



## **Teacher Training in the Post-Colonial Era (from 1962 - 2000 and up)**

### **La formation des enseignants à l'ère postcoloniale (de 1962 à 2000 et plus)**

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#### **Abstract**

Any educational system worldwide has always given importance to preparing novice teachers during their first steps as teachers, not least EFL teachers. Though this training has witnessed many changes, the concept has been the same: to equip beginner teachers with professional traits and skills to deal with their learners in an everyday classroom. In Algeria, the development of the training system has continued since its independence in 1962. It has undergone different processes and reforms, from one-day training to a year's preparation to improve teachers' competencies. This paper aims to shed light on teacher training from Algerian independence till the new millennium. Education experts have recently become aware of the importance of professional preparation for teachers to combine theory with real-world experience. Many scholars see novice teachers' training as a way of inculcating specific outcomes for teachers' qualifications due to the misconception of the program set for them. On the contrary, a healthy-designed program has to benefit those teachers with career development and enough awareness that teachers must continuously make research and update their teaching to have a deep understanding about themselves and their learners. Teachers should be aware that self-development in the profession does not have an end even when training stops.

**Keywords:** teachers training, novice teachers, Algerian policy, education

#### **Résumé**

Tous les systèmes éducatifs à travers le monde ont toujours donné de l'importance à la préparation des enseignants stagiaires pour les accompagner dans leur premier pas dans la profession, et l'enseignement de L'anglais comme une langue étrangère n'est pas en reste. Cependant, le stage de formation a connu certains changements mais le concept est resté le même, c'est d'équiper les stagiaires avec un bagage professionnel et des compétences pédagogiques nécessaires pour réussir dans la profession. En Algérie la méthode de stage a beaucoup évolué et a connu plusieurs réformes, depuis l'Indépendance. L'objectif de cet article est de montrer le parcours du stage en Algérie à partir de l'indépendance jusqu'au nouveau millénaire. Les experts ont constaté que cette préparation de stagiaires est bénéfique pour accéder à un enseignement meilleur afin de pouvoir appliquer la théorie, apprise à l'université, sur le terrain avec les apprenants. Les stagiaires vont bénéficier de ce stage afin d'améliorer leur compétence au sein de leur classe et faire aussi leur propre recherche en fonction des besoins des étudiants. Ainsi, les stagiaires vont avoir conscience que le stage est juste un outil qui permet de les guider durant la première année et c'est à eux de continuer leur chemin en ayant un but précis qui est toujours comment faire passer le message en classe pour que tous les apprenants développent leur compétence.

**Mots clés :** stage, stagiaire, politique en Algérie, éducation nationale

## Introduction

Teachers' preparation programs must provide comprehensive programs of study to ensure students' teachers' achievements. It should cultivate specific skills demonstrated in the trainees to be proficient in content and pedagogy knowledge. The program should affect academic achievement, classroom management, time management, reflection and self-efficacy. The newly recruited teachers need practice and mentoring. The mentor teacher plays a crucial role in the novice teachers' transition through support and guidance. Experienced teachers and mentors can supervise the program and insist on the importance of observation, coaching, and goal setting to improve their teaching abilities and change their attitudes towards teaching. This teacher's preparation is considered as an important phase in teacher development. It can take either formal or informal settings (Feiman, Sharon; Schwille, Sharon, Carver; Cindy; Yusco, Brian 1999). A formal setting is a program imposed by any institution on novice teachers to follow, which is called a top-down approach because it is imposed by external persons. However, informal setting is when the newly recruited teacher tends to have help from a more experienced colleague or make any personal attempt to approach the problem in the classroom, which is rather known as a bottom-up approach since it is generated by the teacher himself and not dished out by stockholders. During this phase, novice teachers can be initiated to develop themselves and acknowledge their own inner needs, whatever the situation is.

## Teacher Education and Training in Algeria Before 2000

After July 5<sup>th</sup>, 1962, it was crucial for the Algerian government to establish an educational system with the new demands of the country that fit its orientation and needs. Two months after the independence, under social pressure and the “*Algerianisation de l'encadrement pédagogique*”, there was a need for teachers to ensure the teaching-learning process in primary and middle school since 18000 French teachers left Algeria. As a result, Algerian authorities recruited 19908 literate citizens with a limited educational level and without any preparation or training, holding primary school certificates. They were called “*moniteur*” and were 1000 individuals since they aimed to break down the colonial model and cope with the increased numbers of pupils; admittedly, there was more quantitative teaching than qualitative. No institution was devoted to training the newly recruited teachers (Benziane & Senouci, 2007).

**Table 1 Evolution of the Number of Teachers Distributed by Nationality, Primary Cycle**

School year	Algerians	Foreigners	Total
1962-1963	12 806	7 102	19 908
1963-1964	16 778	9 804	26 582
1964-1965	17 108	9 861	26 969
1965-1966	22 173	8 499	30 672
1966-1967	24 469	6 197	30 666

ONS Alger

Later, two kinds of training were established for those teachers. However, it aimed at alleviating their education and professional level through a one-month training period in cultural centres. Though this first kind of training was not sufficient for teachers to cope with the variety of demands of the profession, it was the first step toward preparing novice teachers to cope with the different situations they might encounter inside their classrooms.

The second training system was in teachers' centres "*Ecole Normale d'Instituteur*", for one year. It focused on observing and imitating some more experienced teachers. Admittedly, more than both systems of training were needed; novice teachers required appropriate programs to help them during their first steps in the profession. In 1970, a new procedure was established. During this year, education was affiliated with the Ministry of Primary and Secondary Education. The second interesting decision was establishing a training institution called the Institution Technology of Education "*Instituts Technologique de l'Education ITE*". Nearly all Algerian departments had one institution, but only 11 among them did not have one. There were 29 institutions in 1976 and 59 institutions in 1991 (ONS 2011). This elevation was mainly due to the highest demand and need for teachers since the Algerian government allowed education for all children from 6 to 18 years old. Thus, there needed to be more qualified teachers since a maximum of teachers were needed to cover the requirement for the significant number of children at the age of schooling. However, teachers who received training for Normal School for primary teachers, "*Ecole Nationale d'Instituteur ENI*", with a long teaching experience, were recruited to teach in middle schools, where the demand was higher due to the government objectives. These permitted children who left school for any reason to continue their schooling, provided they were under 18. ENI could not afford the highest appeal of teachers at the level of both primary and middle schools [Ministry of Education, 1975/76]; this is why ITE was the alternative solution.

The entrance to the institution did not necessarily require the candidates to have a Baccalaureate certificate; they only had to pass the entrance examination for ITE course structure and content. Due to the highest demand, the entrance for teachers of primary school required having a level of 4<sup>th</sup>-year middle school, classical system, whereas, for teachers of middle school, the candidate must have a 3<sup>rd</sup>-year secondary school level. The training in ITE for students teacher had to be for one year at the very beginning then it was extended to two years of training before being full-time teachers in charge of their classrooms. Different subjects were taught there, with a training period in real classroom situations. They were supervised by mentors who guided them through two years of training. The first six months were based on theory, where students' teachers had different modules to learn. However, the most crucial phase was when teachers had to be trained in primary and middle schools to attend and observe their mentor teaching, that is, in an actual classroom setting. This observation phase was crucial for the trainees; it is called the "Craft Model" Wallace (1991). In this model student teachers have to imitate an expert teacher using techniques in his teaching through observation, instruction and practice. trainees in ITET were prepared to cope with the problems they might encounter later in their classroom through the pre- and post-observation phase. The teacher trainer or the mentor had to make a pre-session to explain to the trainees what they were going to observe then he had to make a post-session to have the trainees' feedback and answer their questions. This procedure was followed for six months.

Then, in the second year of their training and during the last six months, the trainees had to prepare their lessons and teach in an actual classroom situation with the presence of their mentor. During this period, the mentor played the role of the coach, gave novice teachers constructive feedback, and made them reflect on their teaching and evaluate their work. The training in ITE made the transition between the pre-service and the in-service for novice teachers in the classroom a helpful process. They entered the workforce prepared to face any challenge they could encounter. (former ITE teacher trainer Bouakkaz, H 1984- 2000 and a former inspector from 2000 to 2015).

## Secondary School Teachers' Training

Secondary school teachers had another kind of training; they either held a university diploma or a license, considered teacher education through four years to prepare teachers or were enrolled in “*Ecole Supérieure*”. In fact, in 1970, “*Ecole Normale Supérieure d’Enseignement Technique (ENSET)*” and “*Ecole Supérieure Normale (ENS)*”, which were higher regular schools training for the benefit of the Ministry of National Education, opened their doors. They aimed at preparing teachers for the workforce due to the high requirement for teachers. Because of that situation, teachers were accepted only at the 3<sup>rd</sup>-year secondary school level.

ENS is an institution which depends on the Ministry of Higher Research. However, it has closely been related to the Ministry of Education since it is the need and demand of teachers in this sector that is considered. It aims at preparing teachers as “*Professeur Enseignement Secondaire PES*”. The first ENS was created in 1964 in Kouba in Algiers, and the access was mainly selective. Students had to be holders of the Bac exam with a selective entrance contest. Teachers' education was mainly based on four years of theory with a focus on training of 1 month at the secondary school level during the fourth year to obtain licence d’enseignement. This institution has permitted training the “*élite*” who later joined ITE or ENS as teachers’ trainers that had been created later or had become university teachers. (Benziane, Snouci 2007). From 1962 till 1984, secondary school teachers “*Professor d’Enseignement Generale PEG and Professor d’Enseignement Technique PET*” were trained mainly at the university. It was in 1975 that ENS took in charge of the teachers' training (Feroukhi 1994). However, the first ENSET, which prepared teachers to teach in “*lycée technique*”, was at the level of Oran.

**Table 2: Training Distribution of PES/PET Training (1992/1993)**

	Sc. Exact	Sc. Appliquées	Sc. Naturelles	Sc. Sociales	Arab	Langues
ENS/ENSET	70.78	80.65	71.62	52.73	0	14.08
University	29.22	19.35	28.38	47.27	100	85.42
Ensemble	100	100	100	100	100	100

(Feroukhi 1994, 8)

Table (2) shows the highest rate of candidates were enrolled in ENS and ENSET in comparison with the university because of the need for teachers at the level of general and technical secondary schools, however, due to the saturation of needs at the level of secondary schools’ teachers in Arabic and languages, students’ rates either declined or disappeared; as a result, they were rather oriented to university studies (Feroukhi 1994).

In higher education, entry has always been for students who hold the baccalaureate exam. After the independence, the number of students who enrolled in the university was low compared to ENS and ENSET (see table 1 above). Nearly all university teachers were foreigners. Consequently, holding a university diploma was regarded as a prestige. However, the casi-absence of training in all fields lead the Algerian government to send this “*elite*” to train in foreign countries. The “*license of French/ English*” degree in Algerian universities lasted for three years to meet the urgent needs of secondary school teachers, and then it was extended to four years in 1988. The courses were based on a theory with a short training period in a real-life classroom with a mentor teacher—the license courses aimed at preparing prospective teachers of secondary schools (Ministry of Education 1993).

## The New Teacher Training System

Under the reform of the educational system in 2003, principles underlying the new teacher education and training system have been established to ensure that novice teachers receive quality training rather than quantitative. Ideally, teacher education programs in the 21<sup>st</sup> century should be closely related to the school system's demands (Ravi 2016). According to him, teacher education objectives, not least TEFL, in preparing teachers who are:

Encouraging, supportive and humane facilitator in teaching/ learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible; and,  
An active member of the group of persons who make a conscious effort to contribute towards the renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners. Keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities. (Ravi 2016, p9)

Though training for the three cycles, primary, middle and secondary schools have become the responsibility of ENS, run in partnership with the Ministry of Education with one-year formation courses before they are referred to their speciality. Henceforth, to meet the shortage, the Ministry of Education has organized recruitment examinations for students holding a license degree with four years of studies at the university bac+4. A classical system of a license, who could become primary or middle school teachers "*Professeur d'Enseignement Fondamentale PEF*", and those who have studied five years at the university, bac+5 LMD system, can teach in secondary schools "*Professeur d'Enseignement Secondaire PES*". The examination is a written paper and an oral interview. The candidates have to be tested for their language competence and general knowledge. Candidates who have successfully passed the contest have been immediately offered teaching positions without prior training. During their first year as teachers, they must be supervised by a mentor teacher and the inspector. This probationary period allows novice teachers to acquire enough techniques and skills related to the profession. After completing this period successfully, they get their fully qualified status.

The Ministry of Education stated the general philosophy of teacher training as follows: "Training is a continuous process for all educators at all levels. Its purpose is to allow the participants to gain professional knowledge and to enhance competence, culture and awareness about the mission that educators are set to accomplish." (2006, 1, Translated from Arabic)

In 2008, teacher training became compulsory for primary, middle and secondary school teachers. The training used to last for one year before teachers were entitled to their position and entered the classroom. In 2011, training changed to one year without any contact with the actual classroom situation. That is, with pupils, novice teachers are offered teaching positions as an intern, and they have to attend training during school holidays and weekends. Training is mainly based on theory and practice through different modules: ICT, psychology, legislation and, more importantly, the speciality subject that, generally, the inspector has been in charge of. The inspector worked as a mentor and served as a role model in guiding newcomers in the profession through technical assistance and support through observation, questioning and how to plan their lessons. After one year of training, the inspector has to visit the trainees with a commission and observe the new teachers during a whole lesson to have a full qualification status.

## In-Service Training and Continuous Teacher Development

In Algeria, in service training is based mainly on seminars (*le Soir d'Algerie*, 2006). This one-day training is for both novice and more experienced teachers to stay tuned about recent pedagogical development. In 2003, when the reform was launched by the Ministry of education

with new syllabus and the implementation of new methods in teaching, mainly the Competency Based Approach (CBA), there were neither intensive training for inspectors and teachers to use the new approach adequately inside the classroom nor a pilot school for the new experience. To implement a new approach, teachers need a progressive training and support to face the challenges that they may encounter inside their own classroom. This means that teachers have been trying to move from one approach to another new one following blindly the instructions provided to them, that is do their best to achieve success. Within the reform new syllabus and text books were launched, however, the teacher should be aware that the text book is only a tool that can be modified and simplified according to the needs of the lessons.

Nevertheless, teaching is a complicated profession that requires from the teacher to update his teaching and adapt it according to his learners' needs. "along with teacher training, teacher development is a vital component in teacher education development fills the gap in training by giving teachers the possibility to reflect on classroom practices, gain insights into teaching experiences, view education as a long-term process, and deal with change and divergence ». (Semmoud 2008, 56.). Admittedly, with a well- designed teacher education program in pre service period can make the teacher steps in the profession with great knowledge about the teaching process, adjust his teaching and use any method or approach imposed by stockholders without any difficulty since he has been prepared adequately cope with any new situation.

Thereby, training alone is not enough, it should be reinforced by making the teacher develop himself even when training stops. 21<sup>st</sup> century teaching requires skilful teachers, who is an expert in his field through a continuous development to adjust his teaching and use different techniques to reach and achieve the teaching goals. Recently, newly hired inspectors have become aware about the role they can play to sharpen teachers' professional growth through workshops in order to:

- Learn the teaching techniques to help learners become more independent in their language learning and use English effectively.
- Learn how to develop critical thinking and creativity to engage them in exams and future jobs.
- Adapt traditional skills and build 21st-century skills.
- Promote excellence in language learning through practical communicative activities in reading and writing.
- Think to give their learners a robust English language model out of school to be in continuous contact with the language.
- Give their learners good reasons to learn English by evaluating them in a non-controlling way.
- Make lessons reflective, i.e. teaching learners how to reflect on their learning, comparing what they knew at the beginning of the learning process with what they know now and making possible relations with future settings.
- Motivate learners to learn in a relevant, meaningful and memorable way.
- Guide learners to construct knowledge and encourage them to learn on their own.
- Have knowledge and skill on how to implement technology in the curriculum.

(Lansari 2016, 121).

The new millennium teaching needs a teacher who should not consider himself as the controller and the provider of knowledge and students as passive recipients, it is vital for the teacher to be conscious that it is the learners' needs which is taken into account in the teaching/learning process. A skilful teacher is the one who reflects on his own practice to make a change inside his class and provide adequate feedback about his achievement. Henceforth, teacher development should be at the core of training teachers since training is not enough to prepare teachers for the global change. In other words, "Teacher Education Development is not a one-off

but goes along and extends to the entire career of a teacher” (Semmoud 2015, 24). For this sake, recently, inspectors have used seminars to introduce new practical techniques to the teachers to be implemented in their classrooms rather than a whole-day seminar based on theory. Teachers only need a little theory. They need to adapt their teaching according to their students' needs. Teaching is changing continually, and teachers must have the professional trait to cope with these changes. A well-planned seminar will put the teachers in constant search for a variety of strategies to be suitable to train their learners and base the choice and the construction of activities aiming at making them think critically, communicate effectively, be creative and, more importantly, autonomous learners.

Henceforth, each educational institution imposes classroom demonstration inside schools where a group of teachers observe each other's teaching performance and class learning material through the developmental model. According to Gosling (2002), the purpose behind this model is to improve teaching competencies and decide on an action plan to improve future performance. Teacher observers should provide the observed teacher with feedback that entails high-quality teaching and create collegiality. Unfortunately, many observations turn into critics through probation and appraisal, and this model is evaluative, judgmental, analytic and unworthy, benefiting the institution only.

## **Conclusion**

It becomes necessary to support novice teachers during their first professional steps. Henceforth, Algerian educational policy has always been in a quest to provide adequate teacher training and introduce qualitative programs for teacher education. However, to provide quality teaching and promote a higher level of competency, there should be a shift from training novice teachers through theory to a more qualitative program that aims to bridge the gap between teacher education and teachers' continuing professional development. A pathway in the teachers' career by preparing them to learn to teach through practice and mentoring since it is a crucial period to support beginner teachers in acquiring self-confidence and professional identity, professional practices and orientation program. Moreover, a program that assists novice teachers in managing their career development and well-being to help them step into their first teaching role by giving opportunities to learn, practice and refine their teaching with support and guidance. Newly hired teachers need support with an adequate program that serves to lessen difficulties encountered during their initial phase and how to cope with many unknown demands. Thus, to make the experience of teaching valuable minimal help is required, which makes the teacher transitioning into the profession stir their competencies such as skills, experience and knowledge.

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