

Lecture Seven: Pre-service and in-service Training

1. Introduction

An In-service training is the stage where a would-be teacher is acquainted by the byways of teaching in a theoretical way. It is also the stage within which the student teacher makes a vision building. An in-service training, on the other hand, serves the experienced teacher to reshape his teaching practices and most definitely, to update his knowledge and skills about the new strategies and techniques that recommended by the officials.

2. Types of In-Service Training Programme

In-service programmes are mainly scheduled for new entrants to teaching, as well as for experienced teachers, they primarily set up various files which embody the articulation of theories, strategies, and instructional approaches and methodologies to be included in their teaching practices. Teachers who are concerned with these INSET programs must imperatively attend the training since it is accredited in some countries. As a matter of fact, this is not the case in Algeria especially in higher education, where the teachers undergo neither a pre-service, nor an in-service training. According to Brumfit and Roberts (1983) INSET programmes are fitted into evenings, weekends, holidays... Within these periods, teachers from different schools and universities can attend internally or externally arrayed courses. In this area (Bude & Greenland, 1993) identified three types of training over which teachers can gain experience and more importantly refinement in their pedagogical practices.

2.1. Initial In-Service Training

The programmes of initial training, or (preset) pre-service training are set for novice teachers. It is the role of the administration staff to make up a list of

novice teachers who have never been subjects to any training. It is in the initial training that methodology is enhanced to be strictly adopted in language teaching classrooms. The programmes also include training in teaching basic skills. Initial in-service training offers cooperation oriented model of training with a focus on partnership and teamwork in all aspects of training.

2.2. In-Service Training for Refresher Purposes:

These teacher training courses are characterised by addressing a specific objective that has been identified followed by demonstration of a range of classroom techniques as ready made answers to the problem. All kinds of teachers (prospective, tenured or experienced) attend the training courses; and the demonstration class is mainly performed by an experienced teacher. This does not exist in the Algerian context and no imprints of refresher purposes" INSETs that have been mentioned here or there especially at the level of universities.

2.3. In-Service Training for Curriculum Reorientation

The programmes of such Insets are set up to core study the curriculum adverts and make decisions about what to teach according to the needs of the nation. (Bude and Greenland, 1993) noted that **following the political changes at independence, many new states reviewed their education systems to bring them in line with new national aspirations** (Bude and Greenland, 1993:31). During these Insets teachers are acquainted with new instructions about the new curriculum and its new principles that are to be adapted on their teaching material, teaching approaches towards related teaching styles. That was the case in Algeria at the level of the educational system with the newly implemented Competency-Based Approach. It is primordial now to assert that at the level tertiary education the curricula have never been systematized or shaped

to the LMD system. This necessary means that the syllabuses designed for the classical system are those adapted to the LMD one. Hereby trainings of this genre have never been scheduled to Algerian university teachers.

3. Pre-Service Training: the University

This is the initial stage where teacher education programmes are intended for entrants or would-be teachers who have not started working in the classroom. These would-be teachers, apart from the taught theoretical module wherein they learn the main teaching objectives of a variety of approaches, methods, techniques, they complete their degree in English language with no teaching experience. Moreover, the programmes at this level are devoid of both entry and exit profiles, which can guide teacher trainers to set up objectives of each training course that must be achieved by the end of the in-service training. Therefore, many of the would-be teachers are sent to the Secondary schools with no experience in the teaching of English as a Foreign Language.

What is worthy to highlight is that there is no partnership between the university and secondary schools and university trainers and teachers who are assumed to play a key role in shaping the would-be teacher's attitudes and beliefs. University teachers who are in charge of teaching theoretical methodology continue to teach as before, focusing on the transmission of declarative knowledge about teaching, the way they learned to teach when themselves were university students. This is emphatically due to the absence of an official curriculum which includes the notions that define the nature of pre-service training and offer various visions of the core knowledge that teachers must possess and the way they must learn it. Likewise, these concepts of curriculum define what future teachers must learn and know in order to teach and in what way they must learn and know it.

Practically, teachers at the level of university must set up a model of pre-service training in which university ensures the theoretical knowledge, methods and skills, while the schools provides settings in which future teachers apply that knowledge and integrate all its elements in the way it needs to be done. Further, at the level of the university, the other disciplines are often taught unreliably to practice since they can contribute greatly in the acquisition of practical teaching. Relatively, these disciplines provide future teachers with tools in the form of theoretical, cultural and critical knowledge that would be truly useful to them in classroom situations. As a matter of facts, many novice teachers are given demanding teaching schedules and do not have much opportunity to get involved in any activity for professional development. As a result many teaching jobs are filled by under prepared or even unprepared teachers, and many of them lack confidence in teaching methodology.

This is because of their undergraduate courses which are often based on linguistics, civilization and literature and deal very little with teaching practice. (See 2.3). Generally, teachers with a deep lack of methodology, because of a non-structured and a non-coordinated teacher preparation, will never have the chance to get on more knowledge in in-service training that is after graduation. Academic programmes, mostly MA TESOL and certificate programmes, do a good job of developing knowledge, skills, and habits in teachers. (Freeman 1982). Prospective teachers are expected to arrive on their first day of class ready in ways that are effective, efficient, and appropriate to the learner's needs.

Lecture Eight: Reflection the Key Concept of TED