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**Department of English Language and Literature**

# Training Teachers: Challenges and Perspectives

## The case of Primary School English Teachers in Saida

**Dissertation submitted to the Department of English Language and Literature as a partial fulfillment of the requirements for the degree of Master in Didactics**

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## Declaration of Originality

I hereby declare that this submission is my work and that it contains no material previously published or written by another person, nor material that has been accepted for the qualification of any other degree or diploma of a university or other institution.

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## Dedications

First, I dedicate this work to my beloved parents for their endless love, support, sacrifices, and encouragement throughout my academic journey.

To my beautiful sisters, Marwa, Safaa, Zineb, Leila, and Amina, my precious jewels, thank you for being my source of joy, comfort, and happiness. Your love and presence have made every difficult moment easier and every beautiful moment more special.

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## Abstract

This paper examines the challenges and perspectives regarding the training of primary school English teachers in Saida, Algeria. Its objectives include highlighting the training problems, discussing the perceptions about the effectiveness of such training and examining the suggestions of English teachers about how to improve such training programs. A combination of both quantitative and qualitative research methods were used in this study. Such methods included completing a questionnaire by fifteen teachers, conducting semi-structured interviews with three teachers and conducting an interview with one English language inspector. The results of this study indicate that English teachers appreciate training but need more practical training in classroom management, teaching young learners, lesson planning, assessment and using teaching materials. This study indicates that cooperation among peers, continuous professional development and practical training are essential. It concludes that teacher training needs to be more practical, collaborative, continuous and relevant to the needs of the teachers.



**Keywords:** Teacher Training; Primary School English Teachers; In-Service Training; Professional Development; Training Challenges; Classroom Management; Young Learners; Training Effectiveness; Teacher Perspectives; Saida.

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## List Of Abbreviations

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| **EFL** | English as a Foreign Language | 8 |
| **ESL** | English as a Second Language | 8 |
| **ALO** | Assessment Of Learning Outcomes | 43 |
| **TPR** | Total Physical Response | 37 |
| **PD** | Professional Development | 11 |
| **CLT** | Communicative Language Teaching | 9 |
| **TBL** | Task Based Learning | 9 |

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# General Introduction

English is currently used as an important language in education, science, technology, communication, and collaboration. As a result, English has been introduced in many educational systems at an early age of education. Teaching English to young learners demands from teachers not only language skills but also adequate pedagogical, psychological, and classroom management skills. Hence, it is essential to provide teacher training for meeting the needs of young learners.

In Algeria, English has gradually been introduced in primary education, thus creating new requirements for teachers and teacher training. The introduction of English at this level involves adaptation of teachers' activities to young learners and solving the issues related to classroom management, mixed classes, adequate teaching materials, and evaluation. This makes teacher pre-service and in-service training necessary in the professional development of teachers.

In this regard, the current study focuses on English teachers in primary schools of Saida. It analyzes their training experience, problems they face, their views on the efficiency of the current training programs, and their suggestions concerning improving the training programs.

## 1. Statement of The Problem

In line with the emerging significance of English as an international language, Algeria has added English to the curriculum of primary schools including Saida. This has put primary school English teachers in the limelight as they have been required to acquire necessary linguistic and pedagogic skills needed to teach young learners. Nevertheless, teachers might encounter various training issues related to classroom management, lesson planning, assessment, heterogeneous groups, and teaching materials.

Though both pre-service and in-service training have been provided, it is imperative to find out whether they adequately equip teachers with the necessary skills needed for classroom practices and whether the needs of teachers have been addressed through the trainings.

Hence, this research aims to explore the training problems encountered by primary school English teachers in Saida, the perceptions of teachers regarding the efficiency of the trainings, and views about improvements in training programs.

## 2. Research Questions

- **Main Research Question:**

1- What are the major training challenges primary school English teachers face?

- **Sub-Questions:**

2- How do primary school English teachers in Saida perceive the effectiveness of the training they undergo?

3- What perspectives do teachers have on how training programs should be improved?

## 3. Research Hypotheses

1- This study hypothesizes that primary school English teachers in Saida face major training challenges related to insufficient practical classroom-focused training, limited ongoing support, and a lack of resources adapted to young learners.

2- This study proposes the hypothesis which assumes that primary school English teachers in Saida generally perceive the current training they receive as insufficiently effective in preparing them for real classroom situations and the specific needs of young learners.

3- It is possible that primary school English teachers in Saida believe training programs should be improved by including more practical workshops, continuous in-service training, and content tailored to local classroom realities.

## 4. Research Objectives

1. The objective of this research was to point out the principal difficulties in teacher training. It explores the obstacles standing in the way of teacher training, and how those challenges play out once teachers are in position.

2. The purpose of this study is to investigate teachers' views and requirements. It zeroes in on teachers' feelings about their training and the support they think they need.

3. This study aims to suggest improvements for training programs. It seeks to provide practical recommendations to make teacher training more effective and better adapted to teachers' real needs.

## 5. Limitations of the Study

There are a number of limitations to this study. First of all, the sample size is small and it only included 18 teachers from primary schools in Saida; thus, the results are unlikely to be generalized. Second, the study involved only one inspector and three interviewed teachers whose opinions might not reflect those of the population in its entirety. Moreover, due to some practical difficulties, such as unavailability, lack of responses, and some unanswered open-ended questions, the process of data collection might have been hindered. Lastly, since this study used self-reporting questionnaire, there could have been a problem with recall or social desirability bias.

## 6. Structure of the Thesis

The thesis is comprised of three chapters. In the first chapter, which is called "Literature Review," the theoretical background of teacher training is given; the problems in teaching English in primary schools on the international level are identified; the need for training and development of primary English teachers is analyzed; the views of teachers about their problems and training are given; finally, some models of good training practices are reviewed.

In the second chapter, "Research Methodology," the research design, subjects of the research, research instruments, data collection and data analysis methods are described. The study took a place in the following primary schools: Allam Mehidi, Lakhdari Lakhrouti, Benacef Mahmoud, Ziani Khadidja, Belbouri Abdelkader, Bourezigue Embarek, and Dahmani Kada.

The third chapter, "Data Analysis and Discussion," consists of interpretation of data collected from the questionnaire and interviews. The findings of the study are discussed in light of research questions and literature.

# 1. Chapter One : Literature Review

## 1.1 Introduction

Training primary English teachers has become a strategic priority as education systems respond to globalization and early introduction of English in classrooms, yet many teachers still report feeling underprepared and constrained by limited qualifications and scarce resources. In this context, this chapter aims to examine the challenges and perspectives surrounding the training of primary school English teachers, situating the case of Saida within global, regional, and local debates on teacher training, professional development needs, and teachers' lived classroom realities, in order to build a conceptual framework that can guide more context-sensitive and effective training and support for primary English teachers in Saida.

## 1.2 Conceptual and Theoretical Background of Teacher Training

The following section presents some key conceptual and theoretical aspects of teacher training:

### 1.2.1 Training Definition

Teachers Training is defined as any assistance and development capacity that helps educators to teach and assess students according to the curricula. Programs for teacher development are founded on the real and changing needs of educators and students. The needs of students and their families, the curriculum, learning rights, and teacher preparation and ongoing support should all be clearly connected. Depending on their needs and circumstances, teachers and other education staff should receive regular, relevant, and organized training. The training instructors receive prior to starting to teach in a classroom is known as pre-service training. The term "in-service training" describes the opportunities for ongoing professional development that teachers receive after they start working in classrooms.

### 1.2.2 The Importance of Training

Teacher training is important for enhancing the capabilities of teachers. As Darling-Hammond et al. (2017) explain, **"*effective professional development is needed to help teachers learn and refine the pedagogies required to teach*"**. Thus, effective training will enable teachers to respond to the needs of learners.

### 1.2.3 Professional Development

Professional development (commonly referred to as PD) focuses on acquiring new insights and abilities to enhance your career. PD is crucial if the teacher aims to further his education, switch careers, secure a new job, or elevate his career. Ongoing education may also be the solution to achieve complete job fulfillment. Professional development can advantage all individuals – from learners to working professionals. Engaging in professional growth is an excellent method to keep learning and enhance your abilities. Furthermore, embracing a growth mindset can ignite creativity that maintains your involvement and vitality. It additionally aids in building knowledge and abilities to enhance your present professional position or assist in getting ready for your upcoming job through:

Enhancing your self-assurance: Ongoing professional advancement can greatly benefit your personal and career confidence, as well as employee development.

Improving your skill enhancement: Professional development programs and additional training can aid in broadening your skill range. For instance, you might enhance your project management or leadership abilities.

Enhancing your career opportunities: Participating in professional growth experiences can pave the way for new job avenues. This enables you to advance to the next stage in your career.

Exploring emerging trends in your field: Your pursuit of ongoing professional education will reveal the most recent advancements and innovations in your industry. Thus, you will acquire new abilities and remain current with your industry expertise.

Astonish your employer: Engaging in professional development is an excellent method to impress both your current and prospective employers, especially regarding your performance assessment. PD indicates that you are committed to your career – and to personal growth

### 1.2.4 Pre-service vs In-service

This part compares teachers' pre-service and in-service training experiences.

1. **Pre-service Teacher Training**

Pre-service teacher education is a structured experience that prepares a person to be a teacher; it focuses on laying the foundation for teachers. This is where you will learn about children's

thinking processes; the reasoning for their behavior; and most importantly, the process of learning.

While many people enter their teaching career with enthusiasm, they may not have received sufficient pre-service education. Many people love children but may feel helpless when faced with questions like:

- What strategies are available to me to encourage participation from a reluctant learner?
- How do I develop lessons that remain engaging to all learners?
- How can I support a child who is emotionally sensitive?

Pre-service training answers those questions prior to a teacher stepping into the classroom. It builds self-confidence by clarifying the answers to those questions.

### 2. In-service Teacher Training

The primary goal of in-service training is to provide professional development to working teachers. In-service training is designed to support the day-to-day realities of teaching. All teachers, even those who have received extensive pre-service training will encounter situations that cannot be adequately addressed through theoretical approaches alone; in-service training supports these working teachers with specific solutions to their needs.

Working teachers frequently report:

- Feeling outdated because new teaching methods continue to emerge
- They know the theory but still struggling to apply it with thirty students
- They want to enhance classroom management, but they are unsure as to what strategies will work effectively in my classroom

In-service training provides solutions specifically to meet the needs of the working teacher. In-service training addresses the gaps in the knowledge base developed through experience.

## 1.2.5 Why Both Systems Must Work Together

A powerful teacher is not formed in a single stage. Both system are essential.

- Pre-service teaches an initial teacher to teach in the classroom; In-service teaches an initial teacher to grow with the classroom as it develops.
- Pre-service provides the foundation of the teacher's knowledge about how to teach.
- In-service is there to continue to provide additional support for the teacher as he/she learns to meet new challenges in the classroom.
- As many pre-service teachers will attest to, the in-service training provided after completing their degree was the help they needed to survive some of the very difficult teaching experiences they would have during their first few years of teaching.

Therefore, all pre-service teacher education programs should require or encourage, at the least, some form of on-going in-service learning for all graduates of these programs.

They collectively create a cycle that ensures teachers remain informed, self-assured, and proficient in delivering impactful learning experiences for students.

**EFL:** EFL stands for Teaching English as a foreign language in a nation where English is not the primary language. In other countries, this term is widely used. EFL students usually share a common experience of living in a non-English speaking nation and come from similar backgrounds. They concentrate on improving English proficiency and comprehending the cultural allusions associated with the language.

**ESL:** ESL refers to Teaching English as a second language to non-native speakers in a nation where English is the primary language. this term is more common In the US, Canada, UK, New Zealand, and Australia. ESL instruction usually takes place in a multicultural classroom with pupils from different ethnic and cultural backgrounds. Therefore, in order to communicate effectively, ESL students frequently require more assistance with grammar and pronunciation.

### 1.2.6 Why primary English teaching matters

To be able to master and speak the English language fluently offers so many interesting opportunities since English become the first common language around the world, it opens the door to try new jobs and also helps to feel comfort while travelling or working aboard. With roughly 1.5 billion speakers, English is the lingua franca of the world and serves as both a communication tool and a passport to global citizenship. An English-first education thus gives foreign students a strong basis for success in the classroom and beyond.

## 1.3 Global challenges in teaching English in primary schools

Teaching English to young learners has identified several pressing challenges:

### 1.3.1 Pedagogical Challenges

In most cases, the EFL instructors have a variety of common issues that prevent them from adopting best practices in their teaching process all over the world. These problems usually involve challenges of how to teach writing and speaking skills, maintain student motivation, cope with overpopulated classes, differentiate instruction according to students' individual needs, and solve issues associated with discipline and classroom management in general. There is a variety of common and specific reasons and solutions suggested in the literature on these topics.

#### 1) Teaching Speaking & Motivation

Learners face several obstacles such as anxiety, shyness/inhibition, low self-confidence, limited vocabulary/grammar, pronunciation problems, and few chances to practice, especially in exam-driven systems (Du, 2025). Teacher-side issues include limited speaking-teaching expertise and overreliance on traditional, non-communicative methods (Sharma, 2024).

Evidence points to benefits from CLT/TBL, role-plays, debates, games, social media, and technology-supported tasks, which increase interaction and motivation when paired with low-anxiety, supportive classrooms and positive feedback (Du et al., 2025). Motivational research highlights the need for autonomy-supportive teaching, meaningful tasks, and attention to learners' identities and goals (Lăpădat & Lăpădat, 2024).

#### 2) Large classes, differentiation, discipline

According to Choudhary (2023), Dealing with large number of students constitutes a real challenge to every teacher. variety of students with multi-level IQ and learning style, class environment organization, difficulty of setting and crowd control, less attention to students, limited students' learning monitoring and difficulty in engaging all students in activities.

Effective responses include small-group/peer work, structured group roles, peer review, virtual or in-class teams, and community-service or experiential projects, which redistribute talk and support differentiation within a large class (Molavi, 2024). Clear routines, explicit rules, and carefully designed collaborative activities help reduce discipline problems and support mixed-ability participation (Choudhary & Batwal, 2024).

### 1.3.2 Structural Challenges

This part examines the structural challenges related to teacher training.

### 1) Shortage of qualified teachers

Internationally, shortages are widespread, often acute in languages and ESL/EFL (Gorard et al., 2024) They are driven by low relative pay, deteriorating working conditions, heavy workload (especially high contact hours), poor student behaviour, and reduced career attractiveness (Flores, 2023).

Consequences include vacancies, underqualified teachers, larger classes, and emergency certifications, which depress achievement and increase turnover, especially in disadvantaged schools (Edwards et al., 2024). Systems that keep teacher workload manageable (more non-contact time, lower teaching hours) tend to have fewer shortages and better retention (Gorard et al., 2024).

### 2) Limited Contact Hours:

Evidence on reduced teaching time is mixed and highly context-dependent. In content-heavy or skills-based subjects like English, substantial hour reductions—especially without teacher training or curriculum redesign—are associated with weaker language development and teacher stress (Al-Ruzaiqi & Hussain, 2025).

Moderate reductions, coupled with good design and strong self-directed learning cultures, may leave test scores unchanged and improve perceived workload and wellbeing, at least in higher-education contexts (Connolly, 2023).

## 1.3.3 Contextual Issues In Language Teaching:

Research shows that multilingual classrooms, socio-cultural conditions, and family–school relationships strongly shape learners' chances to succeed in English or other school languages. These factors can either support or seriously block progress, even when classroom teaching is good.

### 1) Multilingual Classrooms:

When teachers and students do not speak the same language, understanding lessons becomes harder. Because of this, following instructions might feel confusing, while showing what they know during tests gets tougher too. Instead of including family languages, schools often push only the main classroom tongue, sometimes making kids feel disconnected from who they are.

One reason things get tricky. Teacher training rarely includes how to handle mixed-language groups well. Without that background, keeping order and sharing ideas clearly takes extra effort.

2) **Socio-cultural barriers:**

Besides distance from cities, newcomers sometimes struggle with holding on to their first language while fitting into classrooms that speak another. That push and pull shapes how they see themselves, whether they want to join in, and if they feel welcome at school

Folks sometimes see English as out of touch - or worse, a risk to who they are - making it harder to get involved, particularly if you're already facing barriers.

Fear of getting things wrong can hold people back. What others think might stop someone from joining in. Nervous feelings often shape how much a person engages. The way folks talk to one another plays a role too. Sometimes silence comes from worry, not lack of interest. How we connect changes who speaks up. Tension around errors quietly lowers involvement.

3) **Parental Involvement:**

Many parents are unable to help with homework or to communicate with teachers due to language barriers, low socioeconomic status and being unfamiliar with the school system. Students will be motivated and achieve better when their schools purposefully establish egalitarian relationships with families and respect their languages and aspirations. It is also advisable to have workshops and instructions on the facilitation of learning in the mother tongue particularly among immigrant families.

## 1.4 Training and professional development needs of primary English teachers

Research shows that primary English teachers often begin and continue their careers without the training and support they need. Challenges appear both in pre-service preparation and in in-service professional development (PD).

### 1.4.1 Gaps in pre-service teacher training and transition to work

Pre-service teacher training often equips teachers with theory but leaves them underprepared for the complexity of real schools. When these graduates enter classrooms, many experience a theory–practice mismatch and associated "reality shock", affecting confidence, well-being and retention.

- Theory–Practice Mismatch in Pre-service Training**:**

Training is frequently overly theoretical, delivered mainly through lectures with few opportunities for authentic practice (Mandyata et al., 2023). Pre-service teachers describe a misalignment between methods courses on campus and what they actually see and must do in schools (Phillips & Condy, 2023). Teacher educators are sometimes perceived as "out of touch" with classroom realities, weakening links between coursework and field experience (Phillips & Condy, 2023).

- "Reality Shock" and Transition to Work

Reality shock is defined as the clash between idealized expectations formed in training and the everyday realities of classroom life (Karabatak et al., 2025). New teachers struggle with classroom management, workload, adapting to school culture, administrative duties, and student behaviour, often with limited support (Çakar & Özan, 2025).

Studies show drops in self-efficacy, attitudes, and perceived knowledge once teachers move from pre-service to novice year, especially around inclusion and student-centred pedagogy (Karabatak et al., 2025).

High reality shock is linked to stress, burnout, reduced commitment, and early attrition .

### 1.4.2 Specific training needs:

Research consistently identifies several core areas where primary English teachers need focused training, like english proficiency, classroom management, assessment, young learner methodology, and curriculum literacy.

- **English proficiency (especially for classroom use)**

Many teachers, especially non-English majors, rate their speaking and listening as below average and need targeted language development (Abrar, 2023). Studies stress the need for classroom English language to explain content, manage activities, and give feedback, rather than only general fluency (Kisi et al., 2022).

- **Classroom management**

Teachers need PD in lesson opening, running, ending, transitions, and questioning to keep young learners engaged (Almutawa, 2025). Classroom management is repeatedly highlighted as a key pedagogical skill requiring ongoing training, particularly in large classes (Widodo & Khoiriyah, 2025).

- **Assessment and assessment literacy**

Primary teachers often have only an intuitive understanding of assessment for young learners and lack formal preparation in designing tasks, grading, and giving feedback (Liu & Li, 2020). There is a clear call for assessment literacy courses in pre-service and in-service programmes, focused on practical classroom assessment for children (Almutawa, 2025).

- **Young learner methodology**

Teachers report needs in methods for teaching speaking and listening, games, fun activities, and CLT appropriate for children (Widodo & Khoiriyah, 2025). Training that includes characteristics of young learners, classroom management with songs, games, crafts, and multimedia significantly improves confidence and practice (Tianchai et al., 2024).

- **Curriculum literacy**

Curriculum literacy includes recognizing the strengths and weaknesses of curriculum materials and, when needed, adapting or supplementing them for specific students and contexts (Yolcu & Sarı, 2025). Higher curriculum literacy is linked to more effective, accurate, and planned implementation of the curriculum, better classroom management, and more student-centred, high-quality instruction (Süral, 2025).

### 1.4.3 Issues for non-English-major English teachers

Non-English-major teachers are widely used to teach English, especially in primary schools where there are not enough specialist teachers. Research highlights recurring language, pedagogical, and structural problems, but also shows how these teachers try to cope. Pronunciation, vocabulary, grammar, and spelling difficulties are common, affecting teachers' confidence and lesson delivery (Vergara et al., 2025).

The mother-tongue interference and fossilized errors also influence both teachers' own English and the models they give learners (Romadhon et al., 2024).

## 1.5 Perspectives of teachers on their challenges and training

This part explores teachers' perspectives on the challenges they face and the training they receive.

### 1.5.1 Teachers' views on effective practices and obstacles

Teachers describe a mix of classroom strategies they believe work well, alongside serious obstacles such as overcrowded classes, lack of resources/technology, and weak institutional support.

What teachers see as effective practices:

- **Active, student-centred teaching:** Variety in methods, activities, and tools; lessons planned around students' interests and abilities; encouraging participation and interaction (Dursun & Aykan, 2025).
- **Clear structure and expectations:** Goals set early shape how time gets used later in class. Organisation matters most when students know what comes next. Lessons gain strength through consistency yet adapt as needed (Dursun & Aykan, 2025).
- **Relationships and classroom climate:** positive connections between teachers and students shape how learning feels each day. Engagement often follows where respect already lives. How people treat one another quietly defines the room's rhythm (Pirzada et al., 2021).
- **Use of tools and technology**: Tools presence in the classroom often lifts both teaching depth and student attention. Where accessible, varied resources shape more dynamic learning moments (Dursun & Aykan, 2025).

### 1.5.2 Main Challenges According To English Teachers

Primary school English teachers have many challenges and needs related to their preparation and ongoing development. Most of them feel gaps in pre-service training, such as theory not matching with real classroom practice which leads to "reality shock" when they start teaching. They usually report specific training needs in areas such as English language proficiency, classroom management, assessment, young learner methodology, and curriculum literacy. Teachers face problems in their daily work that hinder effective practice like overcrowded classrooms, limited resources and technology, and insufficient administrative or professional support. This is more challenging for non-English-major teachers who might have weaker language backgrounds and fewer opportunities for targeted professional development. All these factors bring out the need for better-designed pre-service programs along with continuous, context-sensitive in-service training for primary English teachers.

- Emotional and professional well-being

Research links teachers' emotional and professional well-being closely to workload, support, autonomy, and professional identity. These factors interact: when demands are high and resources low, burnout and intentions to leave increase; when resources and identity are strong, engagement and satisfaction rise.

- Workload and Stress

High and intensifying workload is one of the strongest predictors of stress, emotional exhaustion, and burnout, and a major reason for leaving teaching (Hadrya et al., 2025). Work stress can also weaken teachers' sense of professional identity when workload is high (Zhao et al., 2022).

- Support and Relationships

Social and organizational support (from colleagues and leadership) consistently protects well-being. Strong support reduces perceived workload, stress, and burnout, and increases job satisfaction and resilience (Hadrya et al., 2025). Lack of support, or toxic leadership, is repeatedly linked to higher stress, psychosomatic symptoms, and motivation to leave (Nwoko et al., 2025).

## 1.6 Models and examples of effective training and support

Research commonly highlights that effective PD is sustained, contextualised, collaborative, and practice-focused, but also warns against treating these as a fixed checklist.

- Sustained and Ongoing

Effective PD tends to be long term, with repeated sessions and follow-up, rather than one-off workshops (Balta et al., 2023).

Job-embedded PD and coaching integrated into teachers' workdays show medium–large effects on teacher and student outcomes; longer interventions are linked to better student results (You et al., 2024).

- Contextualised and Relevant

PD is more powerful when it is grounded in teachers' own classrooms, aligned with local curricula, policy, and school needs, and responsive to teachers' self-identified problems of practice (Bendtsen et al., 2021).

Context-sensitive CPD that fits school culture and provides time and resources supports more sustainable change beyond the course period (Balta et al., 2023).

## 1.7 Conclusion

This chapter was essential for laying the theoretical framework for the study, since it dealt with issues such as teacher training, challenges associated with teaching English in primary schools, the need for professional development of teachers, teachers' views about training, and training and support programs that work. From the theoretical review, it is clear that there is a need for contextualized teacher training. The research methodology applied in the investigation of the issues raised in this theoretical chapter follows in Chapter Three.

# 2. Chapter Two: Research methodology

## 2.1 Introduction

The last chapter focused on the theoretical aspect of this study. The present chapter will focus on the practical aspect. Its purpose is to provide an in-depth analysis of the methodology that is employed in the process of addressing the major challenges and perspectives faced by primary school English teachers in Saida regarding their professional training. In particular, the first objective of this chapter is to describe the sample population who will assist in conducting this research. In addition, this chapter discusses the tools that are being used for the present academic paper. Finally, the chapter illustrates the limitations that obstruct the researcher during her research journey.

## 2.2 Research Design:

This study will adopt a mixed-methods research approach to investigate the challenges and perspectives related to teacher training among primary school English teachers in Saida. both quantitative and qualitative data will be combines to ensure a complete understanding for the research problem

The quantitative component will provide measurable data collected through a semi-structured questionnaire administered to primary school English teachers. The qualitative component will explore participants' experiences in greater depth through semi-structured interviews with teachers and inspectors. Combining these two types of data will provide a more comprehensive understanding of teacher training practices and challenges in the local context.

## 2.3 Research Population and Sample :

This section presents the population and sample selected for the study:

### 2.3.1 Target Population :

This research was specifically conducted to :

- Primary school English Inspectors.

-Primary school English Teachers.

This population was targeted because of its related role that provide a broader professional perspective on teacher training.

### 2.3.2 Sample:

The sample of this study consisted of 19 participants, selected from different primary schools in Saida. It included: One Primary School English language inspector, who participated in an interview. Three primary school English teachers from three different primary schools, who were also interviewed. In addition, 15 questionnaires were distributed to 15 primary school English teachers from different schools in order to gather broader perspectives on the challenges and perspectives related to their professional training. The participants were selected to provide both in-depth qualitative insights and broader questionnaire-based data relevant to the objectives of the study.

## 2.4 Research Instruments:

The data of this study were collected in one month in intermittent periods. The researcher used three research instruments to gather information from the sample population: teacher interviews, inspector interviews, and a teacher questionnaire.

### 2.4.1 Teachers Questionnaire :

The questionnaire was distributed to 15 primary school teachers in Saida, Algeria. All of them responded. It combines closed-ended questions (dichotomous and multiple-choice) to obtain clear-cut answers with open-ended questions to gather richer, more descriptive insights from teachers' classroom experiences. The questionnaire is organised into four sections. The first section (Personal Information) gathers information about gender and academic qualifications held in English. The second section (Pre-Service Training) explores the adequacy of initial preparation for teaching English to young learners, primary-level-specific training, the match between training and real classroom needs, and areas requiring further training. The third section (In-Service Training) examines the frequency of participation in professional development, the relevance of training to classroom needs, the types of activities attended, perceived over-theorisation, difficulty attending sessions, and includes an open-ended question on training challenges. The fourth section (Teachers' Perspectives and Needs) includes two open-ended questions: one on a particularly effective or ineffective professional development experience and why, and one inviting suggestions for improving teacher training. This tool yielded quantitative data from the closed-ended items and rich qualitative data from the open-ended responses.

### 2.4.2 Teachers Interview:

The teacher interview was carried out with three primary school English teachers in Saida. These participants were distinct from the 15 teachers who had completed the questionnaire, a decision taken deliberately so that the interviews would not simply reproduce the questionnaire data but instead open onto experiences and reflections that the written instrument could not reach. All three took part in the session. The interview relies on open-ended questions designed to draw out rich, descriptive accounts of teachers' experiences, perceptions, and reflections on their training. The interview is organised into four sections. The first section (Background and Context) documents their teaching history, their route into primary English teaching in Saida, and their current teaching conditions, including class size, resources, and students' level. The second section (Experiences with Pre-Service Training) probes how their initial preparation equipped them to teach young learners and which areas, such as classroom management, instructional skills, or lesson planning, needed deeper coverage. The third section (Experiences with In-Service Training) looks at professional development activities since entering the profession, the most and least valuable training and why, and opportunities to discuss and adapt training content with colleagues. The fourth section (Challenges in Training) examines institutional and logistical barriers such as schedule, location, transport, and school policy, along with the impact of training on motivation, confidence, and professional identity, and closes with an open-ended question on the one change they would make to current training practices. This tool provided rich qualitative data from the open-ended responses.

### 2.4.3 Inspector Interview :

The inspector interview was conducted with inspector of primary school English in Saida. These participants occupy a dual position within the training landscape they supervise classroom practice and, in many cases, design and deliver the in-service programmes under investigation. Their accounts therefore carry a different weight from those of the teachers, offering an institutional vantage point on the same set of problems. The interview relies on open-ended questions organised into six thematic sections. The first section (Professional Role and Responsibilities) establishes the inspector's position within the local supervisory structure and documents the length of their involvement in training primary school English teachers. The second section (Perceptions of Teachers' Preparation) invites inspectors to evaluate the general level of pre-service preparation among primary English teachers in Saida and to identify the most common gaps or weaknesses in their initial training. The third section (Organization and Content of In-Service Training) examines the activities delivered during in-service sessions, the procedures by which training programmes are planned and implemented, and the criteria

governing the selection of themes, content, and trainers. The fourth section (Observed Challenges and Constraints) probes the obstacles teachers encounter in benefitting from training attendance, follow-up, and relevance among them alongside systemic constraints such as budget, time, and coordination, and the difficulties inspectors themselves face in providing ongoing support and monitoring after sessions conclude. The fifth section (Evaluation and Impact of Training) investigates how inspectors assess whether training has produced measurable change in classroom practices and student learning, and invites description of successful training interventions observed in Saida's primary schools. The sixth section (Future Directions and Recommendations) closes the interview by asking inspectors what recommendations they would give to decision-makers to address the challenges they have identified. This instrument yielded rich qualitative data on the institutional, organisational, and policy dimensions of teacher training, complementing the classroom-level perspectives obtained from teachers.

## 2.5 Study Limitations :

Several limitations warrant acknowledgment. First, the sample was small and geographically restricted: 19 participants one inspector, three interviewed teachers, and fifteen questionnaire respondents all from primary schools in Saida. This permitted depth but limits generalizability to other Algerian regions or contexts.

Second, the institutional perspective rests on a single inspector, so it cannot be triangulated against other inspectors' accounts. The three interviewed teachers, though distinct from questionnaire respondents, represent only a fraction of local primary English teachers; their views may not reflect the wider population.

Third, data collection faced practical constraints. The inspector's limited availability restricted in-depth questioning. Some teachers responded slowly, requiring two or three return visits. Because many worked across two schools, distribution and collection occurred at separate locations, complicating follow-up. Some left open-ended questions blank, reducing qualitative richness.

Fourth, the small interview sample makes qualitative findings illustrative rather than statistically representative. The questionnaire relied on self-report and was therefore vulnerable to social desirability bias and recall inaccuracy, especially regarding past training.

Finally, the cross-sectional design offers a snapshot of training challenges at one moment, not a longitudinal view of how practices and perceptions evolve. Still, the mixed-methods design and dual teacher–inspector perspectives provide contextually grounded insights into teacher training in Saida, offering a basis for further research with larger, more diverse samples.

## 2.6 Conclusion

To conclude, this chapter has outlined the methodological framework used to investigate the challenges and perspectives related to teacher training among primary school English teachers in Saida, covering the research design, participant selection, and data collection instruments. By combining three research tools a questionnaire, teacher interviews, and an inspector interview the study gathered both quantitative and qualitative data, which enriched its findings. Overall, the methodology adopted here aimed to produce reliable and valid data capable of supporting the analysis and discussion in the following chapter. The next chapter will present the findings, along with their interpretation and discussion, as well as recommendations related to the research problem

# 3. Chapter Three: Data Analysis and Discussion

## 3.1 Introduction

This chapter presents and discusses the data collected to investigate the challenges and perspectives related to train primary school English teachers in Saida. Three main tools were used in this study: a questionnaire and an interview addressed to primary school English teachers, and one interview with an English language inspector.

The main aim of this chapter is to analyze, interpret, and discuss the findings obtained through the tools used. The chapter starts with analyzing and interpreting the findings collected from the questionnaire and the interviews. The chapter is organized as follows. At first, it focuses on presenting and interpreting the findings obtained from the teachers' questionnaire, the teachers' interviews, and the inspector's interview. Then it provides a general discussion of the findings, bringing together the results from the different research instruments and relating them to the research objectives and relevant literature. Finally, a set of recommendations are presented based on the findings of the study, suggesting possible measures to address the identified challenges and improve the training of primary school English teachers.

## 3.2 Teachers' Questionnaire: Findings and Interpretation

A semi-structured questionnaire was administered to 15 primary school English teachers from 15 different primary schools in Saida in order to address the major challenges and perspectives toward their training.

### ➢ Section One: Personal Information

This section presents the professional background of each teacher, including their gender and their degree.

**Question n° 01: What is your gender?**

**Table 01: Distribution of Teacher According to Their Gender**

| Gender | Teachers Number | Percentage |
|---|---|---|
| **Male** | 05 | 33.33% |
| **Female** | 10 | 66.67% |

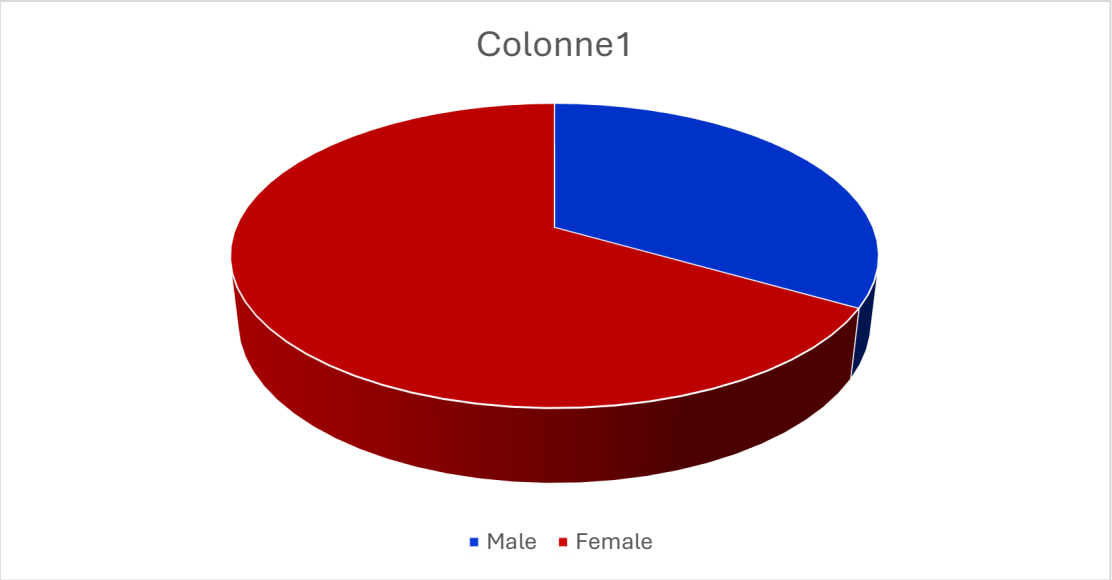



**Figure 01: Distribution of English Teachers according to their gender**

**Interpretation:**

The results show that 10 participants (66.7%) were female, while 5 participants (33.3%) were male. This shows that female teachers represented the majority of the sample, while male teachers represented a smaller proportion. However, both genders were included, providing perspectives from both male and female teachers.

**Question n° 02: What academic qualifications do you hold in English?**

**Table N° 02: Teachers' Major Degree**

| Academic Degree | Number of Teachers | Percentage |
|---|---|---|
| **Licence Degree** | 11 | 73.33% |
| **Master's Degree** | 04 | 26.67% |
| **Phd** | 00 | 00% |

The survey findings show that among the teachers who participated in this survey, 11 hold a Licence degree, accounting for 73.3% of the total number; the remaining 4 teachers hold a Master's degree, accounting for 26.7%; none of the participating teachers have obtained a PhD degree.

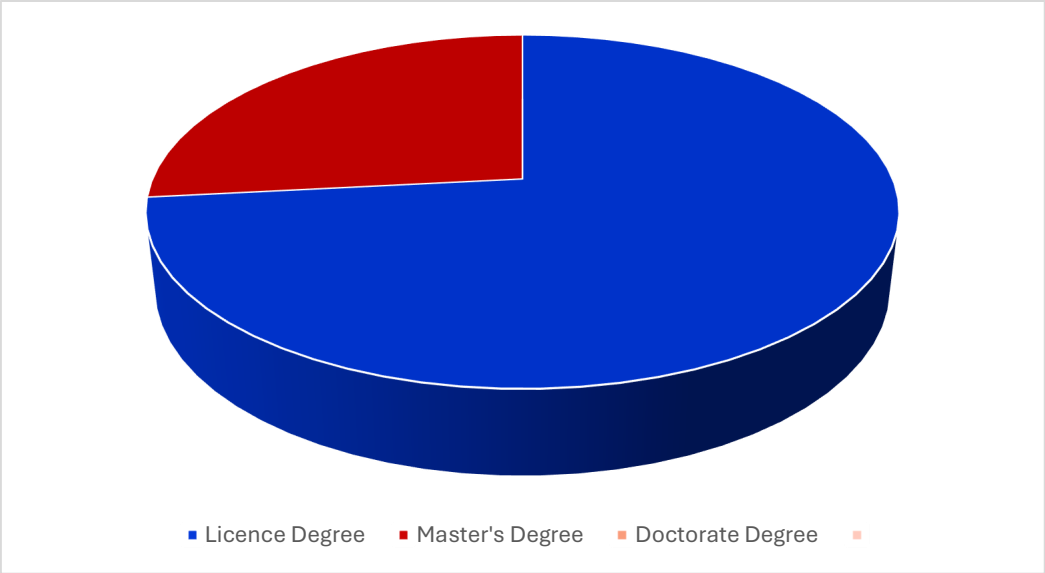



**Figure 02: Teachers' Academic Degree**

## Interpretation:

Putting these data together, the vast majority of the surveyed teachers hold a Licence as their highest academic degree; only a small number have completed postgraduate-level courses and obtained a relatively higher academic degree.

This issue also highlights the importance of vocational training—the original academic preparation of these teachers did not cover the specialized content required for primary school English teaching, and only by supplementing professional training can they improve their academic reserves and master the various specialized skills needed for primary school English teaching.

- **Section Two: Pre-service Training**

**Question n° 03: My pre-service teacher training prepared me well to teach English to young learners.**

**Table N° 03: Pre-service Training Preparation**

| | Number of Teachers | Percentage |
|---|---|---|
| **Strongly Disagree** | 1 | 6.67% |
| **Disagree** | 00 | 00% |
| **Neutral** | 04 | 26.67% |

| | | |
|---|---|---|
| **Agree** | 07 | 46.67% |
| **Strongly Agree** | 03 | 20% |

According to the results obtained, 1 respondent or 6.7% totally disagree, and no respondents disagree. Meanwhile, 4 teachers or 26.7% are neutral, but 7 teachers or 46.7% agree, and 3 teachers or 20% strongly agree. Altogether, 66.7% of respondents have a positive attitude toward their pre-service training.

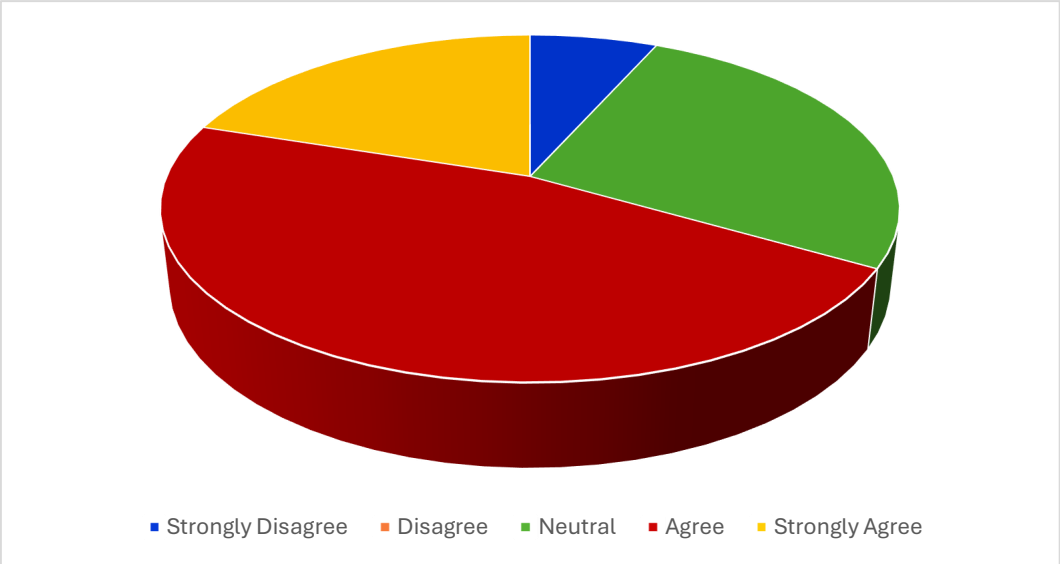



**Figure 03: Pre-service Training Preparation**

## Interpretation:

According to the statistics, it can be concluded that for most of the respondents, their pre-service course provided a sufficient basis for teaching English to young learners. However, as for neutral respondents, they might think that their pre-service training was partially sufficient or did not fully respond to the specific demands of teaching English at the primary school level.

## Question n° 04: I was trained to design lesson plans suitable for primary students' level and interests

### Table N° 04: Designing a lesson plan for primary students

| | Number of Teachers | Percentage |
|---|---|---|
| **Strongly Disagree** | 00 | 00% |
| **Disagree** | 01 | 6.67% |
| **Neutral** | 01 | 6.67% |
| **Agree** | 05 | 33.33% |
| **Strongly Agree** | 08 | 53.33% |

Results show that no teacher (0%) strongly disagreed, while one teacher disagreed and one teacher was neutral. But 5 teachers (33.3%) agreed and 8 teachers (53.3%) strongly agreed that they had been trained to design lesson plans suitable for primary students' levels and interests. And overall, 86.6% of the participants expressed a positive opinion, suggesting that their training generally provided them with the necessary skills to plan lessons appropriate for young learners.

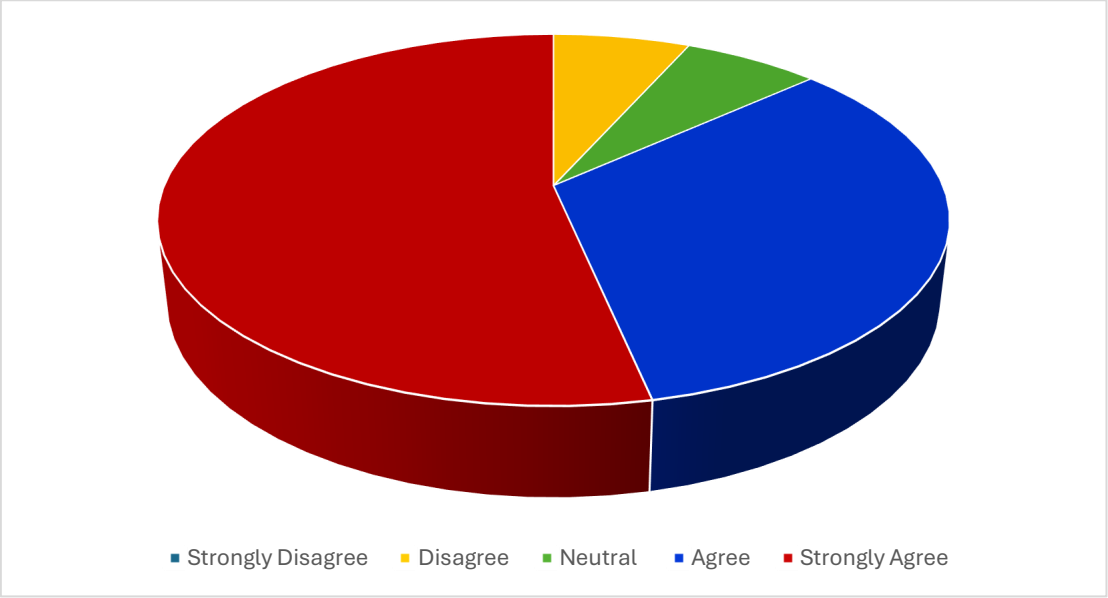



**Figure 04: Designing a lesson plan for primary students**

### Interpretation:

The results show that lesson planning was one of the well covered aspects of their teacher training, but some negative and neutral responses suggest that some teachers may still need further support in adapting lesson plans to pupils' different levels and needs.

### Question n° 05: The training I received matches my real classroom needs (class size, resources, level, etc.).

**Table N° 05: Training according to the classroom needs**

| | Number of Teachers | Percentage |
|---|---|---|
| **Strongly Disagree** | 00 | 00% |
| **Disagree** | 03 | 20% |
| **Neutral** | 02 | 13.33% |
| **Agree** | 08 | 53.33% |
| **Strongly Agree** | 02 | 13.33% |

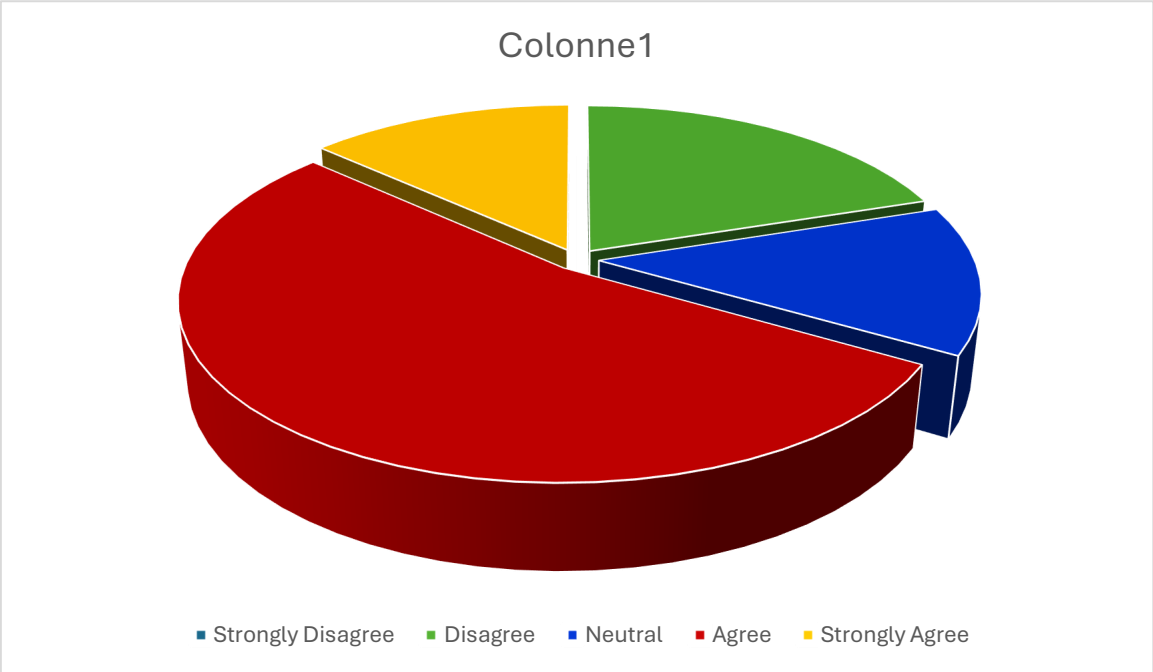



**Figure 05: Training according to the classroom needs**

### Interpretation:

Based on the survey results, 0% of participants indicated their extreme disagreement, 3 teachers disagreed slightly disagreed and 2 were neutral. In addition, 8 teachers agreed, whereas 2 teachers strongly agreed with the statement that the training was appropriate to the realities of classroom teaching, including class size, resources, and level of pupils. Altogether, 66.6% of participants positively evaluated the relevance of the course. However, 20% of the participants indicated their disagreement, while 13.3% were neutral. This data suggests that some teachers believe that their training may not completely respond to the actual needs of primary education.

### Question n° 06: I need more training in:

### Table N° 06: Training Needs

| | Number of Teachers | Percentage |
|---|---|---|
| **English Language Proficiency** | 02 | 13.33% |
| **Teaching Methods for Young Learners** | 06 | 40% |
| **Assessment of Young Learners** | 02 | 13.33% |
| **Classroom Management** | 07 | 46.67% |
| **Use of Technology** | 01 | 6.67% |

The results indicate that teachers most frequently identify the issues of classroom management as the area requiring additional training. Specifically, 46.7% of respondents, or 7 teachers, mentioned this concern. It was then followed by the pedagogical aspects connected to young learners, which 6 teachers, or 40%, indicated as an issue. The third position was shared by the limitations in English language proficiency, particularly speaking, and challenges of assessment of young learners, each of which was identified by 2 respondents, or 13.3%. Finally, the need for further training in the use of technologies was mentioned by only 1 teacher, or 6.7%.

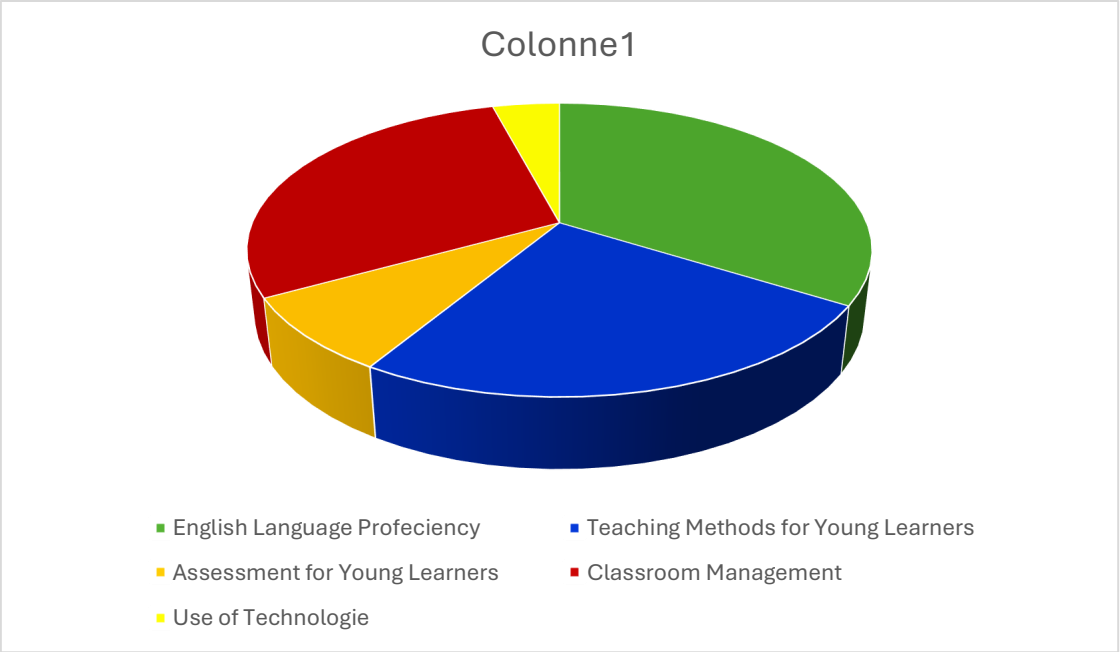



**Figure 06: Training Needs**

**Interpretation:**

Based on the data, it is possible to conclude that teachers' main needs in terms of professional development stem from their limited capacity in classroom management skills and the ability to work with young learners. Such a result implies that even after initial training, English teachers benefit from further development of their teaching skills.

- **Section C: In-Service Training (Professional Development)**

**Question n° 07: I regularly participate in in-service training or workshops related to teaching English.**

**Table N° 07: Teachers Participation in In-service Training**

| | Number of Teachers | Percentage |
|---|---|---|
| **Never** | 00 | 00% |
| **Rarely** | 01 | 6.67% |
| **Sometimes** | 09 | 60% |
| **Often** | 01 | 6.67% |
| **Always** | 04 | 26.67% |

The results suggest that none of the teachers (0%) never participate in in-service training or workshops related to teaching English. In addition, only one participant (6.7%) reported that

they rarely engage in such activities. At the same time, 9 respondents (60%) stated that they participate sometimes. Another 1 participant (6.7%) claimed that they often participate in in-service trainings for teaching English, while 4 respondents (26.7%) assert that they always participate.

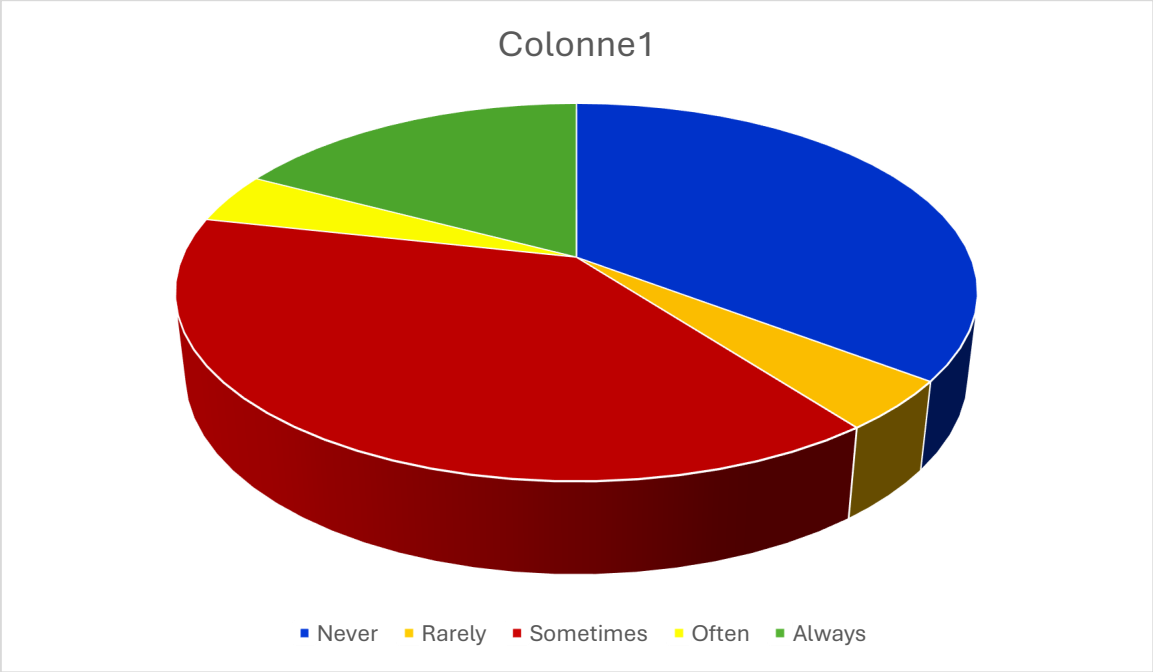



**Figure 07: Teachers Participation in In-service Training**

**Interpretation:**

Thus, it may be concluded that 93.4% of participants engage in in-service training or workshops for teaching English at least sometimes, which shows that professional development is at least somewhat encouraged among respondents. However, most participants only engage in such training sometimes, which suggests that they are not yet an established part of professional development.

**Question N° 08: Which types of in-service activities have you attended?**

**Table N° 08: Type of In-service Activities Teachers Attend**

| | Number of Teachers | Percentage |
|---|---|---|
| **Workshops** | 06 | 40% |
| **Online Courses** | 06 | 40% |
| **Monitoring** | 01 | 6.67% |
| **Classroom Observation** | 04 | 26.67% |
| **Communities of Practice** | 03 | 20% |

Findings revealed that workshops and online courses were the most common in-service activities attended by 6 teachers (40%). Classroom observations and communities of practice were participated by 4 teachers (26.7%) and 3 teachers (20%), respectively. Mentoring was attended by only 1 teacher (6.7%).

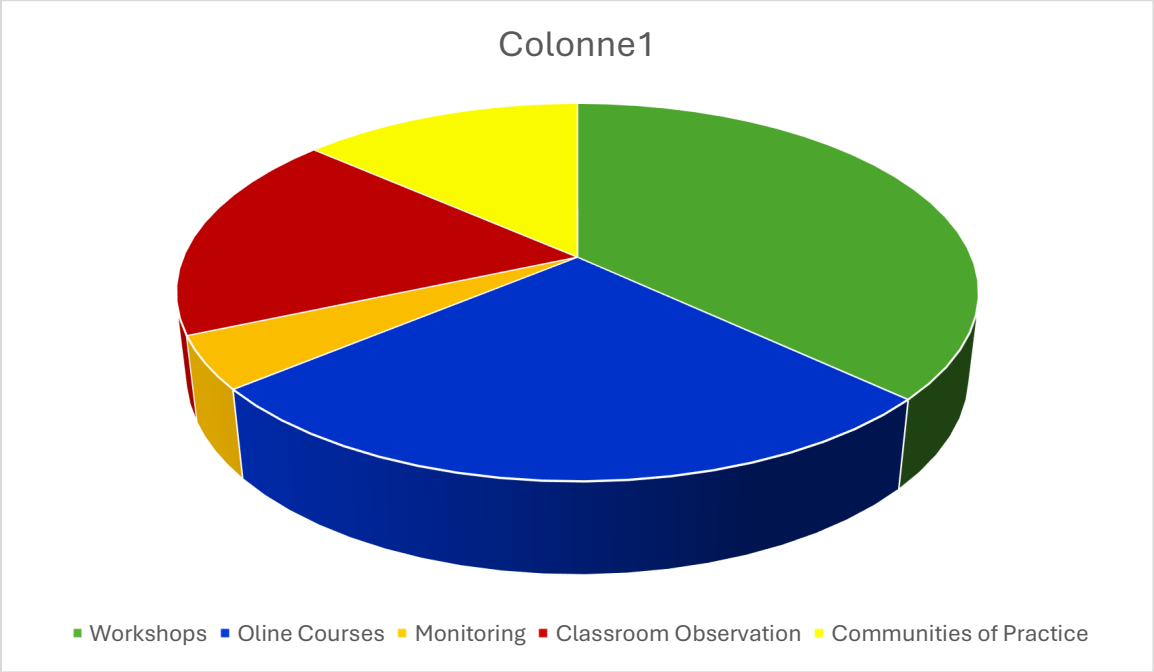



**Figure 08: Type of In-service Activities Teachers Attend**

**Interpretation:**

In general, it can be concluded that teachers tend to participate in easily accessible and short-term professional development activities such as workshops and online courses, whereas long-term and intensive professional development such as mentoring were less commonly undertaken. Accordingly, there is a need to offer such professional learning activities which can provide teachers with continuous and sustained support and guidance.

### Question N° 09: Training content is often too theoretical and not applicable in my context

**Table N° 09: Training Content Application in The Classroom**

| | Number of Teachers | Percentage |
|---|---|---|
| **Never** | 01 | 6.67% |
| **Rarely** | 01 | 6.67% |
| **Sometimes** | 11 | 73.33% |
| **Often** | 02 | 13.33% |

| | | |
|---|---|---|
| **Always** | 00 | 00% |

Results indicate that one teacher (6.7%) selected the first option, which states that the materials provided during training are never too theoretical and not applicable to their context, whereas one participant (6.7%) chose rarely. However, eleven teachers (73.3%) selected the option 'sometimes,' and two respondents (13.3%) chose 'often.' No participant selected the option 'always.'

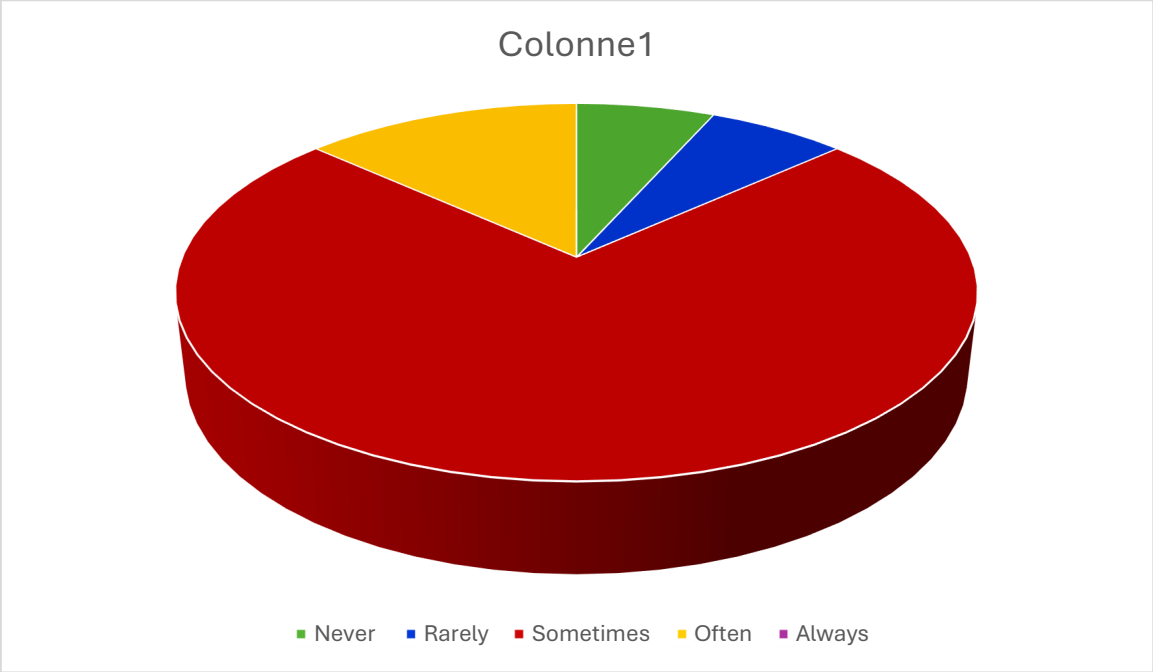



**Figure 09: Training Content Application in The Classroom**

**Interpretation:**

The data collected indicates that theoretical and not applicable content during training is a frequently occurring phenomenon among the participants, with 86.6% of the respondents selecting either 'sometimes,' 'often,' or 'always.' This therefore suggests a need for training programmes to place more emphasis on practical and applicable materials and activities that address the realities in the participants' primary school English teaching contexts.

**Question N° 10: Is it difficult for you to attend the teachers' training?**

**Table N° 04: Attendance Difficulty**

| | Number of Teachers | Percentage |
|---|---|---|
| **Yes** | 00 | 00% |
| **Sometimes** | 03 | 20% |
| **No** | 12 | 80% |

The results indicate that 12 teachers (80%) do not experience any hardships in attending teacher training sessions, whereas 3 teachers (20%) state that they encounter difficulties attending training on a regular basis. Altogether, no respondent experienced difficulties in attending training on a regular basis.

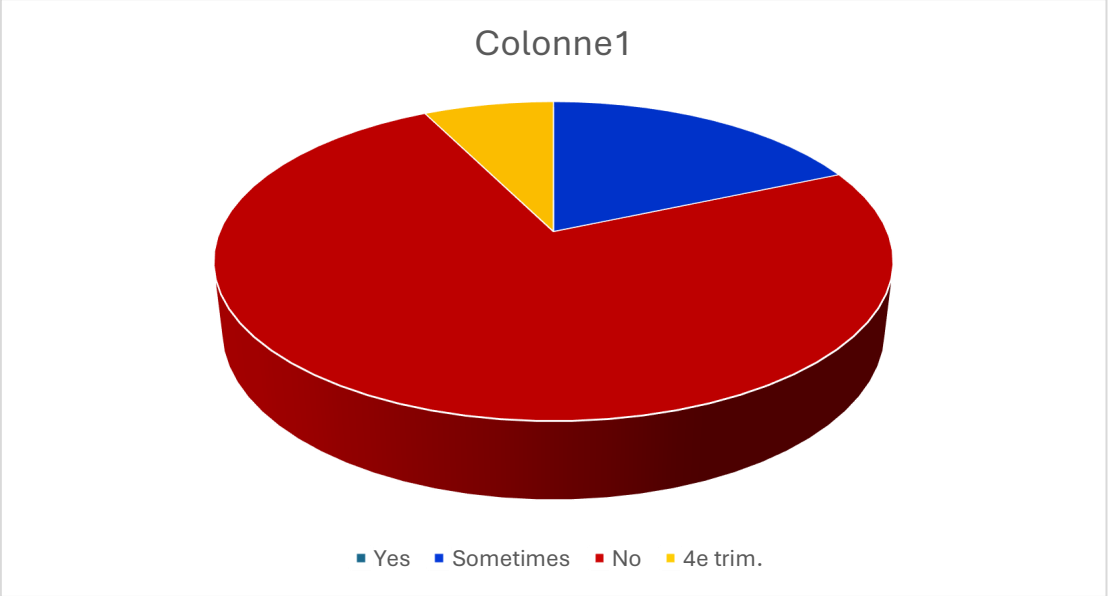



**Figure 10: Attendance Difficulty**

## Interpretation:

This information shows the absence of any major barriers to training attendance for most of the respondents. Yet, in the light of the fact that 20% still experience hardships, there is a need to consider the possibility of the influence of such factors as schedule arrangement causing interference with the training sessions.

**Question N° 11: What are the main challenges you face in your training as an English teacher?**

**Findings:**

From the responses collected, there appeared to be a number of difficulties facing the teachers in their training. Some of them include time management, and lack of time to attend training

sessions. Lack of practicality in using knowledge as well as lack of emphasis on classroom problems were among other difficulties that were repeatedly identified by the teachers. Other difficulties reported by the respondents include classroom management, having big classes, materials and resources, and the need for more training. For example, many teachers stated that big classes hinder the teacher from having the attention of the learners as well as creating the right learning environment. The same case applies to lack of materials and resources for teaching and learning.

## Interpretation:

The results of the present study indicate that teachers' challenges in relation to training were predominantly related to the practical aspects of primary education. Indeed, several issues raised by the participants were related to the absence of relevant and appropriate components of training, such as practical application of knowledge, classroom management, and strategies for reducing the effects of large groups of students. In addition, the analysis revealed that time and resources were also a significant concern to the participants. Thus, it could be concluded that, in order to address the challenges of primary education, teachers' training should be more practical and focused on developing their ability to manage and motivate young learners, deal with large classes, and apply available resources to enhance teaching and learning.

- **Section D: Teachers' Perspectives and Needs**

### Question N° 12: Can you describe one professional development experience that was particularly effective or ineffective for you? What made it so ?

### Findings:

From the results of the survey, it became clear that teachers considered professional development activities to be highly efficient in the classroom when they were practical, involved observing their peers, giving feedback, classroom observation, and attending workshops. Some of the respondents learned how to teach using certain techniques like Total Physical Response and sequences, while others enjoyed getting the opportunity to learn how to control the classroom and make it organized. However, those activities which proved to be ineffective were described as very long theoretical lectures and absence of interaction and practical use of new knowledge.

### Interpretation:

The data collected from the survey may be analyzed to determine the best practices for developing teachers professionally at the primary school level. In such circumstances, it will be essential to consider those elements of professional development that involve the practical use of the new knowledge and methods acquired during the development process. Professional development is based on peer interaction through observation and feedback. At the same time, peer interaction and practical application are usually not part of lecture and presentation formats. This means that it should be focused on making teachers use these elements during professional development.

### Question N°13: What changes would you suggest to improve teacher training and professional development for primary school English teachers?

### Findings:

Some of the suggestions put forward by the teachers for improvement in teacher training and professional development included the need for more practical, interactive, and contextually oriented training that involves classroom practices and demonstrations and more observation and analysis of experienced teachers' practices. The teachers also suggested the need to adopt modern technologies like videos, internet, and virtual classrooms. Other suggestions made by the teachers were the need to emphasize classroom management and techniques of teaching

young children, provision of adequate resources for teachers, good structuring of training and workshops rather than initial training, and continuous training and workshops.

### Interpretation:

Such results reveal that teachers have high expectations regarding the practicality, continuity, interactivity, and relevance of professional development programs. An emphasis is made on such aspects as practicality and technology, which show that teachers can use modern means to improve their skills and knowledge. Likewise, an emphasis is also put by teachers on mentoring and collaboration in order to develop their skills and knowledge. In general, it may be said that the suggestions of teachers require team-based and practical professional development programs that will use modern technologies and methods of mentoring and collaboration.

## 3.3 Teachers' Interview: Findings and Interpretation:

### Section A: Background and Context

**Queation N° 01: Can you tell me a little about your teaching background and how you became a primary school English teacher in Saida?**

**Teacher 01:** after graduation i moved to the neatherland and started teaching elementery school , and i always felt more comfertble around children

**Teacher 02:** teaching was always my dream, i studied english, classical system then i started teaching in 2018 at middle school then i moved to teach at priamary school.

**Teacher 03:** it was my dream to teach but not in primary school

### Findings

The findings suggest that all the three respondents entered into the career of primary school teaching via distinct professional routes. Teacher 01 indicated having gained teaching experience abroad right after graduation because they migrated to the Netherlands and started teaching in an elementary school. The respondent also noted that personally they were at ease working with children.

For Teacher 02, teaching has been a dream for a long time. As soon as this person studied English following the classical university system, they started teaching in middle school in 2018 and then shifted to primary school. Like Teacher 02, Teacher 03 also mentioned that being a teacher has been a professional dream; however, primary education was not their initial choice.

They used to teach at the secondary and middle schools before shifting to primary school in 2022.

In summary, all three respondents came from diverse professional backgrounds with two teachers having middle/secondary teaching experience before primary teaching experience and one teacher having elementary-school teaching experience abroad.

## Interpretation

Based on the above results, it can be concluded that the teachers did not have only one way to become a teacher of English in a primary school. For Teachers 02 and 03, teaching was the purposeful intention; however, initially, they worked in educational levels other than primary. It means that the move into the primary teaching was associated with a shift in the teaching context.

The experience of Teacher 01 is unique since she had been working with elementary pupils abroad before. It means that the teacher entered the context of teaching in primary schools having some experience with young learners; in turn, Teachers 02 and 03 changed the context of teaching moving from teaching older learners. The mentioned difference matters in terms of teacher training because the experience with older learners cannot prepare teachers for the work with younger ones because the approaches in teaching differ depending on age of learners.

Finally, the fact that two participants changed their teaching context moving from middle and secondary education to primary education suggests that professional experience does not necessarily imply the preparation of teachers for working with younger learners.

**Question N° 02: How would you describe your current teaching context (class size, resources, students' level, etc.)?**

**Teacher1 :** i work in two primary schools which i find difficult, i have around 20 pupils in each class, ans sometimes they are so noisy which make it difficult to manage them , acoording their level i have so brilliant student and other week student , generally they have problem mixing between english and frensh especially the third year students.

**Teacher 02:** the class size is manageble ,i have 7 classes, each class has from 22 to 28 pupils, but i find it difficult to deal with seven classes, according to the resources, the books are available but other materials like datashow, flashcards, posters,and speaker they were not available in the school so i had to bought them my own. Concerning to the students level, there

are some smart and brilliant students and other week students, sometimes i have difficulry with them mixing english with frensh especially third year students.

**Teacher 03:** students level is medium, there is no parental follow-up, the class size is managble sometimes , i have from 22 to 27 pupils in each class, according to the resources , they are not available in this primary school so i use my personal materials.

## Findings

The findings indicate that the teachers teach in comparatively larger classes with manageable sizes, ranging from approximately 20 up to 28 students. However, Teacher 01 indicated problems of unruly students, whereas Teacher 02 struggled with the challenge of handling seven classes at once. The three teachers noted varied levels of English among the learners, where strong and weak learners coexist in the same class. Teacher 01 and 02 also experienced challenges of blending English and French among the students, especially among the third-year students.

Inadequate teaching materials was yet another problem faced by the teachers. Teachers 02 and 03 noted that flashcards, posters, speakers, and projectors among other materials were not available; hence, they used or purchased their materials. Teacher 03 also indicated limited parental follow-up as one of the problems.

## Interpretation

This research reveals that teachers encounter a number of contextual issues that can affect their pedagogical activities. Mixed-ability classes imply a need for differentiation and classroom management training. The frequent use of both English and French implies the need for methods of teaching English within a multilingual setting.

Shortage of resources implies the need for training in developing and using low-cost materials. Lastly, issues connected with the management of several classes and insufficient parental involvement reveal that the training needs of teachers are affected not only by their pedagogical skills but also by practical aspects of their work.

**B. Experiences with Pre-Service Training**

**Question N° 03: How did your pre-service training prepare you to teach English to young learners?**

**Teacher 01:** It helped me alot in classroom management, and how to deal with young learners.

**Teacher02:** before we started teaching we did a 20 days training but it wasn't beneficial , then when we started teaching we strated going to in-service training that help us alot to deal with all the problem that we met in the classroom, where each of us have the apportinity to discuss his problem and find a solution for it, that helped me alot to deal with young learners where we studied psychology and classroom management.

**Teacher03:** we had a one year training before we started teaching that helped us in classroom managemment, but we had also to do some personnal efforts.

## Findings

From the findings above, pre-service training was seen to contribute significantly towards the development of teaching skills related to classroom management as well as dealing with children. The training was found to be useful to Teacher 01 with respect to managing and interacting with children. On the other hand, Teacher 03 felt that the training period of one year contributed towards classroom management but it took individual efforts too.

However, Teacher 02 felt that the 20-day training did not help her much, and in-service training proved to be more helpful. This is because it gave the teacher an opportunity to discuss classroom-related problems and find solutions as well as study aspects like psychology and classroom management.

## Interpretation

Such observations imply that the teacher training prior to becoming educators was quite beneficial to some extent in terms of management and comprehension of the characteristics of young children. Nevertheless, one can see from the replies that pre-service training did not prove to be as effective for all the teachers in equal measure. The reply by Teacher 02, in particular, illustrates how pre-service training proved to be rather limited in terms of its effectiveness.

The focus of teachers on their personal activities and further training implies that pre-service training cannot prepare the teachers to teach English at primary level.

**Question N° 04: Were there specific aspects of teaching (e.g., classroom management, teaching skills, lesson planning) that you wish had been covered more deeply?**

**Teacher01**: definatly classroom management, beacuse i found it too hard to control all of them.

**Teacher02:** classroom managment, according to the lesson planning we have a unified framework that we must work according to it.

**Teacher03:** i wish that classroom managment would be cover more deeply because it differs from one level to another.

## Findings

The three teachers pointed out classroom management as the major aspect that should have been explored more fully during training. While Teacher 01 had problems managing the children, Teacher 03 pointed out the variability of classroom management depending on the learners' level. Similarly, Teacher 02 noted that classroom management is one of the areas where additional preparation is needed. Concerning lesson planning, Teacher 02 noted that teachers use a common plan, which means that lesson planning was less important.

## Interpretation

The uniform response from the three teachers points to classroom management as the important aspect of teachers' training. It seems that the training did not give sufficient practical preparation in managing young learners of various classrooms and different levels. It means that teachers require more practical training in the field of age-specific classroom management.

### C. Experiences with In-Service Training

**Question N° 05: What types of in-service training or professional development have you participated in since you started teaching?**

**Teacher01:** we didnt have much training this year, just once , and it was about dealing with assessments

**Teacher02:** we do workshops where we work in groups so the inspector confirm that we all got benefited from that lesson

**Teacher03:** we usualy do seminars and workshops , where the inspector ask one teacher to prepare a framework and present it to other teachers

## Findings

The teachers said that their participation in professional development was mostly related to workshops, seminars, and training organized or supervised by the inspectors. Teacher 01 claimed that there was only one training activity that year, which centered on assessment.

Teacher 02 claimed there were group-oriented workshops where the teachers work in groups while the inspector makes sure the participants gain something from the activity. Teacher 03 claimed that she always attends seminars and workshops where one teacher organizes a framework to be presented to other teachers.

## Interpretation

From the findings, it is clear that the professional development activities carried out through in-service training involve workshops and seminars that have a collaborative aspect to them. However, it looks like the frequency differs because according to Teacher 01, there was little training done that year. It can be seen that there is collaboration in the professional development activities carried out.

**Question N° 06: Which training experiences do you consider the most useful, and what made them helpful?**

**Teacher 01:**it was a half day training about ALO (assessment of Learning Outcomes) for the fifth year students, where they have an assessment at the end of the year, it was something that i really had no idea how to deal with, so if there wasn't a training i wouldn't know how to deal with it. That was the most helpful thing.

**Teacher02:** in the training we study modules like, didactics, classroom managment, assessment, legislation and other modules that all are so usefull in the classroom. But i think that psychology is the most helpful because it helped know how to deal with young learners

**Teacher03:** it was a seminar about lesson planning, where i got a new ideas that i am going to use to prepare my lesson.

## Findings

Various trainings experienced by the teachers proved useful to them in one way or another. For example, Teacher 01 perceived a half-day training in Assessment of Learning Outcomes (ALO) for fifth-year students as being most useful, since the topic was related to an assessment technique they had never come across before. For Teacher 02, there were various modules that they perceived as being useful, especially psychology, which enabled them to understand how to handle young learners. Teacher 03 found a seminar in lesson planning useful in providing new insights on how to plan lessons.

## Interpretation

It can be said that from the findings above, teachers find training useful to the extent that it offers them practical information about things that affect them directly. The usefulness of training, therefore, is determined by the extent to which it is capable of addressing certain difficulties the teacher is facing.

**Question N° 07: How often do you have opportunities to discuss training content with colleagues and adapt it to your classrooms?**

**Teacher01:** not much beacuse there is only one teacher in this school, but when we are in the training we talk in general with the inspector , everyone share their experiences and we learn from each other

**Teacher02:** we always do, usualy we have the same problems so each teacher suggests a new strategie that helped him to deal with that situation and we all learn from it.

**Teacher03:** All the time i discuss with my colleagues new ideas and exchange new strategies that are so beneficial in the classroom

## Findings

The answers show that teachers often collaborate and exchange experiences; however, the level of such cooperation varies depending on the context of teaching. Thus, for instance, Teacher 01 admitted that there were few chances for discussion in school since there was only one English teacher, yet training sessions offered good chances for experience exchange with other teachers and the inspector. Teachers 02 and 03 noted that they had many chances to collaborate, especially when discussing the same classroom issues.

## Interpretation

The results of the research show that peer collaboration is an essential aspect of professional learning for these teachers. They can learn a lot from each other by exchanging experiences and classroom strategies and also adapt the material of trainings to the real context of their work. However, the answer of Teacher 01 shows that it may be difficult to collaborate in case of being a single teacher in the school.

- **Section D: Challenges in Training**

**Question N° 08: Are there any institutional or logistical obstacles (e.g., schedule, location, transport, school policy) that affect your participation?**

**Teacher01:** for me there is no obstacles, usualy the inspector contact the administration when there is a training in a work day so there wont be any problem.

**Teacher02:** there is no difficulties, generally the inspector do the training in a day-off so everyone can come

**Teacher03:** there is no difficulties

## Findings

None of the three teachers mentioned any substantial institutional and logistic impediments preventing them from attending training. According to Teacher 01, when training happens during the working day, the inspector collaborates with the administration. Teacher 02 argued that training usually happens on a day off, hence attendance becomes easy, while Teacher 03 did not report any problems.

## Interpretation

From these findings, it can be concluded that institutional and logistic aspects are not the most important obstacles to participation in in-service training. Collaboration between inspectors and the administration, as well as scheduling of training on a day off seem to contribute to better attendance rates. Thus, the key problems associated with teacher training may be linked to the content and frequency of training rather than accessibility and logistics.

**Question N° 09: How do your training experiences influence your motivation, confidence, and professional identity as an English teacher?**

**Teacher01:**it made me more confidant and i became able to deal with hard situations

**Teacher02:** it made me more confidant and motivated , especially when i met with other teachers that are open to new ideas, it also made me know how to deal with kids

**Teacher03:** It motivate me to do more effort in teaching and be the better version of me to give a good impact to my students

## Findings

All three teachers indicated that their confidence and motivation were positively affected by training. According to Teacher 01, training made them more confident and improved their capacity to cope with difficulties. Teacher 02 was likewise more confident and motivated, especially by interactions with colleagues and novel ideas. Teacher 03 argued that training

helped them make more efforts and become better teachers to have a positive effect on their students.

### Interpretation

The above findings indicate that not only teachers' pedagogical skills but also confidence and motivation can be developed through in-service training. Interaction with colleagues and exposure to novel ideas seem to increase teachers' readiness to work on their practice. Thus, overall, teachers can develop their professional identity through professional development.

**Question N° 10: If you could change one thing about current training practices, what would it be, and why?**

**Teacher 01:** i would like if we had more training, especially for new teachers and contractul teachers that dont have much experience

**Teacher02:** i have nothing to change

**Teacher03:** There is nothing to change

### Findings

There is a divergence of opinion on the issue of current training practices. Teacher 01 recommended a higher frequency of training, especially for new and contractual teachers due to their lack of experience. On the other hand, Teachers 02 and 03 responded that there is nothing in current training practices that they would change.

### Interpretation

The findings suggest that there is a diversity of opinions on current training practices among teachers. While some teachers seem content with the current training practices, Teacher 01 recommends more frequent training, especially for less experienced teachers. Thus, it can be said that more training may be beneficial for teachers at the beginning of their career when adjusting to primary-school teaching.

## 3.4 Inspector' Interview: Findings and Interpretation:

A semi-structured interview was conducted with a Primary School English Inspector in Saida. Her experience and direct involvement in English training provided important perspectives about the main challenges and perspective that are associated with teachers training.

The following section presents the findings of each section of the interview and their interpretation.

- **Section A: Professional Role and Responsibilities**

## Findings:

In terms of the responsibility of the inspector, it was found out from the interview that the respondent is a middle school English inspector responsible for supervising and training primary school English teachers. In response to the question regarding her experience in training primary school English teachers, it turned out that she had been training them for three years.

## Interpretation:

The findings above imply that the inspector holds an important supervisory and training responsibility in the professional development of primary school English teachers in Saida. Since the respondent has been training these teachers for three years, it can be assumed that she has acquired enough knowledge about their training problems, challenges, and difficulties that they face in the classroom.

- **Section B: Perceptions of Teachers' Preparation**

## Findings:

According to the inspector, it has been established that there is no pre-service preparation for primary school English teachers in Saida; instead, there is in-service preparation for them. In relation to the gaps or weaknesses in their initial preparation, pedagogical and psychological aspects have been indicated as such.

## Interpretation:

Thus, from the lack of formal pre-service preparation, one might expect that teachers may be unprepared for the process of teaching English to children because of their inability to get the knowledge and skills necessary for it. From the point of view of the mentioned gaps or weaknesses in initial preparation for teachers, namely the pedagogical and psychological ones, it can be assumed that teachers need further preparation in teaching methods, classroom practices, and the psychological characteristics of primary school pupils.

- **Section C: Organization and Content of In-Service Training**

### Findings:

According to the inspector, in-service training involves the use of workshops on teaching English in context, mainly on how to engage learners in the teaching-learning process. With regard to the organization of the programs, the inspector confirmed that training sessions are organized mainly during school holidays and weekends and occasionally some seminars are also organized. On the issue of participant selection and training themes, teachers are chosen based on their geographical distribution and the themes on the other hand are decided by the Ministry of Education and mainly based on pedagogical themes.

### Interpretation:

From the findings, it can be noted that in-service training focuses on pedagogical practice and learner involvement, which is especially important in the case of teaching English at the primary school level. It seems that the organization of the training programs during holidays and weekends is meant to accommodate the teaching duties of teachers. But the finding that the training themes are centrally selected by the Ministry of Education means that teachers may not have much control over choosing the themes based on their classroom situation. While the pedagogical approach of the training programs can offer teachers useful pedagogical skills, the findings also reveal.

- **Section D: Observed Challenges and Constraints**

### Findings:

The inspector found that lack of pedagogical competencies is the key problem which impedes teachers' full utilisation of the training benefits. When questioned whether any systemic constrains such as financial, time-related, or coordination ones exist which could influence negatively the efficacy of existing training efforts, she answered that there were no serious systemic constraints that could hamper the effectiveness of the current training initiatives. Yet she emphasised that the big problem in providing continuous assistance and supervision is classroom visits due to the great amount of primary schools for which he is responsible.

### Interpretation:

These results imply that, according to the inspector, the problem is not connected primarily to institutional or logistical constraints but rather to teachers' pedagogical competencies. It means

that training efforts should be oriented primarily towards improving the pedagogical skills of teachers and applying proper techniques of instruction. Still, the problem of classroom visits due to the high amount of schools may prevent the inspector from providing proper follow-up and individual help after training. Hence, even if the inspector does not report any major systemic constraints, the big number of schools can still constitute a problem for continuity and effectiveness of post-training supervision.

- **Section E: Evaluation and Impact of Training**

### Findings:

The inspector pointed out that he estimates the effect of teacher training based on classroom observations and pupils' test results. In addition, she mentioned successful experiences with training that she had seen, especially with the help of classroom observations. One of the examples was when a teacher delivered a class to other teachers and then discussed the lesson with them.

### Interpretation:

From these findings, it is possible to conclude that the inspector uses classroom observation and pupils' test results as tools for assessing the effect of training. This means that the effect of professional development is estimated not only from teachers' practices but also from the results of learning. Furthermore, peer observation and discussion are also useful because teachers can exchange their ideas about teaching methods and practices. This might help improve the teaching skills of the teachers and develop collaborative professional development.

- **Section F: Future Directions and Recommandations**

### Findings:

The inspector has made it clear that specific inspectors for English language for primary schools should be designated to meet the demands for training primary school English language teachers in a more effective manner. In addition, the importance of training of trainers themselves is stressed, especially those who are inspectors.

### Interpretation:

It is implied from the above findings that the current supervisory system might require some changes, such as being more specialised and being adjusted according to the needs of the

primary school. The specialization of inspectors for primary school English will provide an opportunity for monitoring and training the teachers of that school. Moreover, the importance of continuous training of trainers themselves has been highlighted by the focus on training of inspectors; because only well-trained inspectors can design, deliver and assess the training programme of primary school English language teachers.

## 3.5 General discussion of the findings

The findings obtained using the three research instruments – namely, the teachers' questionnaire, the teachers' interviews, and the inspector's interview – give a fairly coherent overview of the present state of English teachers' training at primary schools in Saida. While the interviewees come from different backgrounds and have different experience levels, they seem to agree on one thing: continuous and practice-oriented professional development is highly necessary for the teachers.

At first place, the findings reveal that teacher training serves as an important tool that prepares teachers for facing the challenges of English language teaching. It can be seen from the teachers' questionnaire, where participants viewed training as a valuable experience in general and specifically pointed out its practicality. It was reaffirmed during the interviews of the teachers, where they stated that classroom management, psychology, assessment and lesson planning were the most useful training topics. Similar views were presented by the inspector, who emphasized pedagogical and psychological aspects of teaching English and noted that training sessions involve issues of contextualized English teaching and pupils' participation.

On the other hand, there are some differences in the theoretical preparation and the reality of what happens in the classroom. Some of the teachers admitted that the initial training they underwent was not enough or too theoretical. On the other hand, the questionnaires showed that there is a need for practical examples, observation in the classroom, interactive workshops, and methods that can be applied by the teachers in their classrooms. For instance, Teacher 02 felt that the initial short training was not sufficient and the in-service training was more useful in that they could discuss the issues happening in the classroom and solve them. Likewise, Teacher 03 got some useful ideas from the lesson planning seminar while Teacher 01 appreciated the training on assessment since it gave them an idea of something that they did not know how to do. Another significant discovery is the issue of classroom management, which was consistently mentioned in all three assessment instruments. Classroom management is an area that the

interviewed teachers stated should be given more attention during their training because of problems associated with noisy children, varying learner levels, and the complexity of classroom management based on pupils' age and level. The results from the questionnaire also confirmed great interest in classroom management techniques. Thus, the management of young learners proves to be one of the biggest practical problems that need to be addressed through professional development.

The discovery of the importance of multilingual and mixed-ability classrooms is also noteworthy. According to the interviewed teachers, they have learners at different English levels and face issues concerning the mixture of English and French languages in particular, especially among the third year pupils. The discovered reality implies that teachers require strategies for differentiated instruction and multilingual language use.

Another question is whether or not there are sufficient teaching materials. Teachers pointed out that while textbooks were available, there was a lack of supplementary materials such as flash cards, posters, speakers, and data projectors. Teachers have therefore either used or bought these materials on their own. Moreover, some questionnaire answers have suggested the necessity to conduct trainings which would include technology-related materials and teaching materials. It seems thus that the efficiency of teachers' training should be viewed in relation to working conditions of teachers.

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The findings also prove that cooperation is highly valuable. In particular, teachers claimed to discuss their common classroom issues, to exchange their ideas and experience with each other. As for the findings obtained using the questionnaire, they demonstrated positive attitudes towards peer observation, feedback of experienced teachers, workshops and classroom-based learning. The description given by the inspector of workshops where teachers participated and exchanged their experiences proves this finding too. Hence, it can be said that professional

development is perceived not only as an activity where knowledge is transferred from trainers to teachers but as a professional exchange and cooperation too.

Nonetheless, it is possible to identify certain problems related to the frequency and consistency of training in the findings. Thus, while some teachers stated that there were no issues with current practices, others admitted that the opportunities for training were insufficient. In particular, Teacher 01 noted that there was just one training during the whole year and wanted more training, especially for new and contractual teachers lacking experience. Moreover, questionnaire respondents expressed the wish to have consistent and regular professional development. Hence, it can be seen that teachers' perceptions of training depend on their professional context.

As far as the possibility of training access is concerned, there were no major problems raised by the interviewed teachers. The interviewed teachers stated that inspectors work together with schools' administrations, and the training takes place at convenient times when teachers do not have to come on working days or during holidays or seminars. Thus, it may be concluded that being engaged in training is not considered the most significant issue. Instead, the more serious issues are connected with the nature, practicality, frequency, and organization of training.

Thus, it may be seen that training positively affects teachers' self-confidence and motivation as well as their professional development. As the interviewed teachers stated, training increased teachers' self-confidence while dealing with problematic situations and stimulated them to work harder. Interaction with other teachers and learning of new things was also motivational. These results coincide with those received from the questionnaire because teachers appreciate professional development programs that help them increase their teaching skills.

The second viewpoint on teacher development in the context of the school can be found in the inspection interview. According to the inspector, primary English teachers are not prepared through a special preparatory course dedicated to this position but mostly undergo in-service training. The inspector mentioned the presence of pedagogical and psychological deficiencies and gave examples of training activities related to contextual teaching and learner engagement. However, the pedagogical topics are chosen at the ministry level, whereas participation and organization occur at the local educational context level. This might clarify why some teachers appeal for training that is more relevant to their problems in the classroom.

Thus, one important common point for both teachers and the inspector is the necessity to connect teacher development to practice in the classroom. Teachers want to receive tips and

examples of how to do this and how to develop through collaboration, mentoring, technology, and management of the classroom, whereas the inspector reported training activities dedicated to the issues related to pedagogy and learners. Still, the answers of the teachers show that there is a need to connect official training more closely to their classroom practice.

In general, based on the triangulation of all three methods used, it can be said that the difficulties associated with primary school English teacher training in Saida are not related to teachers' unwillingness to engage in it. Instead, they are related to the appropriateness, practical nature, continuity, and contextualization of the professional development process.

Thus, based on the findings obtained during the research, it is possible to conclude that the idea of professional development as an ongoing process that should not be limited to preparation prior to the teacher's entrance into the field is quite applicable in case of primary school English teachers in Saida. Among the areas of importance in terms of professional development, more practical and interactive training, greater peer collaboration, focus on classroom management and children's psychology, proper utilization of teaching resources and technologies, and increased support for younger teachers can be mentioned. Meanwhile, it should be noted that the training provided does not receive negative reviews from all teachers and some of them find it satisfactory and useful.

## 3.6 Recommendations

On the basis of the results obtained during the current research, the following recommendations can be formulated in order to improve the training of English language teachers in primary schools of Saida.

- ✓ **Make in-service training more frequent and consistent.**

The organization of teacher training should be made continuous rather than sporadic. Regular professional training would enable teachers to keep up-to-date and address any new challenges that arise in class.

- ✓ **Pay more attention to classroom management issues.**

As classroom management proved to be one of the most important training needs, future training should provide teachers with additional practical ways of managing young students, working in noisy classes, keeping children’s attention and so on.

- ✓ **Improve the practicality and classroom orientation of training.**

The training must offer teachers practical exercises, classroom illustrations, demonstrations, and teaching techniques which are applicable in primary classrooms. Classroom observations and micro-teaching might assist teachers to link their theoretical understanding with real situations.

- ✓ **Enhance the preparations for working with young learners.**

The training should offer more consideration to psychology of children, developmental aspects, learning requirements, and approaches to teaching English to young learners. This will benefit those teachers who have been teaching older learners but want to move to primary education.

- ✓ **Offer varied training for new and experienced teachers.**

Less experienced teachers including new and contractual teachers need more assistance in their first year of teaching. The mentoring program can match less experienced teachers with experienced teachers.

- ✓ **Encourage collaborative work among peers and professional interaction.**

Training workshops need to continue fostering collaborative learning through allowing teachers to discuss their experiences in the classroom, share common problems and exchange successful practices. It might be beneficial to organize regular meetings between teachers working at different primary schools.

- ✓ **Provide teachers with more teaching resources and technology.**

Schools need to provide teachers with the necessary additional material and technological means rather than make them use mostly their own resources. The training might also involve ways to develop efficient and cost-effective teaching aids when necessary resources are scarce.

- ✓ **Make training more contextualized.**

The training programmes should be more contextualized taking into account the realities of the primary schools in Saida, such as mixed groups, multicultural classes and particular difficulties teachers face with young students. This will allow to consider the feedback teachers provide when selecting the priorities for training in the future.

- ✓ **Create a system of assessing the effectiveness of training.**

There might be classroom observations, evaluations and reflections after each training programme in order to see whether the teachers have been able to implement their acquired knowledge and skills.

In general, therefore, teacher education should be seen as a continual, pragmatic, collaborative, and contextual process. Improving these elements might assist English language teachers in primary schools in Saida to become equipped with the necessary knowledge, skills, and confidence to cope with the realities of teaching young children.

## 3.7 Conclusion:

This chapter has described and analyzed the results that emerged from the teachers' questionnaire, teachers' interviews, and the inspector's interview. It is evident that teachers appreciate the idea of being trained, but this process should be practical and relevant to their teaching practice. Nevertheless, there have been some problems found, including classroom management, teaching young learners, teaching mixed-ability groups, assessment, and lack of teaching materials.

Recommendations have been provided on how to ensure that teacher training is more practical, continuous, and collaborative. Thus, the chapter has paid much attention to improving the situation related to teachers' preparation in terms of teaching English to young learners.

# General Conclusion

The present research was designed to address the issues and prospects associated with the training of primary school English teachers in Saida. Specifically, the objective of the research was to explore teachers' experience in relation to pre-service and in-service training, the challenges faced in preparing for the profession, the perceptions of the usefulness and appropriateness of existing training programs and the areas in which further development is needed.

The results collected through the teachers' questionnaire, the teachers' interviews and the interview with the inspector give a complete insight into the current state of affairs in the training of primary school English teachers in Saida. In general, the results show that the teachers value the importance and usefulness of training. The training was believed to help the teachers develop their pedagogical knowledge, classroom management skills, confidence and motivation as well as the ability to work with young learners. Among in-service training activities, those that covered the practical aspects of the teachers' work, such as assessment, psychology, lesson planning and classroom management were particularly valued.

Nevertheless, there were several problems which came up from the results of the study. One of the most frequently mentioned training needs of teachers was classroom management. Other problems identified by teachers concerned the fact that the classes have mixed abilities, that pupils use both English and French languages, lack of resources for teaching, and peculiarities of working with children. Furthermore, the results imply that teachers' experience with pre-service training is rather diverse, since some participants believed that their initial training was insufficient and they had to rely on additional in-service training as well as on their own efforts to build classroom practices. Even though there was no problem concerning institutional and logistic issues as potential barriers to participation in the training, differences could be noted in terms of the frequency and appropriateness of the training.

The results of the study are significant since they reveal the gap between the general teacher training and actual reality of teaching English to young learners. The opinions of teachers prove that professional development is the most effective and useful for the teachers when it is related to classroom experience and helps to find practical solutions for teaching problems. However, there are several limitations associated with this study. Firstly, the research was carried out in a particular geographical region, namely Saida, thus its results may not be considered

representative of the experience of all primary school English teachers in Algeria. Secondly, the number of interviewees and only one inspector is rather limited, and thus the qualitative data are reflective of a rather narrow range of professional experiences. The use of self-reporting may be connected with subjectivity of perceptions and experiences. Further research with larger and more diverse samples of teachers, classroom observation, and involvement of different educational stakeholders will allow obtaining a better picture of the issue.

On the basis of the findings obtained, some recommendations can be provided. Firstly, training programs should be made more continuous, practical, cooperative, and adaptive to the needs of teachers. Attention should be paid to such issues as classroom management, psychology of young learners, differentiated instruction, multilingual classes, lesson planning, assessment, and the proper use of teaching materials. Additional support and mentoring should be provided to new and contractual teachers during their first years of teaching. Additionally, peer cooperation, classroom observation, and exchange of the successful teaching practices should be promoted.

Research can also be conducted into the efficacy of particular training programs via class observation and longitudinal studies. Other comparative research on various regions of Algeria can reveal if there are any other similar problems faced by English teachers outside of Saida.

In conclusion, the training of English teachers in primary schools is one of the most crucial aspects in ensuring successful implementation of English in primary schools. This research reveals that English teachers are prepared to improve themselves and that they appreciate those occasions that will be relevant for their real life practice. In this way, improving teacher training as a continuous process can help both teachers and consequently learners.

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# Appendices

## Teachers Questionnaire

Dear teachers

you are kindly requested to answer this questionnaire, which is designed to gather useful information to fulfill this master's dissertation. Through this questionnaire, we attempt to address the major challenges and perspectives of primary school English teachers toward teachers training. Your collaboration will be highly appreciated. Please, tick (√) in the appropriate box (es) and give full answer(s) whenever it is necessary

Thank you for your time and contribution

**Section A : Personal Information**

1. Gender :

a) Female ☐

b) Male ☐

2. What academic qualifications do you hold in English?

a) Licence degree ☐

b) Master's degree ☐

c) Doctorate degree ☐

**Section B: Pre-Service Training (Initial preparation)**

1. My pre-service teacher training prepared me well to teach English to young learners.

a) Strongly Disagree ☐

b) Disagree ☐

c) Neutral ☐

d) Agree ☐

e) Strongly Agree ☐

2. I was trained to design a lesson plan suitable for primary students level and interests.

a) Strongly Disagree ☐

b) Disagree ☐

c) Neutral ☐

d) Agree ☐

e) Strongly Agree ☐

3. The training I received matches my real classroom needs (class size, resources, level, etc.).

a) Strongly Disagree ☐

b) Disagree ☐

c) Neutral ☐

d) Agree ☐

e) Strongly Agree ☐

4. I need more training in:

a) English language proficiency (especially speaking) ☐

b) Teaching methods for young learners ☐

c) Assessment of young learners ☐

d) Classroom management ☐

e) Use of technology ☐

**Section C: In-Service Training (Professional development)**

1. I regularly participate in in-service training or workshops related to teaching English.

a) Never ☐

b) Rarely ☐

c) Sometimes ☐

d) Often ☐

e) Always ☐

2. Which types of in-service activities have you attended?

a) Workshops ☐

b) Online courses ☐

c) Mentoring ☐

d) Classroom observations ☐

e) Communities of practice ☐

f) Other ☐

3. Training content is often too theoretical and not applicable in my context.

a) Never ☐

b) Rarely ☐

c) Sometimes ☐

d) Often ☐

e) Always ☐

4. Is it difficult for you to attend the teachers' training?

a) Yes ☐

b) Sometimes ☐

c) No ☐

5. What are the main challenges you face in your training as an English teacher?

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.....

**Section D: Teachers' Perspectives and Needs**

1. Can you describe one professional development experience that was particularly effective or ineffective for you? What made it so?

.....

.....

2. What changes would you suggest to improve teacher training and professional development for primary school English teachers?

.....

## Teachers' Interview

*Dear teachers*

*you are kindly requested to answer this questions, which are designed to gather useful information to fulfill this master's dissertation. Through these questions, we attempt to address the major challenges and perspectives of primary school English teachers toward teachers training.*

*Your collaboration will be highly appreciated.*

### A. Background and Context

1. Can you tell me a little about your teaching background and how you became a primary school English teacher in Saida?

2. How would you describe your current teaching context (class size, resources, students' level, etc.)?

### B. Experiences with Pre-Service Training

3. How did your pre-service training prepare you to teach English to young learners?

4. Were there specific aspects of teaching (e.g., classroom management, teaching skills, lesson planning) that you wish had been covered more deeply?

### C. Experiences with In-Service Training

5. What types of in-service training or professional development have you participated in since you started teaching?

6. Which training experiences do you consider the most useful, and what made them helpful?

7. Have you experienced any training that you found irrelevant or unhelpful? Why?

8. How often do you have opportunities to discuss training content with colleagues and adapt it to your classrooms?

### D. Challenges in Training

9. Are there any institutional or logistical obstacles (e.g., schedule, location, transport, school policy) that affect your participation?

10. How do your training experiences influence your motivation, confidence, and professional identity as an English teacher?

11. If you could change one thing about current training practices, what would it be, and why?

## Inspector's Interview

Dear inspectors

you are kindly requested to answer this questions, which are designed to gather useful information to fulfill this master's dissertation. Through this questions, we attempt to address the major challenges and perspectives of primary school English teachers toward teachers training.

Your collaboration will be highly appreciated.

**A. Professional Role and Responsibilities**

1. Could you describe your role as an inspector of primary school English in Saida?
2. Since when did you start training primary school English teachers?

**B. Perceptions of Teachers' Preparation :**

3. How would you evaluate the general level of pre-service preparation of primary school English teachers in Saida?
4. In your view, what are the most common gaps or weaknesses in their initial training?

C. **Organization and Content of In-Service Training**

5. What kind of activities u do in in-service training?
6. How are in-service training programmes for primary English teachers planned and implemented?
7. What criteria are used to select themes, content and trainers for these programmes?

**D. Observed Challenges and Constraints**

8. From your perspective, what are the main challenges that teachers face in benefitting from training (attendance, follow-up, relevance, etc.)?
9. Are there systemic constraints (e.g., budget, time, coordination) that limit the effectiveness of current training initiatives?
10. What difficulties do you personally face in providing ongoing support and monitoring after training sessions?

**E. Evaluation and Impact of Training**

11. How do you assess whether training has had a real impact on classroom practices and student learning?
12. Have you observed any successful examples of training or interventions that improved teaching in Saida's primary schools? Please describe.

**F. Future Directions and Recommendations**

13. What recommendations would you give to decision-makers to address the main challenges you have identified?