills. Nowadays, it becomes important in teaching".

-"Technology is a great way to support learning. When technology is used in the classroom correctly, it improves both quality teaching and students' future career".

- "I think that Technology in the classroom is initial due to nowadays' progress. It allows learners and teachers to be independent in the classroom, and Teacher will find a supporting tool to improve quality teaching".

- "It captures students' interest and integrates them more in the session. The session works smoothly and it saves time also".

From teachers' answers we conclude that technology in the classroom in a necessity to deal with the course, and it saves time. Also it is a source of motivation for learners to improve their skills.

3.8.2Teacher's Interview

Item 1: How many years have you been teaching, either at the university or at any different levels?

Teacher one	It's my first experience in teaching
Teacher two	four years
Teacher three	2 years at university.
Teacher four	03 years.

Table 12: Years of Teaching at the University or at Any Different Levels.

In this written interview, the majority of novice teachers who participated in the interview at Mohammed Khider University of Biskra, and have been teaching at the university are between one year and four years. This question was added to help us to know number of years of teaching for novice teachers in order to continue our work, since this interview is dedicated only for novice teachers.

Item2: At the beginning of your career as a teacher, did you participate in any various forms of formations or trainings?

Teacher one	Yes, I did.
Teacher two	I did. My first training was in secondary school, and the second was while teaching at university. Both are in-service training for professionaldevelopment.
Teacher three	Yes, teachers at Biskra university had an online training live last two years, it was initial and also pedagogical methods of teaching.
Teacher four	Yes, psychopedagogy.

Table 13: Teachers' Participation in Formations or Trainings

The table above represents that novice teachers seem to agree on participating in formations and trainings at the beginning of their career as teachers with percentage of 100%. So participating in trainings and formations seems to be important for teaching to improve their skills and knowledge to face the difficulties in their classrooms.

Item 3: Can you teach without training? Why?

Teacher one	My answer to this question is relative. Receiving a training is absolutely important and highly helpful, but this does not mean that those teachers who have not had the chance to participate in a training are less skillful or successful. Training is just one variable (factor) among several other ones.
Teacher two	You can teach without training, but being trained by experts and qualified professional will definitely be helpful.
Teacher three	Yes, teachers at university have already practiced these teaching methods before they are teachers.
Teacher four	Yes. A teacher has to know how to tackle the problems he/she faces.

Table 14: Teaching Without Training.

The answers above shows the majority of novice teachers (75%) asserts that teachers are able to teach without taking any kind of trainings or formations while one teacher who represents 25% was neutral, he claimed that teaching with training is important but teaching without taking any kind of training does not mean that teachers are less skilful. In my point of view, taking trainings before coming to teach is important. It provides teachers with an overview and specific view on what is teaching, and what strategies and styles should be done to make teaching more successful, whereas teaching without taking any kind of trainings will lead future teachers not to vary their teaching styles, and that will lead to boredom in the classroom.

Item 4: Are you satisfied with the training you took so far?

Teacher one	Not completely because and as usual (unfortunately), the practical part is always overlooked and not sufficiently stressed.
Teacher two	I am, It is very helpful for novice teachers to be acquainted with pedagogical duties and to be able to deal with challenges and learn more on how to be a more efficient teacher and researcher.
Teacher three	Yes, but it stays the issue of applying what I have been trained on. The latter is for a variety of reasons exemplified in some technical limitations.
Teacher four	Not that much

Table 15: If Teachers are Satisfied with the Training They Took.

The question for this written interview distinguishes between two types of novice teachers. The first type is the one who is satisfied with the training they took so far and they represent 50% and said that it is helpful, while the second type who represent 50% are somehow not satisfied with the training they too so far. In addition, teachers must take trainings before

entering to the classroom, and receive continuous trainings in order to provide teachers with the chance of being successful.

Item5: As a teacher, how can you improve quality teaching?

Teacher one	By learning from my mistakes and taking benefit from each single experience I may have in teaching. Reading about the pedagogy of teaching and actively applying what I learn. This is a very significant strategy.
Teacher two	By practicing more and try more strategies and materials.
Teacher three	By having trainings, with experts, imitating reading about teaching strategies, and applying the material that I have been taught.
Teacher four	This can be achieved through adopting the suitable teaching method (s).

Table 16: Improving Quality Teaching

Concerning the answers of the table above which is about how to improve quality teaching, the answers were varied from one teacher to another. Among all the answers, the answer of teacher three seems to be more sufficient because quality teaching indeed can be improved by taking trainings under control of experts, and learning different teaching strategies which could benefit the teacher and learners as well and apply them.

Item6: What information do you want new trainees whom are going to be future teachers or even they are teaching at the moment to learn from the training you took?

Teacher one	The pedagogy of teaching (how to manage the classroom, how to deal with students with different learning styles, tendencies and learning preferences, how to design the course, how to prepare the instructional materials and tasks, how to evaluate and assess students' progressive performance...etc).
Teacher two	Having specialized trainings is better than collective ones.
Teacher three	They should know the different methods of teaching and trying to practice them with their learners.
Teacher four	Psychology of cognition, learning-teaching theories, etc

Table 17: Learning from the Training Teachers Have had.

This table showed some sorts of information teachers can provide to new trainees or who are teaching at the moment in order to learn from the training they took. Each teacher provided us with his point of view. Obviously, in participating in any kind of trainings, teachers will learn some sort of strategies and skills which help them to incorporate with the teaching process, and have a successful learning environment with successful learners.

Item7: What are the obstacles you faced during your training period?

Teacher one	No serious obstacle
Teacher two	The main issue was the timing and problems with many tasks the teacher has during the in-service training such as teachings and supervision.
Teacher three	Time restrains, I have full schedule.
Teacher four	Too much theory, no practice

Table 18: The Obstacles Teachers Faced During Their Training Period.

The question which was raised was about the obstacles teachers faced during their training period. According to this table, novice teachers stated that they have faced obstacles during their training period. Two teachers claimed that among the obstacles are the problems of timing. Other said that there was no practical side, and all of the training courses were theoretical. Hence, the obstacles teachers faced should be taken into consideration in order to make training courses more effective, by including practical side and not only theory.

Item8: Do you plan for continuing your professional growth? Why?

Teacher one	Absolutely yes. Simply because giving more requires knowing more. Whenever teachers make a progress in their carrier, they become much more able to make more significant contributions to their field.
Teacher two	Yes, It is highly required to keep up with the development of everything in this world.
Teacher three	Ofcourse, teaching is always in change. so we need to change
Teacher four	Yes. For there is no choice other than this up to now.

Table 19: Planning for Continuing Teachers' Professional Growth

All novice teachers seemed to agree on continuing their professional development. Teachers added that by continuing the professional growth, this will enables them to be more knowledgeable; it is required since teaching is always in change, and also for the reason that there is no choice up to now according to them. In other words, continuing professional development provide opportunities for teachers to enhance skills and knowledge that is important to their job performance as future teachers.

Item9: How can teachers use the knowledge and skills they have to improve quality teaching in the classroom?

Teacher one	To do so, teachers must never stop learning and evolving . Improving the quality teaching is never possible without the personal progress of the teacher. Teachers must develop their self-discipline, their sense of self-efficacy and their instructional skills.
Teacher two	Using whatever learnt is a key. Participants must try what they learn even if they think it doesn't work.
Teacher three	Practicing them and organizing workshops to share with their colleagues the newly learners material. In addition, urging their students to do research papers about these methods, he keeps up updated to the new in the field.
Teacher four	Teacher's knowledge/skills can be used to modify the adopted method (s) in order to adapt it/them to meet learners' needs

Table 20: Improving Quality Teaching in the Classroom by Using Knowledge and Skills.

The table above represents how novice teachers can use their knowledge and kills they have to improve quality teaching in the classroom. The answers were varied. Teachers answered by learning, developing teaching, their sense of self-efficacy and by organizing workshops. This means that, improving quality of teaching takes time, lots of hard work and most importantly

patience. By improving quality teaching, this will improve learners' learning outcomes and proficiency.

Item10: To what extent does it help you to know the learning styles of learners while teaching?

Teacher one	I think it is so helpful because this kind of awareness makes it possible for the teacher to vary the instructional tasks in order to meet the needs of those students with different learning styles and preferences (to cope with learner differences).
Teacher two	It is very challenging especially with overcrowded classrooms, but it is very helpful for both the teacher and the learners to achieve a successful teaching learning experience.
Teacher three	It is part of learner's centered approach, and in the teaching methods focuses on this aspects often, teachers should acquaint themselves with their learner's learning strategies so that they acclimate their teaching methods.
Teacher four	Knowing learners' styles is of great help in teaching process.

Table 21: Knowing Learners' Learning Styles While Teaching

This question-item sought to know the learners' learning styles and to what extent it helps in the teaching process, since this allows teachers to discover how their learners learn best. Other suggests other ideas that should be taken into account. Moreover, discovering learning styles of learners seemed to be difficult for teachers to discover, since not all learners possess one style. So, teachers should vary in their teaching styles and strategies to suit each learner and to maximize their learners' potential.

Discussion of the results

To recapitulate, this chapter is designed to analyse data of the two tools which were used, experts teachers' questionnaire and novice teachers' interview. The findings from the analysis of

the two data collection methods revealed that they were positive in many aspects. The chapter attempt to report on the continuing professional development programs in order to increase the quality of teaching and enables teachers to know their learner's learning styles.

Additionally, in the analysis of expert teachers' questionnaire, the majority of the teachers agreed on many questions and they all answered positively. They agree on teacher development programs and scholarship abroad. Also, teachers believed that by participating in workshops, it can be effective for their development. Besides, expert teachers correspond in taking distance-learning training courses in order to be developed and well qualified to be effective teachers. In addition, it had been deduced from the data analysis that the professional development of teachers was somehow good for them. Moreover, the result showed neutral answer in the improvement of expert teachers' skills and knowledge while participating in workshops; they neither agree nor disagree. Another result is that the majority of teachers have been trained before they enter into service as teachers found it benefecial. Also, the obtained results revealed that most of the expert teachers agree in the idea that continuous training is extremely helpful in the contribution of the development of teachers and turned them professionals in their teaching process. Finally, most of teachers declare that technology in the classroom improved very well the quality of teaching. Therefore, the conclusion which we can deduce from expert teachers' questionnaire is that participating in CPD, teacher development programs, workshops and training courses improves the quality of teaching and teachers, and enables them to know their learners' learning styles to have at the end a successful learning environment, and successful proficient learners.

In the second part, it is assigned for the results of novice teachers' interview. The majority of novice teachers agree on participating in formation and trainings before becoming

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teachers. Moreover, the interviewees seemed to agree but most of them confirmed with the idea that they can be teachers without taking any kind of training. Taking into consideration if teachers do not take training, this does not mean that these teachers are less skillful. In addition, most of novice teachers faced difficulties during the training periods they took. Among the obstacles they face was the timing. Furthermore, the participants focused on continuing their professional development in order to be more knowledgeable since teaching is always in change. Besides, according to teachers' answers, they agree of the fact that they can improve quality teaching to improve learners' learning outcomes and proficiency, and by knowing their learners' learning styles to reach the objective of making teaching to be successful. The strategy of knowing the learning styles of learners and how to improve quality teaching are helpful and effective, and gave great help for teachers to achieve better results.

Answering the Results

The role of teachers seemed to be difficult when there is a classroom with different learning styles. Therefore, to make quality teaching more effective, teachers should take trainings and CPD programs courses to learn how make their learning environment more successful, and this enables teachers to learn different teaching strategies and different teaching styles. Consequently, it will provide better results in the teaching process.

The conclusion which we, as researchers draw from the study was, first, concerning research questions which were as follows:

1. How can teachers improve learners' proficiency and ensure quality teaching?

We hypothesized that "Learners' proficiency can be achieved by knowing the learning styles of each learner and how do they learn and what is the suitable way to learn, will help

teacher to modify his own way of teaching; consequently, the quality of teaching will improve and teachers will have an effective classroom." It was found that teaching quality will be improved by using technology in the classroom. The results showed that most of teachers agreed on the use of ICT while teaching because it is important in teaching process. 70% of the participants answered with yes. Moreover, quality teaching can be improved by taking trainings, CPD and learning different teaching strategies. This will enable teachers to benefit from the training they took to better their learning environment. Also, by developing teaching, attending workshops and seminars, will develop more learners. In addition, concerning learning styles of learners, it provides a great help to teachers to have successful learning environment and also for learners' proficiency. Since it is a challenging task to do and to discover, teachers must be aware of their learners' styles and must learn the learning styles to acquaint themselves to be prepared in the future. At the end, by discovering each learner what is his learning styles, this will facilitate the task for teachers, and also quality teaching will improve and there will be successful and proficient learners. In returning to our hypotheses, the results and answers were somehow near to our suggestion. Learners' learning styles are different. If teachers continue their professional development, they will have the ability to discover their learners' styles. This will bring a positive impact on the teaching process, the classroom will be more effective and quality teaching will be improved; at the end there will be successful learners and effective teachers.

2. What is the attitude of teachers towards continuing professional development programs and trainings?

As our hypotheses was "Teachers in general need trainings, developing courses and monitoring in their early career and also during their teaching. For CPD programs, they should attend courses which related to their specialty and be taught by experts in order to facilitate learning. In

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this case, learners can raise their learning process". It was found that all teachers are looking forward to take teaching development programs courses and CPD courses, since this will help them to be more professional and experienced. Also, participating in workshops seemed to be the interest of all teaching, since they all agree (100%) on attending workshops. This latter provides great opportunities for teachers to learn, gain knowledge, and become more successful in their teaching process.

Moreover, teachers will know how to interact well with their learners, by making group activities with other expert teachers so that they can learn the most important points in teaching. Taking workshop courses such as learning style and strategies found to be the most dominant to attend by teachers, since they need to learn their learners' learning styles and strategies to achieve success in learners' academic environment according to their answers. Concerning teacher training, it was found that and agreed that teachers should attend a pre-service trainings courses before entering to teach in order to develop more themselves and to be more equipped before start teaching. Also participation in trainings and formations help to interact, gain knowledge from highly experienced teachers. Taking trainings is important since it provides teachers with courses on how to be effective teachers, and what strategies and styles to be used while teaching to make teaching more successful, In addition, there were some programs teachers were interested in to attend and to develop themselves more. The dominant programs were; first, attending in-service trainings and second, attending courses which teach the four skills. These programs provide teachers with skills and strategies on how to teach, and how to improve their efficiency. The findings revealed that continuous training contributes to the professional development for teachers, and it is extremely helpful. Consequently, our hypotheses was confirmed to some extent, because attending continuous professional

development programs and trainings courses which are under control by experts lead to the development of teachers and enable them to be more effective teachers in the future.

Suggestions for Further Research

Teaching in general is a difficult task that needs a long experience and techniques to cope with different tough situations and problems in any institution. It needs more patience, hard-working staff, and committed teachers. This latter in order to be an effective teacher, s/he should be trained and aware of his/her learners needs, learning strategies and styles while teaching to be developed and to obtain excellent academic achievement. In addition, some suggestions and recommendations for teachers of English language can be drawn out from this study. They are as follows:

Concerning Learners' Learning Styles:

- Teachers should have the knowledge and understanding of the various learning styles of learners to provide them with a variety of learning experiences to meet their individual needs.

- When entering to the classroom and start teaching, take a moment and visualize your classroom, you may find that some learners are focusing on the content and others are looking around, or talking to a friend. Since learners learn in different ways, it may be difficult to get a whole classroom engaged in the lesson, asking questions, discussing, or excited to participate, because you may find some students need to move around, some need visuals and pictures.

- Teachers should be constantly aware of how the information is presented In order to meet the objectives of each lesson. Also, getting to know the learning styles of learners helps

teachers to understand their interests, learning styles, and needs in order to create meaningful, highly engaging lessons.

- Teachers should give learners the freedom to work at their own pace to learn best because this will help hold their attention and keep them focused on the task even if there are distractions in the classroom.

- It is important for teachers to plan activities which suited well auditory, kinesthetic, visual, and reader/writer learners, because this allowed them to work at their own pace and receive any necessary support to meet their learning needs.

- Taking a Learning Style Inventory Test or Learning styles Assessment for learners to discover what their learning styles are, will bring much help to teachers, and make teaching more effective.

Concerning Quality Teaching:

- Teachers should learn different teaching strategies which facilitate learning, through practice, having the right books to teach, hard working, and by attending seminars and workshops.

- Quality teaching will improve when a teacher carries with him skills and knowledge to achieve better results in the classroom. Teachers also are asked to improve their effectiveness, by being well prepared and trained to teach. They should have the ability to make the lesson clear and simple to learners.

- Teachers should be able to improve a good relationship with their learners, devoted to their work, a source of motivation, provide feedback for their learners.

- There should be an evaluation and development from experts to provide teachers with changes they should do to be effective and professionals in their classroom environment.

Concerning CPD programs for teachers:

- Teachers should improve their experiences, enhance teaching and learning in school. Through the programs teachers take by experts, they will better their teaching strategies and styles.(At least 5days of training per year).

- Teachers need training to improve their own level of English and learn more modern methods of teaching, especially with regards of teaching large classes. The reason students misbehave is because of their teachers who have not been empowered sufficiently to facilitate their learning.

- Continuous development is also important, since it helps specially teachers to increase their skills, knowledge, collaborate and communicate more effectively, and explore new area of interest. Teachers need to make sure that they have sufficient knowledge and have the most up to date skills to help their students succeed.

- Teachers should not stop training. There should be a continuous training each time. By time, they will develop their own style of teaching and methods that are good for them.

- Taking a pre-service training and in-service training is a requirement for all teachers in order to gain more knowledge of how to be effective teacher. Pre-service helps teachers before entering to teach at the first time to have sufficient knowledge and skills to teach, while in-service takes place during the teaching, since teachers need to take trainings courses each time they find suitable time; it may be during the vacations or holidays.

- Distance learning for teachers helps them to upgrade and to develop their teaching styles, since they will learn different topics which are related to their specialty by an instructor who is responsible to assess and evaluate their work in order to improve their skills. In addition, distance learning courses are highly recommended for students to be made by

teachers since this will enable students to have the flexibility to study in any convenient location, and there will be no wasting time for those who live far away.

- Using ICT in classroom is highly recommended to be used to make learning environment more successful.

- Having scholarship abroad for teachers will be a great help of their development, their skills, experiencing different styles of teaching, and change the way they teach to the best.

- Teachers should organize workshops, invite English native speakers, to solve problems they are facing in the classroom by using authentic materials, and providing better solutions. Consequently, this will provide teachers with better ways to teach. Teachers will discover new teaching strategies while they are in workshops; this will enable them to go back to classroom and make changes in their teaching strategies to better suit the need of their students, and by working together, they make a change.

- Attending seminars and conferences motivates teachers and provide them with new ideas, so they should attend it for their benefits.

General conclusion

The present study seeks to search for the role of CPD programs which help in improving English learners' learning styles and quality teaching. The case study of our dissertation was undertaken with expert and novice teacher of English language at the University of Mohamed Khider of Biskra. Our work was done to see the role of CPD programs in terms of training, professional development, and continuous training teachers they should take in order to be aware of their learners' proficiency, especially learning styles, and to improve the quality teaching. The study is consisted of three chapters, two theoretical and one practical chapter. The title of the first chapter was about "Learners' proficiency and quality teaching". The second chapter was entitled "Continuous Professional Development programs". The first two chapters present theoretical background to the study. They provide more details about mentioning the different leaning styles a learner has, some definitions of terms related to quality teaching, its importance and how to improve it.

For the analyzing the data that were collected from expert teachers' questionnaire and novice teachers' interview. The practical chapter provides basic elements about research methodology. First, the expert teachers' questionnaire gathered data highlighted many aspects of teacher CPD programs, training courses and quality of teaching. In addition, the results which were obtained from the novice teachers' interview is that taking trainings before entering to teaching contributes in improving English learners' learning styles and the development of quality teaching. Moreover, novice teachers argue that continuing their professional development enable them to be more knowledgeable since it is a requirement in teaching process. They also insist that by knowing the learners' learning styles of each, this will help teachers to discover

how their learners learn best and what methods should be followed to achieve successful teaching process.

Teachers should be aware of how to improve the quality of teaching. They should be aware of the learning styles of their learners in order to approach successful teaching. Therefore, it is important for teachers to improve themselves and develop their programs in teaching by taking CPD workshops and trainings and entering to workshops, formations, seminars because all this is considered as a method in improving teaching as a whole.

Limitations

In conducting our work, we faced some difficulties concerning the number of teachers since we could reach only twenty-one teachers from forty, and also the obstacle of short time which was insufficient to make the work perfect.

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Appendix 1

Teachers' Questionnaire

Dear fellow English teachers,

This questionnaire serves as a data collection tool to investigate **The Role of Continuous Professional Development Programs for Teachers to Improve Learners' Proficiency and Quality Teaching** as a case study of EFL teachers of Mohamed Khider University of Biskra in the section of English language. You are kindly requested to provide us with your answers to achieve this work, thank you in advance for your contribution. Please, tick the appropriate box (✓) and make full statements whenever necessary.

Researcher: Naili Rim   Level: Master Two

University: Mohamed Khider University of Biskra

Email: rimnaili52@gmail.com

Section One: Background Information

Q1.What is the degree you hold?

a) Doctorate degree (PhD) ☐   b) Magister degree (MA)   ☐

c) Master's degree (MA) ☐   d) Bachelor's degree (License Degree) (BA) ☐

Q2. As a teacher, what is your current employment status?

a) Full time teacher ☐   b) Part-time teacher ☐

Q3. What are the levels you have been teaching so far?

a) University level (tertiary level) ☐   b) Secondary school level ☐

c)Middle school level ☐

Q4. Have you been employed elsewhere before joining university?

a) Yes ☐   b) No ☐

Section Two: Continuous Professional Development Programs.

Q5. Are you interested in teacher development programs and scholarships abroad ?

a)Yes ☐   b) No ☐

Q6. How many professional development courses have you attended in the past three years?

a) One course ☐   b) Two courses ☐

c)Three or more courses ☐   d) None ☐

Q7. How did you find your professional growth? (add more details)

a)Good ☐   b) Not bad ☐

c)Needs Improvement ☐

Q8. Do you think that participating in workshops can be effective for teacher development?

a)Yes ☐   b) No ☐

Q9. What are parts of the workshop for teaching you think are the most effective?

a)teachers/learners interaction ☐   b) Group activities ☐

c)Assessment strategies ☐   d) Linkages with curriculum ☐

Others. Please specify

…….

…….

Q10. What kind of workshops you have participated in so far to make teaching more effective?

a) Multiple intelligences ☐   b) Learning styles and strategies ☐

c) Collaboration ☐   d) Interactive learning ☐

e) I have not ☐

Others…………………………………………………………………………………………

…………………………………………………………………………………………………

Q11. While participating in workshops, have your skills/knowledge improved?

a)Yes ☐

b)No ☐

c) To some extent ☐

Q12. Have you ever taught students using distance-learning courses?

a) Yes ☐   b) No ☐

Section Three: Teacher Training.

Q13. Have you ever been trained before you enter into service as a teacher?

a) Yes ☐   b) No ☐

If yes, how long does it take your training period in a year?

a) Days ☐   b) a week ☐

c) two weeks ☐   d) More than two weeks ☐

Q14. Was it beneficial to you?

a) Yes ☐   b) No ☐

Whatever your answer is, please justify.

………………………………………………………………………………………..

………………………………………………………………………………………………………

Q15. Have you ever been trained in the following programs?

a) I attended a training program at an educational institute which is eligible to train teachers ☐

b) I attended an in-service teacher education training program ☐

c) I attended training programs about how to teach the four skills ☐

d) I have not been trained before ☐

Please mention the program(s) you participated in

………

……………………………………………………………………………………………......................................

Q16. Did you have the chance to train new teachers?

a) Yes ☐   b) No ☐

If yes, tell us more.

………..

………..

………

………

Q17. Are you interested in taking distance-learning courses to train teachers like webinars and virtual seminars?

a) Yes ☐   b) No ☐

Q18. To what extent does continuous training contribute to the development of teacher programs and make teachers professional in their teaching process?

a)Extremely helpful ☐   b) Very helpful ☐

c) Somewhat helpful ☐   d) Not at all helpful ☐

Section Four. Quality Teaching and practice in the classroom.

Q19. Classroom interaction is:

a)Not usually too helpful to me ☐   b) Sometimes helpful ☐

c)Often very helpful to me ☐   d) Very helpful to me ☐

Q20. Do you think that by using technology in the classroom, teaching quality will be improved?

a)Yes ☐

b) No ☐

c) Maybe ☐

If yes, clarify more

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If you have any suggestion, please add below.

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Thank you very much

Appendix2

Teachers' Interview

Dear teachers,

This interview serves as a data collection tool to investigate **The Role of Continuous Professional Development Programs for Teachers to Improve Learners' Proficiency and Quality Teaching** as a case study of EFL teachers of Mohamed Khider University of Biskra in the section of English language. You are kindly requested to provide us with your answers to achieve this work, thank you in advance for your contribution to accomplish this research. Please, answer the following statements.

Researcher: Naili Rim   Level: Master Two

University: Mohamed Khider University of Biskra

Email: rimnaili52@gmail.com

Q1. How many years have you been teaching, either at the university or at any different levels?

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Q2. At the beginning of your career as a teacher, did you participate in any various forms of formations or trainings?

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Q3. Can you teach without training? Why?

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Q4. Are you satisfied with the training you took so far?

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Q5. As a teacher, how can you improve quality teaching?

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Q6. What information do you want new trainees whom are going to be future teachers or even they are teaching at the moment to learn from the training you took?

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Q7. What are the obstacles you faced during your training period?

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Q8. Do you plan for continuing your professional growth? Why?

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Q9. How can teachers use the knowledge and skills they have to improve quality teaching in the classroom?

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Q10. To what extent does it help you to know the learning styles of learners while teaching?

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If you have any suggestion, please add below.

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Thank you very much.

ملخص:

إن تعلم اللغة الإنجليزية بشكل فعال هو ما تهدف إليه جميع الجامعات والمدارس في جميع أنحاء العالم للحصول على متعلمين ومعلمين ذو كفاءة. علاوة على ذلك، على المعلمين أن يكونوا على دراية بأساليب تعلم طلابهم ذلك أن كل طالب لديه أسلوب مختلف عن طالب آخر، و هذا يصعب على المدرس الحصول على بيئة تعليمية ناجحة . لضمان جودة و نجاح التعليم، بعض الخصائص والصفات على المتعلم أن يتسم بها. لتحسين هذه الصفات والخصائص و توفير بيئة تعليمية ناجحة، على المعلمين متابعة برامج التطوير المهني المستمر لتمكينهم من اكتساب معارف و إثراء الزاد الثقافي لتغيير الممارسة، دورات برامج تطوير المعلمين هي المكان الذي يتلقى فيه المعلمون من قبل الخبراء جميع المعلومات لتحسين معارفهم وقدراتهم لمساعدتهم على الأداء الجيد، وكذلك مساعدة الطلاب في تحسين مستواهم خلال التدريس. أيضا، مراعاة التدريبات التي يقدمها الخبراء للمعلمين ، مثل ورشات العمل والتكوينات من أجل إعدادهم للتدريس وتحسين الطريقة التي يدرسون بها على نحو أفضل. وفقًا لذلك، تهدف دراستنا إلى استكشاف أهمية برامج تطوير المعلمين لتطوير و معرفة أساليب تعلم الطلاب و لتطوير جودة التعليم. افترضنا إذا كان المعلمون على دراية بأساليب تعلم طلابهم، فإن هذا سوف يساعدهم على تعديل طريقة تدريسهم وتطوير جودة التعليم. و منه، إذا حضر المعلمون دورات تدريبية وبرامج تطوير مهني مستمر، فإن هذا سيساعدهم على ذلك. تم استخدام اثنين من البيانات التي تم جمعها و هي استبيان للمعلمين الخبراء، ومقابلة للمعلمين المبتدئين. في الأخير، قدمت النتائج أدلة تدعم الفرضيات و أوجدت أن كلا من المعلمين يشاركون بشكل إيجابي ردود الفعل تجاه برامج التطوير المهني المستمر للمعلمين والدورات التدريبية لتحسين جودة و كفاءة التدريس وفهم أساليب تعلم الطلاب بشكل أفضل. و بالتالي، خلصنا إلى أن فرضيتنا هذه تم تأكيدها، وكانت النتائج إيجابية.