

REFLECTIONS UPON THE EFL SCHOOL-BASED INITIAL TRAINING IN ALGERIA

YOUCEF MESSAOUDI

Lecturer, Department of English, University of Tlemcen, Algeria

ABSTRACT

The current study was a part of a larger doctoral research. It was a needs analysis, which was meant to determine EFL students' needs in terms of teaching pre-service training. This research tested, whether the school-based initial training was adequately-designed to prepare newly-recruited EFL teachers.

The data collection process was grounded in a triangular approach based on a survey addressed to 10 EFL novice teachers, and on a group interview (forum) gathering university professors, teacher-trainers and school EFL inspectors. This investigation trailed a statistical analysis taking into account the mean, the standard deviation and frequencies to deal with the survey, and a qualitative method to analyze the group interview. This study revealed a number of EFL facets that are completely dismissed in the current initial training programs such as: course design, assessment and teaching practice. Also, it revealed the fact that there was no collaboration between the two ministries of Education and Higher Education in designing teaching practice internships. Finally, it was unveiled that the majority of the newly-recruited teachers were dissatisfied about the preparation they received before one year of the total exposure in front of real EFL classrooms.

KEYWORDS: EFL Teaching, Needs Analysis, Initial Teacher Training & Professional Competence