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Investigating EFL Middle School Teachers’ Attitudes Towards the Inspector’s Involvement in their Professional Development through In-Service Meetings

The Case of Middle School Teachers - AinKercha

A Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree in the Didactics of English Language Teaching as a Foreign Language

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Dedication

In The Name of Allah, Most Gracious, Most Merciful

We dedicate this work to:

Our parents for their love, support, endless sacrifices because we are nothing without them.

We love you so much.

Our sisters and brothers, thank you for your support and care in every single moment of our life.

Our nephews, who are the source of happiness, we love you.

To all our friends, especially khadija, Leila, Khawla, Sarah, Meriem, Bona, Amira, Ahlem, Sabrina, Karima.
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I would like to thank my husband H. Mammeri for his love, care and support.
Abstract

This research work aims at investigating EFL middle school teachers attitude towards the inspector involvement in their professional development during in-service meetings. Therefore, we hypothesized that in-service meetings have a positive effects on teachers’ professional development. To verify the validity of the hypothesis, we have used a descriptive method. The data was gathered through self-completion questionnaire administered to 16 English teachers and two inspectors from different middle schools in Ain-Kercha, Oum EL Bouaghi. The results obtained from both questionnaires largely confirm our hypothesis. This study has certainly its limitations, but it is findings revealed interesting implications. Eventually, this study aims at suggesting to teachers some solutions and techniques that may help them improve their classroom performance and serve for motivating students to develop their skills. It also attempts to shed light on the importance of the in-service meetings, as well as, the role that the inspector plays during the in-service meetings.
List of Abbreviations and Symbols

% : percent

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

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

**GROW**: Goals, Reality, Options, Way forward.

**HMI**: Her Majesty Inspectors.

**ICT**: Information communication technology.

**L2**: Second Language.

**N**: Number of Selection.

**NNS**: Non-Native Speakers.

**NS**: Native Speakers.

**OEB**: Oum El Bouaghi.

**OECD**: Organization of Economic Co-operation and Development.

**TALIS**: Teaching and Learning International Survey.

**TPD**: Teachers’ Professional Development.

**UK**: United Kingdom.
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Introduction

Education remains the core stone of any society that expects change and development. Teachers constitute in their educational field an undeniable piece for the achievement of any societal project. Its success or failure depends on the teachers’ engagement as well as other elements that interfere within the educational game such as inspector, parents, policy makers decision ,syllabus and curriculum designer ;each ought to contribute to the development and promotion of both the teaching and the learning processes .However, teachers’ development should be given the utmost importance on the part of both the policy-makers as well as the educational ones. The latter includes inspectors who are theoretically supposed to carry on the teachers’ education during the in-service meetings. Teachers’ development ought to be given importance, if teachers have to exhibit their competence and skills in a world that witnesses constant changes .In-service training has much progressed to the extent that every day new methods , strategy and learning techniques are discovered here and there in the world . Its therefore during these training periods that instructors would learn more and more through sharing, practising and instructing new knowledge and experiences.

1. Statement of the Problem

On the basis of the maxim that says « good teachers are made not born »,it becomes a necessity or a priority to care about the teachers’ development. All authorities ,be it ,political or educational are urged to provide such training through a well-planned program by a continuous means which instructors would better their professional competence and acquire new experiences .The training is established to enable teachers to cope with a dynamic educational environment to improve the
quality of education and teachers’ growth. The training, on the other hand, should be undertaken under the supervision of an inspector who should plan the In-service meeting where teachers receive help, guidance, and new experiences. Moreover, these in-service sessions would be viewed as the body of a systematic activities to develop an individual’s particular skills, knowledge, or expertise. In-service meeting is the only strategy school system has to strengthen teachers’ performance levels. The present study investigates teachers’ attitudes toward the inspector’s involvement in their professional development during in-service meetings.

2. Aims of the Study

On the basis of what has been preceded, the present dissertation aims at investigating teachers’ attitudes towards the inspector’s involvement in their professional development during in-service meetings.

2. Research Questions

- What might be the teachers’ expectation toward the in-service meeting?
- Do Middle School teachers feel any improvement through the inspector’s intervention during the in-service training?

4. Hypothesis

It has been hypothesized that:

- In-service meeting has a positive effect on teachers’ professional development.
5. Research Methodology

Our research would be conducted through a descriptive study. It would include a questionnaire addressed to two of Middle School inspectors who would describe and provide the items of an in-service meeting, its objectives and some results are planned by them. On the other hand, teachers would initially be addressed a questionnaire where a number of items would be designed and which turn essentially around their professional development as well as their attitudes toward the inspector who is responsible of their career.

6. Population and Sampling

The study is basically concerned with Middle School teachers as well as two inspectors. Both the teachers and the inspectors belong to the same wilaya, mainly, that of OEB. Concerning teachers we will select randomly 16 English teachers from the different middle schools in Ain-Kercha.

7. Structure of the Study

The present research will basically contain two main chapters, the first one is theoretical and the second one is practical. The theoretical part will be divided into two sections. The first section will focus on the definition of the teacher and the inspector, the characteristics of a good teacher and the inspector’s role. The second section deals with the in-service meeting, the reasons behind it and its further goals, and on T.P.D. The second chapter will be the field of investigation that includes the analysis and the interpretation of the results and the results obtained from both questionnaires.
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Section One: Teachers and Inspectors

Introduction

Teachers and inspectors are the most important elements in the teaching field, it is hard to have an educational environment without the two. Accordingly, the EFL teachers and inspectors play an important role in conveying a clear message to his/her students. For that reason, the following section deals with the definition of teacher from different points of view, its roles, its characteristics and what makes a good teacher. Also this section deals with the definition of the inspector, its goals, the role of a coach and what makes a successful coach.

1.1.1. Teachers

1.1.1.1. Definition of Teacher

The term « teacher » has been viewed from different points of view, it has multiple interpretations that are found by researchers around the world. The big step was made by Freeman and Johnson, they believe that there was a need to come out with a reconceptualization of L2 teachers education and a broader epistemological overviews of L2 teachers education. Freeman and Johnson (1998) define the scope of education by stating that:"language teacher education is primarily concerned with teachers as learners of language teaching rather than with students teacher-learners.”(p.407). The aims according to Freeman and Johnson are not only what to teach, who to teach, or where and how to teach; the real focus here is on both a complete understanding of what a teacher needs to know in order to be an effective teacher in all situations, and on the teacher’s conceptions, belief, learning process and the context of teaching.
In the main stream of thought, Freeman and Johnson (1998) have introduced a tripartite framework in order to redefine 2LT. First, the core of the new knowledge base must focus on the activity of teaching itself; it should center on the teacher who does it, the contexts in which it is done, and the pedagogy by which it is done. Second, this knowledge should include forms of knowledge representation that document teacher learning within the social, cultural, and institutional contexts in which it occurs. Third, the knowledge base of language teacher education needs to account for the teacher as a learner of teaching, the social context of schools and schooling within which teacher-learning and teaching occur, and the activities of both language teaching, and language learning” (p. 397).

Between 1960’s-1980’s, the researchers’ focus was on behaviorist views, cognitive views, and a sociocultural perspective. Thus, some researchers spotlight on teacher learning, in Lave’s words, the focus was on teacher as “the whole person in action, acting with the setting of that activity” (1988, p. 17). On the other side, a teacher is the one who consists of general theories of teaching; teaching skills; communication skills; subject matter knowledge; pedagogical reasoning and decision-making; and contextual knowledge (Richard, 1998).

Teachers need to develop long-term career goals and expand their roles and responsibilities over time. As it is known, ESL /EFL are a rapidly changing field, and teachers need regular opportunities to update their professional knowledge and skills. A lot of things can be done in order to create a context for good teaching, but it is the teacher himself who is responsible for the success or the failure of a program. For that reason teachers are divided into trained and non-trained teachers, it is possible to compare between teachers according to this classification. The experienced teacher or the trained teacher or the non-novice teacher or the professional teacher, all of these terms refer to the same meaning. The trained teacher refers to the possession of a professional qualification
in language teaching. According to Robert (1998, pp. 67-68) a novice teacher is characterized by:

- Novice’s teaches’ perception of classroom events are relatively undiscriminating and simpler than those of experienced teachers.
- They are less able to select which information salient when planning a lesson.
- They lack knowledge of what to expect of pupils, what challenges to set, and what difficulties to anticipate.
- They tend to work from textbook rather than in terms of pupil attainment levels.
- They lack practical classroom management routines to keep pupils on task.
- They are concerned with control which makes it difficult for them to focus on pupil learning.
- They lack an established “pedagogic content knowledge”.
- They lack practical experience from which to construct personal meanings for theoretical or specialized terms.
- They lack a coherent system of concepts with which to think about teaching.
- They lack of specialized vocabulary with which to analyze and discuss teaching.

In order to overcome those weaknesses, Robert (1998) suggests some solutions as the following:

- Observation of experienced teachers.
- Observation of training videos.
- Short theory courses.
- Practice teaching under the supervision of experienced teachers.
- Working with a mentor teacher (p.67).
Another classification that can be taken into consideration is the native speaker teacher of English (NS) and the non-native speaker teacher of English (NNS), as it is obvious, non-native speakers of English are not the same as the native one whatever the degree they have already achieved, because English is a second language for us opposite to the native. For that reason, the characteristics differ from one to another; Robert (1998) suggests some of these characteristics:

- NNS teachers may lack confidence in their English language ability and give their own language improvement a high priority.
- NNS teachers may undergo an erosion in their English language performance through its restriction to classroom discourse.
- They may not have Native-speakers (NS) intuition about the language and may need linguistic rules as a source of security; they may avoid classroom activities which demand unpredictable language use and where rapid and intuitive assessment of accuracy and appropriacy are needed; they may need the support of textbook more than NS teachers.
- They have the personal experience to understand their learners’ difficulties.
- Where teachers and learners share a common culture, group norms may exert a powerful influence on their behavior, whereas NS may be exempt from such norm (p.97).

1.1.1.2. The Role of Teacher

Some teachers are not restricted or limited by the curriculum or the syllabus designed for them, those teachers are looking for the suitable way to meet their learners’ needs. In order to do so, those teachers create their own roles within the classroom setting, those
roles can be summarized as follows:

1.1.1.2.1. **A Facilitator**: the teacher facilitates the learning process and helps his/her students to be independent learners using their own ways of learning.

1.1.1.2.2. **A Planner**: the teacher is responsible for planning and structuring his/her lessons.

1.1.1.2.3. **A Manager**: the teacher is responsible to manage and organize both the classroom setting and the student ‘behavior for a successful teaching-learning process.

1.1.1.2.4. **A group-organizer**: the teacher should be able to create an environment where his/her student can work cooperatively.

1.1.1.2.5. **A Motivator**: the teacher is responsible to help his/her student to develop their self-confidence and build a classroom atmosphere that help student motivation positively.

1.1.1.2.6. **An Empower**: the teacher should spot light on student by taking a little control over the lesson and lets the student to take their own decision about what to learn and how to learn it.

1.1.1.2.7. **An artist**: teacher has been viewed as an artist since teaching referred to as an art by William James in his book *Talks to Teachers in Psychology* (1981).

Teacher cannot be all things at the same time; his/her role may change during the lesson. So it depends on the teacher him/herself. Furthermore, some teaching methods define very specific roles for teachers and prescribe the kinds of behaviors which teachers should or should not allow in the classroom. For example, the Direct Method, which was one of the first oral-based methods to be
used in foreign language teaching, describes the teacher's role in very specific
terms and proposes the following guidelines for teachers to follow:

- Never translate: demonstrate.
- Never explain: act
- Never make a speech: ask questions
- Never imitate mistakes: correct
- Never speak with single words: use sentence
- Never speak too much: make students speak much
- Never use the book: use your lesson plan
- Never jump around: follow your lesson plan
- Never go too fast: keep the pace of the students
- Never speak too slowly: speak normally
- Never speak too quickly: speak normally
- Never speak too loudly: speak normally
- Never be impatient: take it easy

The previous instructions that are made by Titone (1968, p. 10) are
considered as simple and clear directions in order to simplify the teacher’s roles. E.
Hinkel (2011), Another researcher that focuses on teacher’s roles, in her research she
focuses on three research stands on teacher learning that are really important for teachers.

First teachers as reflective practitioners: According to J. Dewey, who is the first person
that proposes and argues that a teacher is not just passive curriculum implementers but
that they can also play an active role in curriculum design and educational reform
(Dewey, 1933). In addition, Schön believes that teachers are not “technical experts” but
“reflective practitioners” (1983, p. 332). From Bartlett’s point of view, in order to be
reflective practitioner teachers need to move beyond technically oriented improvement of
classroom skills to address the issues that are fundamental to their development as responsible and autonomous professionals and to see their actions in relation to the purposes of education (Bartlett, 1990).

Second, teacher as researcher: the term of “teacher as researcher” was developed by Stenhouse (1975) which helps to focus on “action research” that is carried out by teachers, i.e.,. In order to be an effective teacher, action research should be undertaken by teachers to achieve a high level of knowledge; because as it is known, making a research is the key for any question. The concept of action research developed from a somewhat linear and fixed sequence of planning, action, observation, and reflection (Kemmis & McTaggart, 1988) to a dynamic and cyclical model that allowed for feedback, modification, and retrial. Action research has been commonly used as a meditational tool for teacher learning and for improving teachers’ professional practice (Gore & Zeichner, 1991).

Conducting a research action can be done by a teacher as well as by student, teachers must be aware about the skills and knowledge that are needed in order to conduct a research action. For example, Nunan (1990) explains detailed guidelines on the stages for conducting action research, as well as check-lists and worksheets for teachers to use for conducting lesson observation; on the other hand, Burns (1999), provides a comprehensive introduction to the conceptual and practical aspects of conducting action research. Burns (2009), summarizes the purposes of action research in L2 teacher education as follows:

1. To address specific issues in teaching or learning situations;
2. To investigate curriculum innovation and the change processes;
3. To facilitate teachers’ professional development;
4. To enhance teachers’ knowledge of conducting research and to equip them with research skills;
5. To enhance the development of their personal practical theories; and
6. To provide a vehicle for reducing the gap between research and practice (p.31).

The third focus of E. Hinkel is that typically, the characteristics of expert teachers were investigated through expert–novice comparisons, and by examining their cognitive processes in planning and conducting lessons, and the quality of their reflections i.e., expert teachers are more better in recognizing patterns very quickly and interpreting them in meaningful simple clear ways, they have better levels of skills than the novice teachers they are able to handle the complex tasks easily without making efforts. The novice teacher is usually characterized by a conflict and struggle whereas the non-novice teacher is more self-confidence.

1.1.1.3. The Characteristics of Good Teachers

The characteristics of a good teacher have been defined by many researchers, but what we all agree with is that teacher’s characteristics have become an important element in the field of teacher education. According to Lortie (1995), a good teacher or a profession is characterized by:

- A homogenous consensual base.
- Restricted entry.
- High social status.
- Self-regulation.
- The legal right to govern daily works affairs.

However, Robert (1998) argues that the core component of teacher knowledge in order to become a good teacher includes the following:

- Practical knowledge: the teacher repertoire of classroom techniques and strategies.
Content knowledge: the teacher understands of the subject being thought as well as the specialized discourse and terminology of language teaching.

Contextual knowledge: familiarity with the school or institutional context, school norms, and knowledge of learners including cultural and other relevant information.

Pedagogical knowledge: ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise.

Personal knowledge: the teacher’s personal beliefs and principles and his/her individual approach of teaching.

Reflective knowledge: the teacher’s capacity to reflect on and assess his/her own practice.

Richard (1998) argues that good teacher must maintain:

- General theories of teaching.
- Teaching skills.
- Communication skills.
- Subject matter knowledge.
- Pedagogical reasoning and decision-making.
- Contextual knowledge.

All what have mentioned before are a part of the characteristics of a good teacher, but it is not allowed to forget that a good teacher never means that he is professional. A good teacher is the one who understand his/her students, knows their psychological states, their backgrounds, and their social states. A good teacher is the one who can read his/her students’ face without using words, he is the one who have the talent to explains his/her ideas simply and clearly, or it is the one who knows how to make all the students participate and interact with him/her in order to raise students’ achievements and motivations. It does not making sense that having knowledge, experience without knowing
how to express them in simple words, a good teacher is mixture of science and art and it is impossible to divide the both.

1.1.1.4. What Makes a Good Teacher?

All students have been experienced two kinds of teachers; a teacher that simplify and facilitate his/her thoughts, and a teacher that his ideas and explanations are unclear and complex. What makes a good teacher? It is a question that has been raised in the recent years by many philosophers, researchers, policy-makers and teachers from different countries. All of us have experienced a good and bad teacher during his career, and to become a good teacher it is not an easy task, but at the same time it is not impossible. In order to answer this question, teacher educators in the UK at the time of writing work with 70 cross-curricular Standards for the Award of Qualified Teacher Status (DfEE, 1998), refer to as the Standards, come out with a table that summarizes the needed elements in order to have a good teacher.
**Figure 1.**

Working Summary of the Standards for the Award of Qualified Teacher Status (DfEE, 1998, p. 27)

- Awareness of and ability to cater for the needs of pupils of all ages, abilities and origins.
- Awareness of a variety of teaching and learning styles.
- Ability to use a range of techniques and strategies to create and maintain a positive and productive learning environment.
- Knowledge and understanding of national requirements with relation to assessment, recording and reporting.
- Understanding and appreciation of the interrelationship between pupils’ personal, social, spiritual, moral and cultural development and their learning.
- Understanding of the role of self-evaluation in fostering expertise as a teacher and as a subject specialist.

Harris, defines what a good and effective teacher is. According to her, ‘Effective teachers teach pupils how to synthesis and refine information and make it their own’ (1999, p. 30). i.e., a good teacher knows exactly what and how to teach and what are the goals that he/she wants to achieve at the end of the session in order to satisfy the learners’ needs. However, an experienced teacher is much better than the inexperienced one; concerning the lessons planning, the experienced teacher spends much less time in planning than inexperienced. Furthermore, a good teacher has been judged from many
researchers, Pring says that:

” Most people recognize the good teacher – the teacher who works intelligently, imaginatively, sensitively, displaying knowledge of subject and of the many and varied ways in which that subject might be represented in an intelligent and fruitful mode. Such a teacher displays an understanding not only of the individual’s learning pattern but of how that pattern fits into the mosaic of learning patterns within the larger group. Pring (1996,p.16). i.e., he explains the most important skills that a teacher should have in order to be considered as a good teacher.

Moreover, a good teacher is the one who succeeds in motivating his/her students in order to make them work hard and seriously without getting bored, a good teacher is the one who is extremely skilful in adapting and adopting different sources of data with using different techniques and strategies to foster learning, a good teacher is the one who communicates and interacts positively with learners to facilitate the learning process. Unfortunately from different points of view, these conditions never exist all together in the same time. Thus, teachers are trying hard to attain some of them.

1.1.2 Inspector

Teachers have a great effect on learners’ achievements as scholars: mastering skills, critical thinking, problem solving, and meta-cognition. And as citizens: strengthen the life skills, disposition, and the values for future success. For this reason we need good teachers, and good teachers are made not born. That’s why inspectors are working to get good teachers. Inspectors have to develop teacher’s professions to reach the goals programmed. So, they use a range of techniques and strategies to develop teachers’ knowledge and skills to maximize their effect on learners’ achievement. Thus; the inspector has a great importance in the educational system.
1.1.2.1. Who is an Inspector?

The inspector has a great importance to develop teachers’ profession; it has immerged as one of the more effective professional development because it is an investment in the improvement of teachers and their schools (Annenberg Institution, 2004). Teachers are seeking for being good teachers and developing their profession. So, teachers with significant experience in the field and effective skills in management, observation, interviewing, interpretation, communication, team work, and have a highly professional attitude and competence are suitable for this job.

1.1.2.2. The History of Inspector

In the past, there is no existence of Inspectors. In the 1839, the English parliament decided to have Inspectors in their Educational system. At that time, two Inspectors were appointed and they were named “Her Majesty’s Inspector”. We are still appointed in the same way and have retained the title his/her Majesty’s inspectors”. The form of appointment derives from Tudor Times, and over a century it has helped to safeguard and still symbolizes our cherished independence of judgment.”(HM Inspectors in England: the first 150 years, 1960, p235)

The main purpose of HMI was to achieve reliability and common practices, and they were acting within the limits of government policy, it offers advices. They were expressed as mediation between schools and the Ministry. By the 1975, there were about 1700 inspectors in England, and becomes one of the main components of the Educational System all over the world.
1.1.2.3. The Goals of Coaching

Nowadays, the inspector is called ‘A Coach’ according to his or her work and roles. Coaching is not telling the teachers what to do, but helping them to come up with their own answers, to improve their performance, to solve problems, make better decisions, learn new skills, and reach their career goals. The coaching goals should be SMART (Specific, Measurable, Attainable, Realistic, Timely). So, coaches use the GROW MODEL which assumes that the coach does not know the coaches situation, thus, he or she has to be a facilitator by helping the teacher to select the best options (coaching and development cycle).

1.1.2.4. The Grow Model

Grow is an abbreviation that stands for: Goals, Reality, options or obstacles, and Way forward or will. The coach must establish smart goals, examine the current reality, explore the options, and establish the will.

1.1.2.4.1. The Goals

The coach starts establishing goals that could be a performance goal, a development goal, a decision to make, a problem to solve, or a goal for a coaching session.

1.1.2.4.2. Current Reality

This step helps coaches and teachers to get awareness of what is going on, the context, and the situation. The aim is to active the listening skill, and makes the teacher think then answers the questions asked.
1.1.2.4.3. Options

When the situation is understood, the aim of the conversation between the coach and the teacher is what the teacher can do to reach and achieve the goals.

1.1.2.4.4. Will or Way Forward

It is the final step in the grow model, the coach helps the teacher to have a clear plan for his or her future career.

1.1.2.5. The Roles of a Coach

The coach has many roles that he or she has to play when doing his/ her work. According to Joelen Killion (Deputy Executive Director) the coach has 10 roles; they are as the following:

1.1.2.5.1. Resource Provider

As a resource provider, the coach assists teachers with materials, tools, information, etc. to support classroom instruction. The resources provided could be links from the Internet, materials shared from other teachers, wonderful research/articles that are relevant to teacher practices or ideas shared from other colleagues. Oftentimes, providing these resources help coaches cross the “threshold” into classrooms.

1.1.2.5.2. Data Coach

Coaches are the liaisons between research and practice, helping teachers learn to improve their practices in a reflective supportive setting. As a data coach, the coach organizes and analyzes a school’s data, facilitating conversations among the faculty. The
coach supports teachers and administrators in using data to improve instruction on all levels.

1.1.2.5.3. Curriculum Specialist

The coach supports teachers by helping with the “what” of teaching. He/she helps teachers use the national, state and district curriculum standards to plan instruction and assessment. The coach collaborates and supports teachers in using the curriculum to analyze students’ strengths and target areas for improvement. Coaches need to understand how each curriculum is structured, i.e., thematic approaches, etc., and validate the content teachers’ expertise. The coach “taps” into the content expertise of the classroom teacher.

1.1.2.5.4. Instructional Specialist

The coach supports teachers by helping with the “how” of teaching. He/she collaborates with teachers in designing instruction to meet the needs of all students. Multiple instructional strategies/processes are shared with teachers. The coach also coordinates with other specialists in the school to provide a seamless approach to the educational processes in the school, supporting the idea that literacy is a process, not content. The coach must maintain confidentiality and be responsive to the “territorial” limitations of teachers’ classrooms.

1.1.2.5.5. Mentor

As a mentor, the coach is a critical friend supporting all teachers, novice and experienced. He/she provides guidance and structure where needed, encouraging relationship building among colleagues. A mentor focuses on teachers’ strengths, collaborating and discussing common issues of concern and is a shoulder to bounce off ideas and concerns.
1.1.2.5.6. Classroom Supporter

As a classroom supporter, a coach is a co-planner, a co-teacher and a feedback provider. The role is varied including co-planning units of study, providing over the shoulder coaching, participating in co/team teaching, modeling lessons, encouraging reflective practices, assisting with small group instruction, helping with assessments, co-creating classroom management techniques which support instruction and facilitating after visitation discussions. The coach helps facilitate discussions resulting in the collaborative, reflective, accountable, self-evaluative and participative practices that support the educational processes of all students and teachers.

1.1.2.5.7. Learning Facilitator

As a learning facilitator, a coach helps coordinate and facilitate learning experiences for school staff. A coach engages teachers in inquiry, collaborates with teachers to determine areas of need and together they design ways to address the issues of concern. Coaches coordinate cross department classroom visitations, organize professional learning communities within and among schools, help manage study groups, design professional development opportunities, arrange lesson study groups, discuss case studies and examine student work. A coach helps provide opportunities for professional growth on all levels.

1.1.2.5.8. School Leader

A coach as a school leader assists and serves on leadership teams within the school. He/she helps bridge the gaps between and among school programs, remaining focused on the school goals. The coach helps align individual goals and school goals in a non-evaluative way. The coach is not an administrator, a district overseer nor a classroom peer.
1.1.2.5.9. Catalyst for Change

A coach models and facilitates continuous improvement in the classroom and school levels. On many occasions, he/she challenges the status quo, asks questions and facilitates difficult conversations helping to shape the culture of the school. As a catalyst for change, the coach must motivate the teachers and encourage them to “step out of the box,” reinforcing their learning’s with support. A coach helps teachers retain what they learn through practice and helps teachers transfer/synthesize their learning by co-planning ways to use the information in new settings.

1.1.2.5.10. Learner

In the role of learner, the coach models continuous learning. The coach takes initiative and pursues her/his own learning that focuses on her/his work; her/his own need, and the field of education. Coaches reach out to create learning communities both within and outside the school. The coach, as learner, uses reflection on and of practice, is aware of the needs of the adult learner, understands the learning process, provides opportunities for proactive support, and leads others as they journey toward changing their knowledge, attitudes, skills, aspirations, and behaviors. The coach is a thought leader in the school.

1.1.2.6. Who is a Successful Coach?

To be a successful coach, he / she must be skilled in the previous roles. According to knight (National Staff Development council), the coach must do well the following activities:

1.1.2.6.1. Marketing their Service

Coach meets teachers, teams of teachers, to explain their goals, philosophy, kinds of intervention available, and provide support. Coaches allow time for questions to indicate the teacher’s interest in working and learning from a coach.
1.1.2.6.2. Analyzing Teachers’ Needs

Coaches meet teachers to identify their needs and discuss possible research validated interventions that can help the teacher address those needs.

1.1.2.6.3. Observing Classes

Coaches sit on classes observing the teacher during the lesson, observe the overall progress of the class, as well as behaviors related to specific issue raised during coach / teacher meeting.

1.1.2.6.4. Collaborating on Intervention

Coaches and teachers identify interventions that best address the teachers’ needs. When necessary, coaches and teachers collaborate to develop a plan for using the instructional method.

1.1.2.6.5. Preparing Materials

One of the coach’s goals is to make the use of the new instructional method easy for the teacher. Thus, coaches try to motivate the teachers by preparing handouts, and other materials that the teacher needs.

1.1.2.6.6. Modeling

Coaches teach teachers how to teach, and provide checklists or some other forms of observation tools. So, teachers know the specific teaching behaviors.
1.1.2.6.7. Observing

Coaches observe teachers as they teach using the instruction given in the class. Sometimes, the coach uses a checklist or other observation tools as a mean of providing specific feedback to the teacher.

1.1.2.6.8. Feedback Modeling / Observing Feedback

The nature of the coaching process allows for continuous communication between coaches and teachers. Coaches discuss with teachers how they have used the intervention, provide suggestions for improvement communication, then continue with modeling, observing classes, and providing more feedback depending on the teachers’ needs.

1.1.2.6.9. Building Network for Change

Coaches work with groups of teachers to establish teams or professional learning communities and this facilitate the work and let each member benefit from the other.

1.1.2.7. The Work life of a Coach

The coach works for hours, generally; coaching involves a lot of time and patience. This job includes traveling to different educational and training organizations. The coach has to attend training workshops, seminars to be up to date. His/ her work is based on schools especially when inspecting teachers or coaching them in in-service meetings.

Conclusion

To sum up, teachers and inspectors play an important role in the educational field, because teachers helps students to be involved in the teaching process in order to have knowledge and to achieve better results in their carrier; and inspectors helps teachers to achieve their results through different kinds of instructions such as in-service meetings.
Section Two: Teachers’ Professional Development

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Conclusion
Introduction

Education is an important field in all societies, that is why both teachers and inspectors or as they are called now “coaches” are trying hard to reach and achieve the aim of making the educational system develop and become better. Teachers are seeking to develop their competence and performance to develop their skills to be good teachers and do their job in a good way, because they are the mediators between the educational system and learners. The teacher’s main objective is to maximize the learner’s achievement. Thus, teachers have to be trained to have an experience on teaching i.e., what to teach and how to teach. The coaches are working also for the same objective: coaching, mentoring, and guiding teachers to train for their professional growth. This section, will deal with definitions of in-service meetings, will talk T.P.D. its definition, characteristics, objectives and some relevant aspects that are related to it. Also it will discuss the institution’s role in implementing a T.P.D., also it shed light on some factors that may affect T.P.D. Finally it will discuss the results that are obtained after in-service meeting.

1.2.1. Background

After having completed their basic training, teachers engage themselves in teacher professional development. Teacher professional development has been defined differently by many researchers, Avalos (2011) defines it as teachers’ learning, how they learn to learn and how they apply their knowledge in practice to support pupil learning (p.4). i.e., Teacher professional development is concerned with how teachers learn and develop. Thus, teachers can learn through planned or unplanned conversation: planned conversation such as meetings between teachers, seminars, workshops, or in-service meeting. Unplanned conversation such as interactions between teachers-teachers or between teachers-students.
1.2.2. Definitions

1.2.2.1. Seminar

Formal presentations by one or more experts in which they attend are encouraged to discuss the subject matter. It is a conference of other meeting for discussion or training (oxford dictionary. n. d.). Furthermore, it is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization ,it has the function of bringing together small groups for recessing meetings .Focusing each time on some particular subjects in which everyone present is required to participate . This is often accomplished through an ongoing dialogue with a leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed questions can be raised and debates can be conducted.

1.2.2.2. Workshops

A workshop is a period of discussion or practical work on a particular subject in which a group of people share their knowledge or experience. (Collins English dictionary).

A meeting at which a group of people engage in intensive discussion and activity on a particular subject or project.

1.2.2.3. In-service Meeting/Training

Collins Dictionary ( n.d.) defines it as: “Training that is given to employees during the course of employment”, in other words, if people in a particular profession are given in-service training, they attend special courses to improve their skills or to learn about new development in their field .
1.2.3. Teachers’ Professional Development

1.2.3.1. Definition of T.P.D

According to TALIS’s survey (OECD, 2009, p. 49), Professional development is defined “as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher”. In its simplest definition, it refers to the development of a person in his/her professional role, in other words, “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn, 1995, p. 41). Professional development includes formal experiences such as attending workshops and in-service meeting; informal experiences such as reading professional documents and articles or watching videos that are related to academic discipline. Professional development offers to teachers’ new experience and new information on particular aspects of their work.

1.2.3.2. The Characteristics of T.P.D

- It is based on constructivism rather than on a ‘transmission-oriented model’. As a consequence, teachers are treated as active learners (Lieberman, 1994; McLaughlin and Zarrow, 2001) who are engaged in the concrete tasks of teaching, assessment, observation and reflection (Dadds, 2001; Darling-Hammond and McLaughlin, 1995; King and Newmann, 2000).

- It is perceived as a long-term process as it acknowledges the fact that teachers learn over time. As a result, a series of related experiences (rather than one-off presentations) are seen to be the most effective as it allows teachers to relate prior knowledge to new experiences (Cohen, 1990; Ganser, 2000; Lieberman, 1994; Dudzinski et al., 2000).
• It is perceived as a process that takes place within a particular context. Contrary to the traditional staff development opportunities that did not relate ‘training’ to actual classroom experiences, the most effective form of professional development is that which is based within schools and is related to the daily activities of teachers and learners (Abdal-Haqq, 1996; Ancess, 2001; Baker and Smith, 1999; Darling-Hammond, 1998; Dudzinski et al., 2000; Ganser, 2000; McLaughlin and Zarrow, 2001).

• Professional development is conceived of as a collaborative process (Darling-Hammond and McLaughlin, 1995). Even though there may be some opportunities for isolated work and reflection, most effective professional development occurs when there are meaningful interactions (Clement and Vanderberghe, 2000), not only among teachers themselves, but also between teachers, administrators.

• Professional development may look and be very different in diverse settings; There is not one form or model of professional development better than all others and which can be implemented in any institution, area. Schools and educators must evaluate their needs, cultural beliefs and practices in order to decide which professional development model would be most beneficial to their particular situation.

1.2.3.3. Variables that Contribute to the Success of T.P.D.

According to Guskey (1995), there are some ‘guidelines for success’ that must be followed when planning and implementing professional development opportunities for teachers. They are as follows:

• To recognize change as being both an individual and an organizational process;
• To work in teams to maintain support;
• include procedures for feedback on results;
• To provide continuous follow-up, support, and pressure;
• To integrate programs.
1.2.3.4. Objectives of Teachers Professional Development

Teacher’s professional development is very important in the teaching career; according to OECD,TALIS (2013), it has many objectives stated as follows:

- The world is in a constant change as well as the educational program. So, there is always something new, thus teachers must be up-to-date and have up-to-date knowledge.
- The educational system is dynamic; there are new teaching techniques, objectives, new circumstances, and new educational research. So, teachers have to know about those changes and update their attitudes and skills.
- There is always a change in curricula the teacher has to know about it and know how to apply this change, either in curricula or other teaching aspect.
- Teachers’ professional development facilitates the school development and the application of new strategies concerning all aspects of the teaching practices.
- Makes teachers exchange information and experiences for example between expert teachers and novice ones.
- Teachers’ professional development helps to cover the weakness of teachers and make them more effective.

1.2.3.5. The Importance of T.P.D

The process of T.P.D. has a significant positive impact on teachers ‘beliefs, practices and students ‘learning and on the implementation of educational reform. According to Borko and Putnam (1995), T.P.D. plays an important role in changing teachers ‘teaching methods positively; these changes have a positive impact on students’
learning which helps to enhance students’ achievement. T.P.D. may be the only strategy
to school system that improves educators’ performance levels; T.P.D. is the only way
educators can learn, so that they are able to better their performance and raise students
achievement. According to G. lucas (2010) in his book, T.P.D. is important because the
best teacher preparation programs emphasize subject matter mastery and provide many
opportunities for students and teachers to spend time in real classrooms under the
supervision of an experienced mentor… teacher preparation programs allow teacher
candidates the time to apply their learning of theory in the context of teaching in real
classroom.

1.2.4. The Institution’s Role in Implementing a P.D. Program for its Teachers

1.2.4.1. Determining the Needs of the Institution and the Teachers

Needs analysis refers to both the institution’s needs and the teachers’ needs. For
the institution’s needs, appraisal can be used to identify teachers’ needs of the professional
development; this can be done by managers or mentors or by teachers themselves as a part
of a process of reflecting review of their needs and interests. At the teachers’ level, areas
for training and development for different teachers in a program can be identified and
strategies recommended for helping them to achieve their goals.

1.2.4.2. Selecting Goals for P.D.

It must take into account both the institutional’ goals and the teachers’ goals toward
the professional development. Eraut (1995, p. 250), suggests that in planning teacher-
development activities:

- Change should be managed and phased so as not to put impossible demands on a
  person at any time. Teacher’s development also needs to be planned over a period
of time to keep its demands at a realistic level.

- Each professional development activity has to be resourced and supported at a level that gives it a reasonable chance of achieving its purpose.
- Distributing resources over too many separate activities is likely to result in none of them being effective.
- Negotiation should take place, preferably with each individual teacher, about the proper balance between the teacher’s personal needs and the needs of the school. A teacher’s professional development plan should normally incorporate elements of both.

1.2.4.3. Selecting the Participants

Professional development may be taken as either individual or collaborative project. It might consist of some teachers who have already developed some degree of expertise in their teaching field; also it consists of teachers that are used to teach for the first time which means novice teachers.

1.2.4.4. Important Consideration

Some researchers like Cooper and Boyd (1998) suggest for trying out new strategies in ways in P.D. because as it is known, teachers need to be up to date in order to satisfy their needs and their students ‘needs. Cooper and Boyd (1998, pp. 58–59), suggest some pieces of advice that should be taken into consideration during P.D. First, Opportunities to try out new practice and be self-directed in the learning process. Second, careful and continuous guided reflection, discussion about proposed changes, time to analyze one’s own experience, because experience is the richest source of adult learning. Third, personal support for participants during the change process.
1.2.4.5. Providing Supports

D. Maggioli (2003, p. 5), observes that “the true impact of professional development comes about when efforts are sustained over time, and when support structures exist that allow participants to receive modeling and advice from more experienced peers.”, in other words, support is an important element during P.D. this includes institutional supports as well as peer supports. The institutional supports can be reflected in the supports of the inspector such as guiding, advising or by working under the supervision of a supervisor.

1.2.4.6. Evaluating what has been Learned

After carrying out a P.D., it is important to review how well it worked and what was learned from it, to share or to generalize the results with other and decide whether the P.D., is something worthy and beneficial. In order to do so, Kirkpatrick (1988), suggests that the evaluation of an organization’s training and development activities can be assessed at three levels. First of all, reaction: it is means how do people feel during and immediately after the experience?. Second, learning: how much have they learned in terms of knowledge, skills, and attitudes? Third, Performance, What are they doing differently now as a result of the learning experience?.

1.2.4.7. Disseminating the Results

Some of the P.D. participants are likely interested in recording, reporting or writing about their own experiences with the in-service meeting, either by the inspector or by the participants themselves in order to share the experience or the results with others, to benefit from or to make it as a reference for further research. There are different ways to
do this, the interested person may write a brief written report which can be made available to anyone interested, also he/she can use it as a form of presentation to other colleagues or he/she can write about it as an article in a newspaper.

1.2.5. How Coaches develop Teachers Profession

The coach works on teacher’s professional development in coach-teacher meetings or in-service meetings. First of all, the coach starts analyzing teachers’ work by studying teachers’ lesson plans, analyzing students data, and making a classroom observation. By this analysis, the coach identifies the teachers’ weaknesses that must be covered. The second step is the Alignment, it is made at three levels: between teachers and coach, between coaches, and between coaches and the manager.

- Between teachers and coach to identify teachers’ professional development priorities.
- Between coaches to discuss about teachers and how to invest their professional development.
- Between the coach and the manager to choose the appropriate time to make a meeting.

This step is the alignment of outcomes, causes and solutions, and making connection between student’s outcomes, actions, knowledge, and skills and teachers’ actions, knowledge, and skills. In this way, they make sure about maximizing students’ achievement. The last step is “act” in which coaches try to fill the gaps in teachers’ professional development and determine the appropriate professional development.

1.2.6. Teachers Training and Teachers Development

1.2.6.1. Teachers Training
Training refers directly to teacher’s present responsibilities for first engagement in teaching position; it serves as a short-term and immediate goal. Training consists of basic understanding of basic concepts and principles as a perquisite in order to apply them during teaching principles and practices inside the classroom. However, teacher training involves trying out new strategies and methods in the classroom, and provide adequate preparation for teachers in their first years in a school in order to get less problematic courses. The following represents teachers’ training goals: Learning how to use effective strategies to open a lesson, adapting the textbook to match the class, learning how to use group activities in a lesson, using classroom aids and resources (e.g., video).

1.2.6.2. Teachers Development

Generally speaking, development refers to general growth; it serves as long-term goals and seeks to facilitate growth of teachers ‘understanding of teaching and of themselves as teachers. Teachers’ development can involve documenting different kinds of teaching practices. The goals of teachers ‘development can be summarized as follows: Understanding how the process of second language development occurs, understanding how our roles change according to the kind of learners we are teaching, reviewing our own theories and principles of language teaching, developing an understanding of different styles of teaching.

1. 2.7. Factors that can affect Teachers Professional Development

There are many factors that can affect the teachers’ professional development and that can make it goes smoothly and in a good way with good results in achieving the main objective which is maximizing learners’ achievement. The most important factors are the following:
1.2.7.1. Trust

Trust between the teacher and the coach. The coach tries to make the teacher trust on him/her by taking into consideration teacher’s feelings, needs, and support. This builds a strong relationship and makes the teachers want to change their habits and behaviors.

1.2.7.2. Motivation

Any activity made in the world needs motivation to be done in a good manner. So, teachers must be motivated to work on themselves and their professional development. Thus, coaches try to break the ice and make teachers use feedback, data, and experiences to discuss, solve problems, and make decisions. The coach must respect teachers and encourage them to work effectively.

1.2.7.3. Safety

Teachers should feel safe, so that they can communicate easily with coaches during the in-service meetings to develop their profession and feel comfortable to discuss about new materials, strategies, … This safe environment occurs when “equality and freedom, trust and understanding, acceptance and warmth” (Rogers and Farson, 2006, p.281) are there.

1.2.8. Individual and Institutional Perspective toward T.P.D.

1.2.8.1. The Individual Perspectives

According to teachers P.D., has a huge positive impact on teachers’ carrier and it is so important for them to be member of it. P.D. helps teachers to achieve personal growth and improving their performance. Most of the time, teachers are interested in
developing their professional knowledge and keeping up to date with both theory and practice in the educational field. Also P.D helps teachers to improve their teaching skills in order to feel more confident about what they teach in order to achieve better results with students.

1.2.8.2. The Institution Perspectives

Professional development is not planned just to benefit teachers, it is also programmed to benefit the school as a whole, because the success of a school program depends on both, the strengths of its curriculum and the teaching skills of the teachers. After the P.D., some teachers may face some difficulties in their daily teaching, as an example, there may be a gap between the knowledge of the teacher and the skills that the teacher possesses and what the school needs exactly; or sometimes the teachers ‘knowledge may be outdated. Thus, in such situation the school is responsible to find a solution for such occasions by providing the necessary means in order to help teachers to acquire the knowledge and the skills needed. P.D. or in-service meeting can be considered as the first step to satisfy the needs of the institution. Some referred to it as staff development and others prefer to use the term of in-service training, but whatever the term, the purpose is the same to enhance the performance of the institution as a whole either directly or indirectly. The institution is looking to achieve, first, Institutional development: Improvement of the performance of the school as a whole, that is, to make it more successful, attract more students, and achieve better learning outcomes. Most successful organizations regard the training and development of their staff as a matter of high priority. Second, Career development: It also facilitates the professional advancement of teachers to more senior positions in the institution by providing them with the necessary knowledge and skills. Increased job satisfaction that results will lead to better teacher performance and better teacher retention. Finally: Enhanced levels of student learning. An important goal is
to raise the achievement levels of students in the institution, a goal that is not only
important for its own sake but that also adds to the reputation of the institution and its
teachers.

1.2.9. After In-Service Meetings

An OECD ’comparative on teachers (OECD, 2005), notes that effective
professional development is on-going, includes training, practice and feedback, and
provides adequate time and follow-up support. Successful programmes involve teachers in
learning activities that are similar to ones they will use with their students, and encourage
the development of teachers’ learning communities. There is growing interest in developing
schools as learning organizations, and in ways for teachers to share their expertise and
experience more systematically. In other words, the focus of T.P.D. or in-service meeting is
to prepare teachers for challenges that might face in their carriers, also to help teachers to
maintain a high standard of teaching and to engage them more in planning. According to
(OECD, 1998), the objectives of T.P.D. or in-service meeting are:

- To update individuals’ knowledge of a subject in light of recent advances in the
  area.
- To update individuals’ skills, attitudes and approaches in light of the development
  of new teaching techniques and objectives, new circumstances and new educational
  research;
- To enable schools to develop and apply new strategies concerning the curriculum
  and other aspects of teaching practice.
- To exchange information and expertise among teachers and others, e.g. academics,
  industrialists; and
- To help weaker teachers become more effective.
There are other objectives that want to be achieved by teachers after they have experienced in-service meeting or T.P.D.:

- Engage in self-reflection and evaluation.
- Identify their areas of strengths and weaknesses.
- Develop specialized knowledge and skills about many aspects of teaching.
- Develop curiosity and interest in many different aspects of teaching.
- Expand their knowledge base about research, theory, and issues in teaching.
- Take on new roles and responsibilities, such as supervisor, mentor teacher, teacher-researcher, or material developer.
- Develop involvement in professional organization.

**Conclusion**

In-service meeting, teachers’ professional development or continuous teachers trainings, whatever the term the purpose is the same, i is aims to improve the learning teaching process. T.P.D. is not an event, it is a process and schools must shed light on it. It is planned in order to ensure that educators continue to develop or to strengthen their practices throughout their career. The general focus of in-service meetings is to improve teachers’ performance to come out with better results during the teaching process.
Chapter Two: The Field Work

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Appendix A: Teachers’ Questionnaire

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Résumé

الملخص
Chapter Two: The Field Work

Introduction

The following study aims at investigating EFL middle school teachers’ attitudes towards the inspector’s involvement in their professional development through in-service meetings. This chapter deals with the practical part of the study. This part starts by explaining our choice of the method, the sample selected for the current study, and the procedure of collecting data. Then moving to the description, the analysis, and ending with the discussion of the results of each questionnaire.

2.1. The Teachers’ Questionnaire

Section One: Teachers’ Background Information (Q1-Q2)

This section aims at getting information about the informants, namely their educational qualification (Q1), and their period of teaching the English language (Q2).

Section Two: Teachers (Q3-Q5)

This section aims at investigating teachers’ attitudes towards certain concepts that are used commonly specially during in-service meetings or within their professions; what is a teacher (Q3); the characteristics of a good teacher (Q4). what makes a good teacher (Q5).

Section Three: Inspectors (Q6-Q9)

This section consists of four questions directed to teachers in order to know their attitudes towards the inspector. What are an inspector (Q6). (Q7) aims to find out the roles of the inspector; then (Q8) aims to know whether the inspector helps you to develop your performance, being up to date. (Q9) seeks to know whether teachers always benefit from
the inspector’s pieces of advice or not.

**Section Four: Teachers’ Professional Development (Q10-Q16)**

The last section deals with investigating teachers’ attitudes towards the in-service meetings. This section starts with (Q10) through this question we wanted to know what is the perfect place where teachers can develop their professional development. Then, (Q11) aims at knowing what are some issues teachers would like to explore during in-service meetings. Teachers are asked what are the activities that they do during in-service meetings (Q12). What would teachers like most to get out of participating in the in-service meetings (Q13); (Q14) is devoted to know the difficulties teachers find in implementing their experience of in-service meeting in their own classroom. After in-service meetings, what changes do teachers think they should make in their teaching process (Q15) ; this question aims to know what kind of benefits teachers get out from in-service meetings (Q16).

**2.1.1. Choice of the Method**

The choice of method plays an important role and has a great impact on the researchers’ work. A descriptive method is appropriate to the current study to fulfill our objectives. Since the questionnaire helps researchers to gather data from participants in a short time, in this study the tool that is used is a questionnaire. We used two questionnaires; one for middle school teachers in Ain-Kercha and the second one is for two inspectors.

**2.1.2. The Sample**

The population of this study is teachers of middle schools of Ain-Kercha, the sample consists of 16 teachers and two inspectors from different middle schools. We chose this population because it is familiar enough with the topic of the research since they are part of
the in-service meetings.

2.1.3. The Description of the Questionnaires

Teachers’ questionnaire consists of 16 questions divided into four main sections. The first section deals with teachers’ background information, the second section deals with teachers in order to gather data about how teachers view themselves, the third section deals with the inspector in order to know what his/her role of the inspector and what are the teachers’ opinions towards him/her. The last section deals with teachers’ professional development which is the focus of the study in order to investigate the teachers’ attitudes towards in-service meetings. The second questionnaire is directed to two inspectors. It consists of two main sections. The first section deals with inspectors’ background information, whereas the second section consists of direct questions that are designed to gather data about in-service meetings and the role of the inspectors during them.

2.1.4. Analysis of the Teachers’ Questionnaire

Section One: Teachers’ Background Information

Q1: Educational Qualification:

a. Licence □

b. Master □

Table One:

Educational Qualification

<table>
<thead>
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<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>License</td>
<td>13</td>
<td>81.25</td>
</tr>
<tr>
<td>Master</td>
<td>3</td>
<td>18.25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>
This question aims to see the educational qualification of the participants. The majority of participants have the license degree 81.25%, whereas the minority have the master degree 18.25%. This may be due to the fact that the majority has more chance to teach in the middle school rather than the high school. Or may be due to the conditions of ministry of education which limited the chance to license’ teachers to teach in the middle school. However, the minority has more chance to teach in the high school, this may be due to the fact that they are more educated and capable to teach in the high school.

Q2. How long have you been teaching English as a foreign language?

a. Less than 5 years  

b. More than 5 years  

**Table Two:**

<table>
<thead>
<tr>
<th>Period of Teaching</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

This question aims to investigate teachers’ experience of teaching, since the most important sample of the study are novice or beginner teachers. The majority of the participants have the experience of less than 5 years who make up of 75% of the total population and who form the core of the study, this indicates that most of the population is beginners in the educational field. The minority of the sample has the experience of more than 5 years who make up of 30% this shows those teachers are more familiar with the field.

**Section Two: Teachers**

Q3. According to you, the teacher is:

a. An artist
b. A facilitator 

c. A motivator 

d. An empower 

**Table 3.**

**Teacher’ Role**

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>a + b</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a + c</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>b + c</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>a + b + c</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a + b + c + d</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>
This question aims to investigate the role of teachers inside the classroom, table 3 shows that 18.75% of teachers chose option b which states that teachers viewed themselves playing the role of facilitators; this may be due to the fact that teachers facilitate the lessons and data to their pupils. However, 18.75% chose the options b+c which state that the second role of the teacher is motivator and facilitator, this may be due to the fact that teachers have to motivate their pupils in order to like the English language to interact with them successfully. 12.5% of teachers chose options a+b which state that the roles of the teacher a facilitator and an artist, this may be due to the fact that most of teaching English is acting; 12.5% chose options a+c, a teacher is an artist and a facilitator. However, 12.5% chose options a+b+c, a teacher is an artist, facilitator, motivator; this may be due to the fact that a teacher needs to perform more than one role at the same time. 12.5% of teachers chose options a+b+c+d, this may be due to the fact that a teacher needs to be all things at the same time depending on the pupils’ needs, and since teachers are...
dealing with beginners, the session must be teacher-centred not students-centred. 6.25% of the teachers chose option c which states that a teacher is a motivator, this may be due to the fact that they consider themselves as motivators more than being the other options. While 6.25% chose option a which claims that the teacher is an artist. Some of these teachers suggest other roles of teachers such as: performer, guider, creator, director and this is due to their own personal experiences.

Q4: A good teacher is characterized by:

a. Subject-matter knowledge [ ]
b. Contextual knowledge [ ]
c. Personal knowledge [ ]
d. Pedagogical knowledge [ ]

Table 4.

The Characteristics of a Good Teacher

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
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<tbody>
<tr>
<td>a</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>d</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>a+c</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>a+d</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>a+b+c</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a+b+c+d</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 3.
The Characteristics of a Good Teacher

Through this question we want to investigate how teachers view the characteristics of a good teacher. Table 4 shows that 25% of teachers chose options a+b+c+d, a good teacher is characterized by: subject-matter knowledge, contextual knowledge, personal knowledge and pedagogical knowledge, this indicates that a teacher needs to be capable in all aspects in order to achieve both the teachers’ and the pupils’ needs. 18.75% of teachers chose option a which states that a good teacher is characterized by subject-matter knowledge, this may be due to the fact that teachers must be knowledgeable in order to gain his/her pupils’ trust and confidence to be able to answer any type of question about any topic. In addition, 18.75% of teachers chose option d which dictates that a good teacher is characterized by pedagogical knowledge; this may be due to the fact that teachers must be smart: specific, measurable, available, realistic and timely. Thus, 18.75%
of teachers chose options a+d, subject-matter knowledge and pedagogical knowledge, this may be due to the fact that teachers need to be knowledgeable and know the perfect methods and techniques to put their knowledge into practice. 12.5% of teachers chose options a+b+c, subject-matter knowledge, contextual knowledge, personal knowledge. This may be due to the fact that teachers need to be knowledgeable about the topic being taught, and depend on themselves to use their own researches and experiences in order to transmit their knowledge to the pupils during the session and to get their attention. While only 6.25% chose options a+c, subject-matter knowledge and personal knowledge. Some teachers suggest that new methods, techniques and knowledge in the field of psychology may help since teachers are dealing with teenagers.

Q6: What makes a good teacher?

a. Observation of experienced teachers  

b. Working with a mentor  

c. Observation of training videos  

d. Practicing teaching under the supervision of experienced teachers
Table 5.
Factors that Makes a Good Teacher

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
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<tr>
<td>a</td>
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<tr>
<td>d</td>
<td>3</td>
<td>18.75</td>
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<tr>
<td>a+c</td>
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<td>12.5</td>
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<tr>
<td>a+d</td>
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<td>18.75</td>
</tr>
<tr>
<td>a+b+d</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>a+b+c+d</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.
Factors that Make a Good Teacher
This question was raised to find out what makes a good teacher, table 5 shows that 18.75% chose option a which states that the observation of experienced teachers helps to make a good teacher. This may be due to the fact that observing experienced teachers helps novice teachers to acquire the way of teaching, how to present a lesson and how to deal with pupils. Moreover, 18.75% chose option d which claims that practicing teaching under the supervision of experienced teachers helps to make a good teacher, because novice teachers benefit from experienced teachers’ pieces of advice. 18.75% chose options a+d which shows that experienced teachers play an important role to better novice teachers’ performance. 18.75% chose options a+c+d, this may be due to the fact that observation of training videos helps teachers to try out new methods and techniques that suit the pupils ‘needs since teachers are watching real life situations. 12.5% picked options a+c this may be due to the fact that observation of real life situations of teaching helps to develop or to better novice teachers’ performance. Only 6.25% chose options a+b+d and 6.25% chose options a+b+c+d and this may be due to the fact that each option helps novice teachers to be good at a specific aspect. Some teachers suggest that reading and receptiveness help them to ameliorate their performance.

Section Three: Inspector

Q6: According to you, an inspector is a:
   a. Resource provider
   b. Learning facilitator
   c. Catalyst for change
   d. Supervisor
   e. Mentor
**Table 6.**
The Inspector’s Role

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
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<tbody>
<tr>
<td>a</td>
<td>3</td>
<td>18.75</td>
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<tr>
<td>b</td>
<td>1</td>
<td>6.25</td>
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<tr>
<td>c</td>
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<tr>
<td>d</td>
<td>1</td>
<td>6.25</td>
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<tr>
<td>a+c</td>
<td>1</td>
<td>6.25</td>
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<tr>
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<td>12.5</td>
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<td>a+b+d</td>
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<td>25</td>
</tr>
<tr>
<td>a+b+c+d+e</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 5.**
The Inspector’s Role

This question was raised to know the role of the inspector, table 6 shows that 25% of teachers chose options a+b+d which claim that an inspector is a resource provider, a learning facilitator, a supervisor. This may be due to the fact that since the
inspector is responsible for the in-service meetings, he/she provides teachers with new data and strategies, simplify things to them, and guide teachers during their career. Furthermore, teachers benefit from his/her pieces of advice. 18.75% of teachers chose option a, resource provider, this may be due to the fact that the inspector makes teachers up-to-date in all aspects. 18.75% chose options a+d+c+d+e and this may be due to the fact that the inspector can play more than one role in order to better and develop teachers’ performance since he/she is the guide, facilitator, teacher and adviser for teachers. However, 12.5% chose options a+d resource provider and supervisor. This is because the inspector is the mediator between teachers and ministry; 6.25% chose the option b, a learning facilitator; 6.25% picked option c, catalyst for change; and 6.25% chose option d, supervisor. This indicates that these teachers answer according to their relation with the inspector and the way they benefit from him/her.

Q7: The inspector plays an important role in the teaching process.
   a. Agree  
   b. Disagree  

<table>
<thead>
<tr>
<th>Table 7.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Importance of the Inspector’s Role</td>
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</tr>
<tr>
<td>Option</td>
<td>N</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>
Figure 6.
The Importance of the Inspector’s Role

This question was meant to investigate whether the inspector plays an important role in the educational field or not. Table 7 shows that 100% of teachers said yes. This proves that the inspector plays an active role with teachers and helps them in specific situations according to their needs, either by keeping teachers up to date or helps teachers to solve classroom problems, or by helps teachers to learn new skills.

Q8: According to you, the inspector helps you to:

a. Improve your performance
b. Learn new skills
c. Being-up to date
d. Solve classroom problems
Table 8
The Way Inspector Helps Teachers

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>c</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a+b</td>
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<td>6.25</td>
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<td>a+d</td>
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<tr>
<td>a+c</td>
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<td>a+b+c</td>
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<td>18.75</td>
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<tr>
<td>a+c+d</td>
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<td>6.25</td>
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<tr>
<td>a+b+c+d</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 7.
The Way Inspector Helps Teachers
This question was raised to investigate how the inspector helps teachers to develop their profession. Table 6 shows that 18.75% of teachers chose option a which states that the inspector helps teachers to improve their performance, since teachers work under the supervision of the inspector they take his pieces of advice into consideration. However, 18.75% chose options a+b+c which indicate that the inspector helps teachers to improve their performance, learn new skills, being-up to date; this may be due to the fact that the inspector helps teachers to use new skills in order to deal with the different types of pupils and know how to manage or how to control their classroom. Moreover, since the educational system is dynamic and the inspector is the link between teachers and ministry, he/she helps teachers to keep up-to date with any single change. 12.5% chose options a+b+c+d, since teachers are dealing with teenagers they face some difficulties. So, the inspector helps them to solve classroom problems in order to overcome them and come out with better results and reach their objectives. 12.5% chose options a+c, 12.5% chose options a+d, 12.5% chose option c, 6.25% chose options a+b and 6.25% chose options a+c+d. This may be due to the fact that they chose such answers according to which aspect the inspector helps them during their teaching carrier. Some teachers said that the inspector plays a great role in controlling the method of teaching i.e., What the teacher should do and what should not be done, and he may give pieces of advice about the means used in teaching for instance technology.

Q9: Do you always benefit from the inspector’s pieces of advices?

Yes ☐ No ☐
Table 9.
Teachers Benefit from the Inspector’s Pieces of Advices

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 8.
Teachers Benefit from the Inspector’s Pieces of Advices

This question was meant to investigate whether teachers benefit from the inspector’s pieces of advice or not. Table 9 shows that 75% of teachers said yes, and they explained their answer by saying the following:
- He provides us with skills, strategies, techniques to facilitate learning-teaching process to reach the objectives.
- He provides us with new methods, techniques, keeps us up-to date to improve our performance in class for both teachers and pupils.
- Being under the supervision of the inspector means examining the teacher whether critically or carefully, in other words, searching out problems or determines conditions.
- For sure, since he is the leader he plays vital role.
- Helps us to better our performance, using new strategies, methods in order to interact successfully with pupils

Whereas, 25% of teachers said no. Most of these teachers did not explain their answer, while some of them explained their answer by saying that the inspector’s pieces of advice are theoretically, and the in-service meeting is just a meeting between teachers and most of teachers do not benefit.

Section Four: Teachers’ Professional Development

Q10. According to you, the perfect place where you can develop your professional development is:
   a. Class 
   b. Seminar 
   c. Workshop 
   d. In-service meeting
Table 10.
Where Teachers Develop Their Profession

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a+d</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>c+d</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>b+d</td>
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<td>6.25</td>
</tr>
<tr>
<td>a+b+c</td>
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<td>6.25</td>
</tr>
<tr>
<td>a+c+d</td>
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<td>12.5</td>
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<td>b+c+d</td>
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<td>12.5</td>
</tr>
<tr>
<td>a+b+c+d</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 9.
Where Teachers Develop Their Profession
This question was raised to know what is the perfect place where teachers can develop their profession. Table 10 shows that 25% of teachers chose options a+d which claim that class and in-service meetings are perfect places to develop teachers’ profession, this indicates that in-service meeting allows novice teachers to meet, exchange ideas, ask questions with experienced teachers under the supervision of the inspector who is a resource provider, facilitator ….. These teachers will apply what they have learned through in-service meeting in their workplace which is the class. 12.25% chose option d may be because teachers are obliged to attend it or because it is a meeting between all kinds of teachers. However, since workshop can be planned either formally or informally, it does not need an expert teachers or an inspector to lead the meeting, 12.5% chose options c+d this may be due to the fact that teachers feel at ease to take part or participate in such occasions, or they like to be guided by an expert concerning in-service meetings. 12.5% chose options a+c+d and 12.5% chose options b+c+d this may be due to where teachers feel more comfortable and receptive of what is being taught. While 6.25% chose options c+d, and 6.25% chose options a+b+c and this is may be because they participated in seminars and workshops more than they did in-service meetings.

Q11: What are some issues would you like to explore during in-service meetings?

a. How to put your knowledge into practice
b. Learning teaching’s methods and strategies
c. Learning how to control your students and how to interact with them successfully
Table 11.

Issues Explored by Teachers during In-Service Meeting

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
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<td>25</td>
</tr>
<tr>
<td>b</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>c</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a+b+c</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a+b+c</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>a+c</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 10.

Issues Explored by Teachers during In-Service Meeting

This question was raised to know what are some issues that teachers would like to explore during in-service meetings. Table 9 shows that 25% of participants chose option a which indicates how to put your knowledge into practice, this is may be due to
the fact that there is a gap between competence and performance, teachers have the knowledge but they do not know how to apply it in the real life situation. 25% of teachers chose options a+c this is because teachers are teaching in overcrowded classes, they face some difficulties in dealing with pupils’ number so they explore such a problem during in-service meeting in order to come out with some solutions. However, 18.75% chose option c which shows that learning how to control your students and how to interact with them successfully, 12.5% chose option c may be because these teachers are knowledgeable and use different methods but they do not know how to motivate their pupils in order to interact with them successfully. 12.5% chose options a+b+c may be because they do not know how to start, how to motivate and evaluate pupils, how to manage and control the class, in other words, they feel lost during the session. Only 6.25% chose options a+b. Some teachers suggest that: how to make pupils love learning, classroom management, and share new creative ideas about teaching methods and techniques.

Q13: What are the activities that you do during the in-service meetings?

This question was raised to know what are the activities that teachers do during in-service meeting. The answer is as the following: debating things related to new methods; research in a particular pedagogical knowledge topic for instance how to deal with adolescents and the accurate strategy used in planning lessons; pair or group work, exchange methods and ways of teaching lessons, task and sequences; activities about how to use English with the pupils and how to encourage them using it; listening and asking questions to learn and acquire more pedagogical methods; sharing lessons plan, discuss some issues that may face the teaching-learning process; how to deal with learners; terminologies: discuss the program and course book activities; how to perform classroom interaction, how to lead pupils to write short paragraphs.

Q14: What would you like most to get out of participating in the in-service meeting?
a. Being up to date concerning your knowledge, skills and new teaching techniques
b. Exchange information and expertise with teachers
c. Identify your areas of strengths and weaknesses
d. Helps you to become more effective

**Table 12.**
Teachers ‘Likes to Get Out from the In-Service Meeting

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>b</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>c</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>d</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a+b</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a+c</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>b+d</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>a+b+d</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>b+c+d</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>a+b+c+d</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>
This question was raised in order to investigate what teachers like most to get out of participating in the in-service meeting. Table 12 shows that 12.5% chose option c, since teachers and inspector raise questions during in-service meetings, this helps novice teachers to know what they lack or which aspect they face difficulties with. 12.5% of participants chose option d which claims that in-service meeting helps teachers to become more effective. This may be due to the fact that the inspector guides, helps teachers with providing new knowledge, skills and new teaching techniques. However, 12.5% chose options a+b; this may be due to the fact that in-service meeting is the perfect place where novice teachers, experienced teachers, inspector meet, so that they can exchange ideas and data, raise questions, being up to date in order to better their profession. 12.5% chose options a+c, and 12.5% chose options a+b+d and 12.5% chose options b+d, this is may be due to what they get out from in-service meeting. 6.25% chose option a, 6.25 chose option b, 6.25 chose options b+c+d, and 6.25% chose all
options a+b+c+d. Since in-service meeting is planned to better teachers’ performance, it may include one or all aspects that are mentioned before depending on teachers’ needs.

Q15: Did you find some difficulties in implementing your experience of in-service meeting in your own classroom? Yes [ ] No [ ]

Table 13.

Teachers’ Difficulties in Implementing their Experience in Classroom

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>62.5</td>
</tr>
<tr>
<td>No</td>
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<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 12.
Teachers’ Difficulties in Implementing their Experience in Classroom
This question was meant to investigate whether teachers face some difficulties in implementing their experiences of in-service meeting in their classroom or not. 37.5% of participants said no, justifying their answer by the following: implementing my experience of in-service meeting is to improve my pupils’ level, to encourage and to motivate them; I find no difficulties in implementing it since we had a good training during in-service meeting; I tried new methods with pupils such as games; because learners need our personal touch in offering them opportunities to find answers for their problems. However, 62.5% said yes because the main reasons behind their answer are: overcrowded class, short of time, long program, many kinds of pupils’ levels; because as it is known, middle school pupils are studying the English language three hours a week, and it is hard to complete the program or to satisfy the pupils’ needs at the same time. So, the inspector did his job perfectly but the problem is the overcrowded classes and the long programs.

Q16: After in-service meeting, what changes do you think you should make in your teaching process?

This question was raised to investigate whether teachers try out some changes in their teaching process after the in-service meeting or not. They answered by the following:

- Apply new creative ideas in class to awaken pupils’ curiosity and desire to learn in funny way using I.C.T’s.
- Use pictures, games and videos to make pupils speak more.
- I have discovered that teaching is very interesting via creativity.
- Be more effective and active inside classroom.
- Being creative, motivate pupils; teach through games to attract pupils’ attention.
- I should speak less and let pupils speak and work more.
- I would change the way of presenting the lesson and the use of materials.
- The change should be on both, i.e., teacher’ strategies and learners’ abilities.
- I should facilitate things more.
- I should improve the communicative skill with pupils.
- Less speaking, much motivation, the use of videos and pictures.
Change in lesson preparation and change in transmitting by using the materials needed.

These explanations show that teachers benefit from the inspector involvement in their professional development during the in-service meeting which proves that both inspector and the in-service meeting help teachers to develop and ameliorate their performance inside classroom in some aspects.

Q17: What kind of benefits do you get from the in-service meetings?

This question was raised to investigate what kind of benefits teachers got out from the in-service meeting. The teachers respond as the following:

- Exchange information and expertise with teachers.
- Being-up to date (knowledge, skills and new teaching techniques).
- Make the teaching process easier and fruitful.
- Motivate learners and attract their attention through effective ways.
- Encouraging the students to awaken their curiosity and desire to learn.
- Learn other techniques to apply them in the learning process.
- Exchange ideas with teachers.
- Identify my weaknesses and learn new methods and strategies.
- Know more about the different techniques that are used to deal with the different kinds of pupils.
- Know more how to prepare the lesson, how to present it to pupils and make them understand the objectives.
- Exchange knowledge with teachers provides a source of information about the teaching process.
- Know more how to interact with pupils successfully.
- Being more effective.
- How to put knowledge into practice.
- Use some techniques to facilitate the target objectives.
- Sharing new ideas, skills, approaches and strategies for enhancing teaching-learning process to achieve the final aims and objectives.
According to the teachers’ answers, we may say that in-service meeting plays an important role in developing teachers’ performance, not in all aspects but at least in some of them since teachers come out with some changes in their teaching process.

2.1.5. Discussion of the Teachers’ Results

The data gathered through the questionnaire show that the majority of teachers benefit from the in-service meeting, and the inspector plays a great role during the in-service meetings, since he is the responsible and the planner of the in-service meetings. The in-service meeting is a perfect place where teachers can learn more and acquire new things. Thus, the in-service meeting is one of the most effective school strategies that is used to better teachers’ performance, and teachers can come out with new look to the teaching-learning process. Since the in-service meeting is a place where all kinds of teachers meet, it can help to facilitate, simplify, raise new questions, share ideas and data concerning the educational field.

The analysis of the questionnaires also shows that most teachers find difficulties in implementing their experiences of in-service meeting inside classes, and this due to the overcrowded classes, limited time and full program. This implies that the in-service meeting is an effective strategy to develop T.P.D., but teachers face difficulties for the previous reasons.

2.2. Inspectors’ Questionnaire

Section One: Inspector’s Background Information (Q1-Q3)

This questions aims at obtained information about the inspectors’ career. Their period of teaching before becoming an inspector (Q1), the time being supervising teachers (Q2) and (Q3) about how many in-service meetings that each inspector often organized in an academic year.
Section Two: In-Service Meetings (Q4-Q7)

This section consists of direct questions for inspectors in order to gather data about in-service meeting in order to know the content of in service meetings, and to investigate the inspectors’ attitude towards the in-service meetings. What do you do during these in-service meetings (Q4); Are all teachers supposed to attend in-service meetings (Q5); do you think that teachers really benefits from these in-service meetings (Q6); When you visit teachers, do you notice any positive change in their performance after in-service meetings (Q7).

2.2. 1. The Analysis of the Inspectors’ Questionnaire

Section one: Inspectors’ Background Information

Q1: How long did you teach before becoming an inspector?

This question was meant to know how many years the inspector taught before being an inspector. The first Inspector said that he taught 24 years while The second Inspector said he taught 25 years. This indicates that both inspectors are more just an experienced, but also they have faced all types of difficulties through their career, and come out with solutions during the teaching process.

Q2: How long have you been supervising teachers?

This question was raised to know the period of being an inspector. Both inspectors respond by nine years this indicates that both inspectors meet all kinds of teachers during supervising them, and almost know about any problem that teachers may face inside classroom.

Q3: How many in-service meetings do you often organize in an academic year?
This question was raised to know the exact number of in-service meetings that each inspector has organized; the first inspector said that from six to seven meetings, depending on the needs; while the second answers by eight in-service meetings.

**Section Two: In-Service Meetings**

**Q4:** What do you do during these In-service meetings?

This question was raised to know the activities that have been done during the In-service meetings. The first inspector answered by: improving teaching skills, monitoring novice teachers and coaching advanced and proficient ones in terms of continuous professional development. The second inspector answered by: depending on teachers’ needs, we usually provide questionnaires beforehand collecting data to decide on the needed tasks. Actually, it is to support them and help them to reflect on their practices to improve. As it is mentioned before in chapter one, the activities programmed according to teachers’ needs. These needs are pointed out by the inspector when making classroom observation or/and giving questionnaires to teachers to answer.

**Q5:** Are all teachers supposed to attend In-service meetings?

This question aims to know whether both novice and experienced teachers are obliged to attend and participate in the in-service meetings. Both inspectors answered by: yes, especially when there are new policies or reform.. This shows the necessity of attending and being a number of the in-service meeting due to its importance.

**Q6:** Do you think that teachers really benefit from these in-service meetings?

By this question was want to know the inspectors’ opinions about teachers’ performance after the in-service meetings. The first inspector said yes, because when dealing with classroom observation, we feel that they are developing professionally. While
the second inspector said that all meetings are set in the light of lessons observations and standards that we are not met. They benefit and improve their practices. These answers insure the importance of the in-service meeting for teachers’ Professional development.

**Q7:** When you visit teachers, do you notice any positive change in their performance after In-service meetings?

This question was raised to know whether teachers come out from the in-service meetings with changes in some aspects that are under discussion or mentioned by the inspector. The first inspector said that not only a change is noticed, but be creative and confident as well as secured. The second inspector said: yes I do, Giving feedback after lessons observations and the evidences I collect, reflect their development, relying on measurable indicators and criteria I feel that after each meeting teachers improve teaching quality. This means that the in-service meetings have a great effect on developing teachers’ professions and teachers come out with some benefits.

### 2.2.2. Discussion of the Results

The data gathered through the questionnaire show that the inspector play a great and active role during the in-service meetings, also it shows that teachers need to teach more than 20 years in order to become an inspector. The analysis of the questionnaire also shows that the number of the in-service meetings is depends on the teachers’ needs, of course after making a classroom observation of teachers by the inspector. Moreover, the core of the in-service meetings depends on the teachers’ questionnaire in order to decide the needed tasks. All teachers are obliged to attend the in-service meetings especially when there are new polices or reform. However, after the in-service meetings the inspector makes a classroom observation with those teachers, both inspectors claims that there is
positive change in teachers’ performance. This shows that the in-service meetings are effective and teachers benefit from it.

**Conclusion**

In the light of the data gathered from both teachers’ and inspectors’ questionnaires, we can say that teachers develop their performance because of the inspector’s pieces of advice during the in-service meetings. Most of the teachers come out with new look to their profession, and some of them acquire and learn new things; the inspector guides, facilitates, provides new things to these teachers in order to keep them up-to-date. However, the teachers believed that they have bettered their performance since they attend the in-service meetings. Thus, the results of the analysis strongly support the idea that teachers benefit from the inspector’s pieces of advice during the in-service meetings. So, these results confirm our hypothesis which is in-service meetings have a positive effect on teachers’ professional development.
General Conclusion

The present study is designed to investigate EFL middle school teachers’ attitudes towards the inspector’s involvement in their professional development through in-service meetings. The study totally relied on two questionnaires, the first questionnaire was directed to middle school teachers to investigate their attitudes towards the inspector’s involvement in their professional development during the in-service meetings, while the second questionnaire was given to inspectors, who are responsible for preparing such meetings, in order to know what they do during the in-service meetings, and whether teachers really benefit from the in-service meetings and the inspector’s pieces of advice. In the light of the results obtained in this study, it was observed that teachers developed their performance after attending the in-service meetings. The analysis reveals that teachers and inspectors share the point that in-service meetings have a positive effect on teachers’ performance in the classroom and on teachers’ proficiency as well. Thus, we come to a conclusion that:

- Teachers’ performance can be enhanced through the in-service meetings.
- The inspector plays an important role during the in-service meetings.
- Novice teachers can learn more during practicing teaching under the supervision of the inspector or by observing experienced teachers.
- Interacting with experienced teachers facilitates the teaching process, and provides new techniques and methods.
- The ministry of education should plan more such meetings, and look again to the overcrowded class and the full program in order to facilitate things to teachers to achieve the final aims and objectives.
Pedagogical Implications

Regarding the presented results, this study suggests the importance of planning more formal teachers’ meetings such as the in-service meetings in order to help teachers to develop their profession. The current study aims at presenting EFL middle school teachers’ attitude towards the inspector’s involvement in their professional development during the in-service meetings, however, the pedagogical implications that can be provided are as the following:

1. Teachers can better or develop their performance during in-service meetings.
2. Teachers should work more under the supervision of the inspector or a mentor.
3. Novice teachers should spend more time with experienced teachers in order to learn new ideas that help them to facilitate the teaching process.
4. Teachers can be more effective in non-overcrowded classes.
5. Teachers should try new effective strategies in order to put their knowledge into practice, and to facilitate the learning process for their pupils.

Limitation of the Study

Like any other research work, the current study has some limitations. The first limitation was the fact that results are obtained using only a questionnaire. An interview would yield better results. An investigation of teachers’ attitudes from different middle schools of the research context would strengthen the generalization of results, but only the middle schools of Ain-Kercha were chosen for this research. Some teachers did not explain or justify their answers using complete sentences that would help us more in the
analysis of the questionnaire. Since teachers are working in overcrowded classes, they could not put their experience of in-service meetings into practice.

Suggestions for Further Research

After the analysis of the results concerning teachers’ attitude towards the inspector’s involvement in their professional development through in-service meetings, some suggestions for further research can be mentioned as follows:

1. Attending the in-service meeting has a significant impact on improving teachers’ performance.
2. The in-service meetings can be a helpful school strategy to facilitate the teaching-learning process.
3. Teachers can learn more through interaction with experienced teachers or working under a supervisor or a mentor.
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Wikipedia. (n.d.).
Appendices

Appendix A: Teachers’ Questionnaire

Teachers’ Questionnaire

Dear Teachers

This questionnaire is designed to gather data of a research work carried out in the framework of a master degree. It aims at investigating EFL middle school teachers’ attitude toward the inspector’s involvement in their professional development through in-service meeting. You are kindly requested to take part in this questionnaire, please answer each statement by ticking the appropriate box (es) and make a full statement whenever necessary according to your point of view.

Thank you for your collaboration.

Miss: Meguetaa Karima

Ouchene soumia

Department of English

Faculty of Letters and Foreign Languages

Larbi Ben M’hidi University, Oum El Bouaghi

Section one: Teachers’ Background Information

Q1. Educational Qualification:
   a. Licence ☐          b. Master ☐

Q2. How long have you been teaching English as a foreign language?
   a. Less than 5 years ☐  b. More than 5 years ☐

Section Two: Teachers

Q3. According to you, the teacher is:
   a. An artist ☐
   b. A facilitator ☐
   c. A motivator ☐
   d. An empower ☐
Q4: A good teacher is characterized by:
   a. Subject-matter knowledge
   b. Contextual knowledge
   c. Personal knowledge
   d. Pedagogical knowledge

Q5: What makes a good teacher?
   a. Observation of experienced teachers
   b. Working with a mentor
   c. Observation of training videos
   d. Practicing teaching under the supervision of experienced teachers

Section Three: Inspector

Q6: According to you, an inspector is a:
   a. Resource provider
   b. Learning facilitator
   c. Catalyst for change
   d. Supervisor
   e. Mentor

Q7: The inspector plays an important role in the teaching process.
   a. Agree
   b. Disagree

Q8: According to you, the inspector helps you to:
   a. Improve your performance
   b. Learn new skills
   c. Being-up to date
   d. Solve classroom problems
Q9: Do you always benefit from the inspector’s pieces of advices?
Yes   [ ] No [ ]
Please explain..................................................................................................................

Section Four: Teachers’ Professional Development

Q10. According to you, the perfect place where you can develop your professional development is:
   a. Class [ ]
   b. Seminar [ ]
   c. Workshop [ ]
   d. In-service meeting [ ]

Q11: What are some issues you would like to explore during in-service meeting?
   a. How to put your knowledge into practice [ ]
   b. Learning teaching’s methods and strategies [ ]
   c. Learning how to control your students and how to interact with them successfully [ ]
Other suggestions............................................................................................................

Q12: What are the activities that you do during the in-service meeting?
...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

Q13: What would you like most to get out of participating in the in-service meeting?
   a. Being up to date concerning your knowledge, skills and new teaching techniques [ ]
   b. Exchange information and expertise with teachers [ ]
   c. Identify your areas of strengths and weaknesses [ ]
   d. Helps you to become more effective [ ]
Other suggestions............................................................................................................

Q14: Did you find some difficulties in implementing your experience of in-service meeting in your own classroom?   Yes [ ] No [ ]
Please explain.................................................................................................................
Q15: After in-service meeting, what changes do you think you should make in your teaching process?

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Q16: What kind of benefits do you get from the in-service meetings?

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........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
Appendix B: Inspectors’ Questionnaire

Inspectors’ Questionnaire

Dear Inspectors

This questionnaire is designed to gather data of a research work carried out in the framework of a master degree. It aims at investigating EFL middle school teachers’ attitude toward the inspector's involvement in their professional development through in-service meeting. You are kindly requested to take part in this questionnaire, please answer each statement by ticking the appropriate box (es) and make a full statement whenever necessary according to your point of view.

Thank you for your collaboration.

Miss: Karima Meguetaa
Soumia Ouchene

Department of English

Faculty of Letters and Foreign Languages

Larbi Ben M’hidi University, Oum El Bouaghi

Section One: Inspector’s Background Information

Q1: How long did you teach before becoming an inspector?

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

Q2: How long have you been supervising teachers?

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Q3: How many in-service meetings do you often organize in an academic year?

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Section Two: In-Service Meetings

Q4: What do you do during these in-service meetings?.................................
Q5: Are all teachers supposed to attend in-service meetings?

Q6: Do you think that teachers really benefit from these in-service meetings?

Q7: When you visit teachers, do you notice any positive change in their performance after in-service meetings?
Cette recherche vise à étudier l'attitude des enseignants de la langue Anglaise pratiquée au collège envers l'implication de l'inspecteur dans leur développement professionnel au cours des réunions en service. Par conséquent, nous avons émis l'hypothèse que les réunions en cours d'emploi ont un effet positif sur le développement professionnel des enseignants. Pour vérifier la validité de l'hypothèse, nous avons utilisé une méthode descriptive. Les données ont été recueillies au moyen d'un questionnaire d'auto-évaluation administré à 16 enseignants d'anglais et à deux inspecteurs de différentes écoles secondaires d'Ain-Kercha, Oum EL Bouaghi. Les résultats obtenus des deux questionnaires confirment notre hypothèse. Cette étude a certainement des limites, mais c'est des découvertes qui ont révélé des implications intéressantes. Finalement, cette étude vise à suggérer aux enseignants des solutions et des techniques qui peuvent les aider à améliorer leur performance en classe et à motiver les élèves à développer leurs compétences. Il tente également de faire la lumière sur l'importance des réunions en service, ainsi que sur le rôle que joue l'inspecteur lors des réunions de service.
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