

Introduction

As any second-year Master student at the Department of English, we were asked to do a teacher's training in one of the educational institution in our city Guelma. *Al-Rais Houari Boumedienne Secondary School* was the target place, what makes this secondary school to be chosen instead of other institution is its good teachers and its general atmosphere, this school is very comfortable and characterized by the mutual respect between teachers, members of the administration and even among pupils themselves and this is what made the teaching-learning process easy and at the same time more serious.

Al-Rais Houari Boumedienne Secondary School is situated in *Boumahra Ahmed*, Guelma. It was first established in 2009, and it covers a large and spacious area, about 7425.00 km² square, it is surrounded by a series of mountains, a primary school, a café and other buildings from the other sides. This institution contains eighteen (18) classes, six (6) laboratories, and a refectory for those pupils who live far from the school, one library, one meeting room for teachers, one amphi-theatre, two (2) workshops, and twelve (12) different offices for distinct functions, without forgetting the large ground for practicing sport. It includes thirty-six (36) teachers, including three (3) teachers of English and three hundred thirty-six (362) pupils who are divided into five (5) streams: scientific stream, literary stream, mathematical stream, economy and foreign languages. Their number varied from one class to another and from one branch to another.

The training lasted for almost two months; from February 27th to April 19th, 2018. However, the experience of this training lasted for thirty (30) hours. It was guided by one female teacher who has a good experience in teaching the English language. The aim of this training was to have an idea about "the teaching process", i.e., how to teach and the basic teaching techniques, to learn from experienced teachers what are the main

characteristics and aspects of an effective teacher. Also, the objective behind this training was to enable the trainee to build his/her self-confidence, and to take the responsibility of teaching future generations. However, the main aim of the training was to learn from the committed errors in an attempt to avoid them in the future.

I. Training Phases.

1. The Observational Phase

After attending successive sessions, exactly 10 hours, it was noticed that the teaching process was a big responsibility that needs courage and a lot of patience. The time of the session was well-distributed by the teacher who divided it into three phases: she gave each phase its time according to its importance. In the first phase, the teacher warmed up her pupils either by revising the previous lessons reinforcing a given rule or information or introducing a new one. This stage lasted between ten to fifteen minutes. The second phase was devoted to the explanation of the lesson. In this stage, the teacher used the white board for explaining difficult and ambiguous words with their meaning and definitions. Sometimes, when the pupils face problem in understanding, she shifted to use gestures, synonyms from French language or Arabic language to simplify the meaning of unfamiliar words or expressions and to translate the exact ideas. This process lasted between twenty five to thirteen minutes. In the last phase, the teacher asked the pupils to write down the lesson, and then at the end, she gave them the opportunity to practice the rules through one or two activities from the textbook. After that they correct them together by asking each one of them to come to the white-board and correct a part of the activity.

As a skillful teacher, her management of the classroom was extremely effective. It was noticed that she had a perfect method in controlling her classes. Besides, she selected the activities and the texts according to the needs and the level of her pupils.

Then, she organized them logically from simple to complex. She depended more on the *Competency-Based Approach* which is a learner-centered one. Before she started the lesson, she used to make a brief introduction. After that, she involved the learners in a problematic situation. After that, she provided them with time to think about the solution. Moreover, she played many roles inside the classroom according to the type of activities. Her major aim was to develop learners' communicative competence, their critical thinking, and to learn how to deduce the rules by themselves. The opportunity to speak and practice the English language was available for all of them, especially with the mathematical stream and foreign language classes. She encouraged shy pupils to overcome their shyness by making them feel safe even when they commit mistakes. She corrected their answers and guided them in the case when they were not able to find the exact words. She had a good way of correction, her main focus was on giving positive feedback, by saying such words: *good, excellent, you are totally right, good job, thank you*, etc. This kind of re-inforcement made the classroom full of energy and motivated the pupils to learn more. All in all, the teacher played many roles according to the type of activities, she acted as a guide, a motivator, a facilitator and a prompter...etc. Furthermore, she managed the time perfectly and prevented any discipline problem inside the classroom.

The teacher advised us to overcome fear, anxiety and stress...etc, because these negative feelings work as a barrier for doing anything. Also, she insisted on being confident as much as possible in front of pupils; this can be achieved by the brilliant preparation and experience. Besides, she said: "you are obliged to create new techniques for the presentation of lessons, this can be fundamental to make pupils provoked all the time and not feel boring". Also, she stated: "you have to pay attention

to all the smallest things such as being aware about learners' differences, classroom management, and the method of teaching”.

Concerning our impression, her methods were satisfying and efficient since they help pupils to enrich their background, understand the subject matter and get good marks, from one hand. From the other hand, she was competent and her way of teaching can help any teacher to fulfill his or her targets and objectives. In more simple words, her teaching process made us more excited to be a teacher in the secondary school.

2. The Preparation Phase

After two weeks of observation, practice began as a preparation for the final phase, this period was very helpful in reducing shyness and anxiety. The first performance has been with second-year pupils' foreign languages stream. The session started by the teacher who took twenty minutes in explaining the lesson which was from unit seven “Science or Fiction”. This latter was about developing skills precisely “listening and speaking”. At the beginning, the trainer greeted her pupils, and then she asked them to open their books in page 146. After that, she asked them to comment on the picture in task 1. After their discussion, she selected some pupils to write down their answers on the white-board. Later on, she sat in the back; the pupils were so excited to be taught by a new teacher, she asked them to listen carefully to us while reading the dialogue. Then, they started discussing what the dialogue was about. Then, they moved to task three and started to answer it together. She gave them seven minutes to write the answers in their copybook. After that, they moved to task four, page 147, she read for them the sentences and asked them to mark the intonation (Up or Down), after that the rule has been written at the end.

As any trainee teacher, some errors were committed spontaneously as a result of anxiety and stress: looking to active pupils who sit in the front and neglecting the ones who sit in the back. Also, the voice was not loud enough to attract pupils' attention, and the use of words was unfamiliar with pupils' level of competence.

As a result of these problems, pieces of advice were recommended by the teacher. For instance, she advised us not to work only with good pupils, but the focus should be also on other pupils to motivate them to learn. In other words, to give an equal chance to all pupils in the classroom.

3. The Application Phase

This phase was the most important step in the whole training experience because all the techniques and the methodology that were observed were set to be practiced and evaluated. The session was with first-year pupils' literary stream, from 10.00 to 12.00 (Unit 04: EUREKA, listening and speaking pages: 112-113). The session started by warming up through asking pupils about the previous lesson. Since the pupils had understood the previous lesson they were motivated to speak and answer the question. After that, they were asked to open their books page 112, task n° 2, and to try to mark the intonation in direct and in indirect questions. After twenty minutes, pupils discussed their answers together, after they recognized the differences between direct question and information question, they were asked to deduce the rule (the voice goes up at the end of yes/no questions and down in information questions). The rule was written on the board and re-explained to make sure that all the pupils had understood the lesson. The pupils were asked to copy down the rule on their copybooks, and they were given different example to practice on. When they finished, they moved to task n° 3, page 112, they were introduced to two tables: column A was for names of sciences and column B was for adjectives derived from them. They were asked to listen to their

teacher and mark the stress on the stressed syllable. After fifteen minutes, they discussed their answers together and they marked the stressed syllables directly on their copybooks. At the end, they were asked to decipher a hidden message that was written in phonetic transcription.

The next session was about names of scientists and their inventions; pupils were asked to move to page 113, task n° 1.2 were about matching pictures of scientists with their inventions. Pupils took 20 minutes to answer it, after that, they moved to *say it in writing*. In this part, they were asked to write a short biography about a famous inventor. They were presented with some information that helped them in their writing. When they finished, they read their answers and they chose the best one to be written on the board.

The methodology was followed in a good way, but few mistakes were committed in terms of time manipulation which was the main issue encountered during the teaching process, because of nervousness and stress. Except for this, everything was controlled. Few pupils were active and some others were shy to share their ideas and to participate but they were informed that it was normal to make mistakes, they responded positively and everyone was involved and took part in the classroom interaction.

Concerning the advice in this phase, they were different from the other stages. The teacher said that the presentation of the whole lesson was better than the previous one. However, she insisted on time manipulation, she said: “you have to indicate how much time pupils had to answer in each activity to avoid such problem”. In fact, the absence of the teacher made the process more comfortable when dealing with the pupils. However, classroom management was hard without her.

Concerning classroom management, some problems occurred in controlling pupils’ participation especially without the training teacher; some pupils answered

without raising their hands, they corrected each other randomly. Also, some of them did not follow and did not listen to the answers; this led the class out of control. But through time, this problem was fixed and the management of the classroom went in a perfect way, pupils organized themselves and participated whenever they were asked to do. In addition to that, they became motivated more and calm during the session.

As it is mentioned before, time manipulation at the beginning was not effective for two reasons: first, the tasks were somehow long and sixty minutes were not enough to accomplish them. Second, pupils' level was different from one class to another and from one branch to another, this necessitated hard work from the trainee to know learners' differences. However, after teaching several sessions, time manipulation became effective and all tasks were accomplished in their allocated time.

Concerning the pupils' level, it was acceptable especially with second-year pupils of foreign language and mathematical stream; they were few in their number that is why they were highly motivated, they were calm and fast in grasping the information. In addition, their participation was very good. However, first year pupils of Literal and scientific streams were somehow careless and noisy especially scientific stream (1S1). This makes the teaching process hard and obliged the teacher to pay more attention to them and to be severe and smart at the same time.

Regarding the materials that were used, textbooks were so important, their major aim was to develop the four skills (reading, speaking, writing, and listening). This latter was presented with pictures, tables, maps, graphs...etc, to facilitate the understanding of the subject. Moreover, the language used was simple and very accessible to the learners. Most of texts were authentic and its activities provided enough practices for learners. Concerning lesson plans, they helped a lot in the organization of the lesson

and they guaranteed success in reaching classroom objectives, without forgetting the teacher's guide which helped more in the teaching process.

II. Instructional Objectives

It is known that objectives are the outcomes that the teacher aims to attain at the end of each lesson. Approximately, all the intended objectives of each activity were reached. As a beginner, reaching the objectives of each activity was not easy at all because it needs double efforts and hard work in addition to patience and feeling of responsibility. But with the guidance and the help of the training teacher, textbook, and lesson plans, they facilitated the operation and the goals became reachable at the end.

III. Motivation to teach

Motivation is a crucial and an important factor for "The Teaching-Learning Process". Terrell said: *"There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation"*. It is the internal force that pushes the teacher to transmit the intended information in a good and organized way, improves his level of proficiency, and provides him with self-satisfaction. In fact, some learners have low motivation to learn the English language. However, the motivated teacher can make his/her students highly motivated through encouraging them, giving them praise such as: good, perfect, excellent...etc. Also, assessing their works and providing a clear feedback. Furthermore, effective co-operation and creating a friendly atmosphere in the classroom are the keys for the success of both the lesson and the students at all stages of their education.

Before training, motivation to teach was not sufficient because it was not easy to be motivated and to work as a motivator at the same time. In the beginning, there was a little stress to take the teacher's role because there was no clear idea about the practical side of the teaching process. However, during the training, motivation started to be built

through observing the teacher's method, keeping in touch with the pupils and getting to know them through interacting with them, in addition to the teacher's guidance. After engaging in a real experience, motivation increased and became higher than what was before. It has been covered many things concerning the needed techniques to be used in the classroom, classroom management, lesson plan...etc. beside this, all fear and stress disappeared, and the negative attitude towards teaching changed completely to a positive one.

The training was very helpful in building enough motivation to teach and to motivate pupils to learn. It was the best way in developing self-confidence and putting the knowledge that has been taught into practice, as well as an opportunity to use the target language effectively. This experience helped in learning how to be flexible, tolerant, patient, and how to be creative teacher in the future.

Conclusion

The trainer helped a lot in the development of the needed skills. The interaction with pupils made the trainee realizes his/her capacities, because it was the real moment to use all what s/he had, internal or external efforts. The major steps to be followed with any group or level were learnt. The four skills were developed, the listening, speaking and reading. It enabled to assume full responsibility for the classroom interaction. Certainly it was a very beneficial way to discover and evaluate oneself as a teacher. It was the motive that one got advantage from.

Self-confidence went gradually along with the teaching process, it was constructed through knowing the basic and the key teaching techniques that should be used in the classroom, presenting and explaining lessons, dealing with the pupils and understanding their differences. The training was a chance for the trainee to show his/her abilities and the potential that s/he had. Also, it gave him/her the courage to face

pupils and to stand in front of them with confidence. In other word, if the trainee enters a classroom, s/he had already a clear image about teaching, and s/he will be able to solve any problem that may face him/her.

The Competency-Based Approach (CBA) is an essential method in the Secondary School. It depends on using the previous knowledge, skills and capacities pupils had and associated it with teacher's syllabus and objectives. Due to it, pupils are not dependent on the teacher and they are no more "black boxes" that only receive and store information as they were in the primary school. Instead, pupils should have an active role in the classroom, and should be able to do tasks and accomplish the objectives of their lessons in order to enhance their abilities. Also, this approach is beneficial for teachers in terms that it enabled them to know the level of each pupil. But in Algeria it is difficult to apply it because most of the pupils lack interest in learning the foreign language.

Beside the teacher's remarks, self-assessment and self-evaluation played a major role in realizing the mistakes that were committed as well in developing the teaching techniques and in obtaining best methodology. It attempted to rate the abilities and evaluating them, not only for the benefits of the teacher but also to fulfill the pupils' needs.