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Reflections as a major socio-pedagogical component to teaching development

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Abstract: *Reflective teaching as a bottom-up process of learning teaching is said to be articulated all over the world, but in Algeria. This has led to a fatalistic apathy which has made teachers, in secondary schools, turn nonchalant and perform an insipid teaching. It is believed then that if a teacher never questions the goals of his teaching and never reflects on his teaching practices, can, in no way, achieve positive learning outcomes. It is truism that teaching at the level of secondary schools must be backed up by an instructional methodology which is dished out by managers and teachers have to follow blindly what is imposed on them. However, if they remove themselves from jadedness and make reflections on their daily teaching practices and get rid of awkward ones, their teaching will, by all means, turn to be effective and achieve better results. This paper clearly describes teaching in our secondary schools and highlights the positive effects of the concept of reflection if undertaken by these teachers.*
Keywords: *Secondary schools, teaching, reflection, learning, outcomes.*
Résumé : *On dit que l'enseignement réflexif en tant que processus ascendant d'apprentissage de l'enseignement s'articule partout dans le monde, mais en Algérie. Cela a conduit à une apathie fataliste qui a poussé les enseignants, dans les écoles secondaires, à devenir nonchalants et à effectuer un enseignement insipide. On croit alors que si un enseignant ne remet jamais en question les objectifs de son enseignement et ne réfléchit jamais à ses pratiques d'enseignement, il ne peut en aucun cas obtenir des résultats d'apprentissage positifs. Je C'est le truisme que l'enseignement au niveau des écoles secondaires doit être soutenu par une méthodologie pédagogique qui est distribuée par les gestionnaires et les enseignants doivent suivre aveuglément ce qui leur est imposé. Cependant, s'ils se retirent du blasphème et réfléchissent à leurs pratiques d'enseignement quotidiennes et se débarrassent des pratiques gênantes, leur enseignement se transformera, par tous les moyens, pour être efficace et obtenir de meilleurs résultats. Cet article décrit clairement l'enseignement dans nos écoles secondaires et met en évidence les effets positifs du concept de réflexion s'il est entrepris par ces enseignants.*
Mots clés: *écoles secondaires, enseignement, réflexion, apprentissage, résultats.*

1. Introduction

Because of the new reforms in the educational system that are carried out in many countries of the world, the professional development of teachers (pre-service and in-service training) is going to new dimensions, which consist in putting teachers on the track of an on-going learning process, in which they engage deliberately to learn how best to adjust their teaching to the learning needs of their learners. These needs may incorporate issues of methodology, language and pedagogy. Moreover, teachers' professional development has become, increasingly, important as a way to

ensure teachers to succeed in enabling their learners develop proficiency in the target language accompanied by implications on the target culture. On a worthier side, educators and teacher trainers insist nowadays, that language teachers, all along their professional development, should be involved in the new trend of teacher education development. Consequently, many pedagogues believe that workshops are the most suitable place wherein teachers can be acquainted by this concept because, simply, in workshops they have the possibility to exchange their teaching practices and experience with their colleagues. Hereby, teachers are asked to examine their practices, to reconsider them and to refine them for better.

The tackling ground is therefore an urgent investigation that should be undertaken to unveil the real state of teacher pedagogic preparation and to analyse teachers' professional development which include pre-service training (at the level of university for would-be teachers) and in-service training (for working teachers).

2. Literature Review

2.1. Teacher Education Development

The conception of Teacher Education Development TED as a reflective process is the one in which every aspect and stage of teacher education experience becomes open to critical examination and reconsideration. It asks teachers to observe themselves, collect data about their own classrooms and their roles, and to use the data as a basis for self-evaluation, and for change. In other words, TED encourages teachers to benefit from the procedures of classroom research and self-reflection to understand better themselves and what is happening in their own classrooms in order to gain a renewed sense of purpose and direction (Ourghi :2002).

Teachers who find it hard to carry on their routinised ways of teaching and would like to change thoroughly their teaching practices, by trying new ideas or changing the ways they use old ones, not only they improve their own performance, but also they learn more about teaching and about themselves. The concept of teacher education development can be introduced while teachers attend in-service training to both prospective and experienced teachers.

> Ely suggests that while in teacher training, Teachers learn clearly defined skills and behaviours appropriate to second language instruction…teacher development is concerned with preparing teachers for the exigencies of unforeseen future teaching situation. It attempts to bring about pedagogical development through heightening teachers' ability to observe, reflect upon, and modify their own instructional patterns. (Ely 1994:336)

Ely discusses the new language teaching/ learning paradigm in which teachers whether prospective or experienced can be involved and which entice them to change their assumptions and their attitudes of teaching for better and for improvement.

Teacher development can be a career-long process which may be undertaken by experienced teachers as well as prospective ones. If separated from training, development means something distinct and unusual, and that people who have little or no experience of teaching are not ready with the issues it raises. Yet, this is a misrepresentation of the nature of teacher development, which is a reflective way of approaching whatever it is that teachers are doing at whatever level of experience they are doing it.

The focus of teacher education is extended from a narrowly based training model towards a broader approach in which developmental insights are learned alongside classroom teaching skills. Henceforth, it is the role of teacher educators to design and implement teacher education programmes both at pre-service and in-service levels. Pennington argues: "Viewing teaching as a profession provides a motivation for continuous career growth, and that teacher educators have a responsibility to prepare teachers right from the start to adopt a development perspective." (Pennington 1990: 134)

This is to say that this developmental perspective aims at setting programmes which will have, as goals, the development of a set of classroom skills and knowledge.

2.2. Reflection the key concept of TED

Teachers, who launch themselves in the trend of reflection, become aware of their behavioural ways of teaching. This will help them to connect their actions to their learners' by collecting data about their teaching, examine their attitudes, beliefs, assumptions and teaching practices, for self-evaluation and for change. By doing this, they can move beyond routinised responses to classroom situations and can also attain a higher level of awareness.

The involvement in reflective teaching provides teachers with data and with procedures which can shape or structure myriad of activities which, in turn, generally lead to achievable objectives. Likewise, Pennington posits that:

> The term reflective teaching has come to signify a movement in teacher education, in which students' teachers or working teachers analyze their own practice and its underlying basis, and then consider alternative means for achieving their ends." (1992:48) She goes on writing "The use of the term reflection in the context of instruction can be interpreted in the sense of (1) thoughtful consideration, as well as in the sense of (2) mirroring, symbolizing or representing. (ibid)

Further, this approach is teacher initiated and directed, rather than imposed from elsewhere because it involves instructors observing themselves, collecting data for self- evaluation and for change and for professional growth. However, what is worth noting, is that reflection can be exerted either during the performance of a

lesson in the classroom setting, or outside of it. Hereby, many writers have emphatically theorised two distinctive temporal dimensions of reflection.

2.2.1. Reflection-in-action

Teachers who have attained a technical expertise in shaping and refining their practices, are mainly the ones who can reflect immediately and automatically while they are acting. Their actions are spontaneous, intuitive reactions to problems that may arise while a lesson is in progress. What they do, in fact, is to combine the skill of making on-the-spot decision with a reflective approach, to change the course of the lesson, to see what influenced it and to set appropriate solutions. In this way, they engage themselves in a process of self-directed learning based on personal experience. Schon argues:

> There is some puzzling, or troubling, or interesting phenomenon with which the individual is trying to deal. As he tries to make sense of it, he also reflects on the understandings which he surfaces, criticizes, restructures, and embodies in further action. It is this entire process of reflection-in-action which is central to the art by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness, and value conflict." (1983:50)

According to Schon reflection in action questions the assumptions underlying the routine that has been disrupted: 'we think critically about the thinking that got us into this fix or this opportunity; and we may in the process, restructure strategies of action, understandings of phenomena or ways of framing problems' (Schon1987:28) This is to say that with the rising of the problem, the teacher recalls his past experience so as to set up alternative practices which can easily give way to a better involvement of learners.

2.2.2. Reflection on teaching

It is called mirroring experience. (UR1991) states that reflective teaching is a personal reflection. Self-inquiry and critical thinking can help teachers in re-considering how their teaching process is guided and re-evaluating their planning and their action sources. It helps raise awareness of what should be done later to avoid weaknesses. Thus, such practice can be attained by recalling own experiences in a collaborative way by meetings and discussions with a colleague or some colleagues to enlighten ambiguities through suggestions and providing solutions. This implies that this reflective dimension can happen at any time during or after the teacher's work day, as a result, the existing plans may be reformulated or eventually, completely modified.

When embracing the concept of reflective teaching, committed teachers do often internalize the skills to change their teaching and become better at teaching over time. This commitment enhances them to take a responsibility for their own

professional development, which is the key note of the idea of the reflective teacher. Perhaps, the most convenient time for teachers to start being responsible is when they carry out this teaching with some developmental activities which underlie change towards betterment of the teaching / learning process.

2.3.1 Journals Writing

Teachers collect all the events which occur within the classroom practices and mention them in a diary. The gathered events will serve the teacher to make reflection upon what change in classroom practices will appear. Keeping a journal helps the teachers achieve a better classroom management and brings in a deeper understanding of the teaching / learning process. Putting a journal can also be of great importance in collaborative teaching in the sense that it helps teachers meet, discuss and exchange ideas when they use one another journals

2.3.2. *Lesson Report*

It is a structured inventory wherein the teacher describes all the features of his lesson. The aim of lesson report is to provide the teacher with the procedure which he will adopt in order to organize the features of the lesson for a later practice. Timing is an important aspect since the teacher mentions the timing of each part of the lesson in the lesson report. Effectiveness is another feature of lesson report; it is a thorough description of what actually happened from the teacher's point of view.

2.3.3. *Peer observation*

Peer observation can be a powerful source of insight and discovery thought it can be intimidating, especially in context in which it is usually undertaken only for supervision and evaluation. To be effective in teacher development, observation needs to be thought of as cooperative discovery process. A focus on shared students and their attempts to negotiate meaning and construct understanding in both classes can help keep the attention focused on students learning, rather than on teacher effectiveness.

3. Methodology

In order to check the accuracy of informants' responses, a combination of different analytical devices (viz. a questionnaire, unstructured interviews and classroom observation) are used in this research work. Bogdan & Bicklen (1998:100) observed that: "Many sources of data were better in a study than a single source because multiple sources led to a fuller understanding of the phenomenon you were studying."

The questionnaire, however, is chosen as an eligible and effectual research instrument, since it offers the possibility to gather a great amount of reliable data from anonymous informants in a very short period of time. The interview, on the other hand, was designed to record the opinions of representative partners (inspectors

of secondary schools) regarding several aspects pertaining to their role as being ELT specialists and training supervisors.

At last, the classroom observation is pointed out as a complementary research tool which will provide us with extra empirical data of teachers' practices. These teachers are believed to represent the outstanding pole in this research. So as to collect a maximum amount of information, the researcher got profit from the period of the Baccalaureate exam correction (session June2007) in "Lycee Maliha Hamidou" where teachers came from different parts of the "willaya" of Tlemcen. They were about seventy-five correctors, but, the questionnaire was distributed to fifty-eight EFL teachers. What can be stated about the questionnaire is that the inclusive questions whether close- ended; open-ended or combined are hopefully expressing the hypotheses proposed in the onset of the problematic.

The unstructured interview, as another contributory research instrument was conducted by the researcher during a seminar, entitled "Bridging the gap" wherein the teachers of middle schools met the ones of secondary schools. Yet, it was a fairly good opportunity because there had been the possibility to conduct an unstructured interview with an inspector who was asked to give his opinion on the programmes scheduled in seminars and study-days.

Finally, classroom observation data collection as a crucial triangulation component aimed at obtaining a richer description of teachers' reflection on their practices and expectations on the prospects of becoming better teachers. The researcher overtook this research instrument by taking structured notes and paying attention to the observed teachers' methodology. Thus, in such observations, the teacher is targeted rather than the learner. This, of course, was developed over a period of two months during which the researcher attended only lessons on the reading skill (as a selected sample) which were performed by one of his colleagues.

3.1. Data collection

The data we collected from teachers on the issue of shortcomings of teacher training and teacher development are many and diverse. First, and above all, teachers highlight the mismatch between teachers' pedagogical preparation, at both levels of pre- service and in-service trainings and what truly happens in the classroom. Teachers also insist on another mismatch which recently arose between modern ELT approaches and the language situation that prevails in the EFL context. Henceforth, in term of suggestions, many of the respondents proposed that teacher preparation and ELT practice should be reformulated and sustained by more enlightened educational decisions so that EFL teachers know what they need to know in order to start a change which can bring about effectual results.

As for teacher education development, teachers recommend that a new range of seminars and study days should be organised on a regular basis and which should bring the objectives of disclosing the concept of TED and to set up a steady strategy whose goal is to foster independent teachers who know what they are doing.

With a five-year experience the interviewed inspector, shows great eagerness in holding a discussion. After having been thoroughly briefed of our topic, the inspector then reports that the majority of seminars and study days that have been organized so far aimed at adapting syllabuses and programmes, and slimming down the numerous tasks and activities within the new textbooks. This is to help teachers better cope with the newly implemented approach. In addition to this, new teaching objectives are accordingly set and require from us to work together in order to design new files and lessons' plans.

3.2. Interview

Concerning the cancellation of the insets for students and working teachers, the inspector believed that the causes might be economic. He then confirmed that the last INSET was held in Tlemcen in 1999, and that it is a pity because whatever they do, teachers need to reconstruct and reconsider their knowledge of the skills the methods, the techniques, the language and all the items related to the area of pedagogy. More importantly, teachers who are subjects to INSETS can highly benefit of well-planned formal teaching and ensure coherent development opportunities. To this end, he resumed, INSETS should be reset as soon as possible.

Actually, the inspector argues that many teachers have been carelessly prepared and therefore cannot ensure many of the pedagogical practices. As a matter of facts, these teachers might contribute greatly to the crumbling of the teaching/learning process and this has really given rise to the unavoidable state of the low achievement which is reflected by the bad results recorded by pupils in official exams.

As for the programmes of seminars and study days, the inspector asserts that anything which is communicated to teachers is imposed by the officials from the Ministry of Education and inspectors are not free to deliver haphazardly things that they think are valuable and worthwhile for the benefit of teaching and learning. Concerning the exclusion of TED within these programmes, the interviewee explained that for the time being the concept of TED is almost unknown to all of the teachers because it has never been the subject matter of any seminar or study day.

3.3. Classroom Observation

Classroom observation can be one of the most informative triangulation data-collection technique, since it facilitates the gathering of various aspects of teachers' teaching practices. Within this study, the aspects include the teacher's reactions to unpredictable teaching/learning situations in a short-term range (reflection in-action) and reactions, which lie in a long-term range (reflection on-action). It is worthy to note that in such observations the teacher is targeted rather than the learner, but this does not mean that it is a way of evaluating (teaching) but a way of gathering information about (teaching). The researcher, in this phase of investigation, opted for a systematic recording of practices, that were articulated by the teacher, during the teaching of comprehension skill. It should be pointed out, hence, that the choice

of reading comprehension was not made purposefully for specific intentions, but was just a mere choice.

Evidence made that the observation had to be conducted over two months of time. This was owing to the fact that the investigation needed sufficient time to be completed. Yet the observation focused on two main procedures: taking structured notes and checking if the observed teacher made reflection in-action (during a given lesson) and reflection on-action (within the subsequent lessons). However, the emphasis was laid on the following practices articulated in reading comprehension:

- The way the teacher starts the warming up
- How he introduces the topical lexis
- On which part of the board he writes the topical lexis.
- Eliciting responses from his learners.
- Writing wrong answers on the BB for later comparison with right ones.
- Whether he reads out the text or urges the students to read it silently.
- Urging his learners to skim through and to scan the text.
- Explaining the tasks to be performed by the learners.
- Whether he turns around, checks and helps the students while reading the text and doing the tasks.
- Whether he proceeds to collective correction on BB.
- Urging pupils to write right answers on the BB.
- Correcting pupils who give wrong answers.

3.4. Teacher's Profile

The teacher with whom we undertook this research methodology is a young man of thirty-five years of age, with a teaching experience of twelve years. He got the degree of English in 1995 from the University of Tlemcen. He sat for the Capes exam in 1997 and passed in the first time. He is average graded by the inspector. He has taught third year classes for many years and has been very successful. He is said to be very cautious and neat in his work. The headmaster has always counted on his teaching capacities.

4. Results Interpretation

Respondents were asked in the first three questions about whether the knowledge, they bring to their teaching has been learnt in formal training (preset or inset) or much of it accumulated from experience. Most of the respondents answer that they are applying in their teaching what they have learnt from their personal teaching experience. This conspicuously shows that formal training in our country did not bring satisfaction, efficiency and consistency in language teaching education (LTE).

Besides, attention is to be drawn on the fact that respondents have been teaching for more than fifteen 15 years. Therefore, it can be inferred that these teachers felt quite diffident in the beginning of their career and even though many of

them were devotees of teaching they feel less motivated as time flows. By these facts we come to the conclusion that these teachers take no experience from initial training nor any profit from the insets they were subjected to. Now, they assert they feel at ease because of an on-going self-reliance experience.

The remaining respondents, who have about an experience of less than fifteen 15 years, say that their "savoir faire" is grounded on the basic elements of language teaching they acquired only in presets and insets. On the other hand, some teachers even commented that INSET courses offer little if anything new or worthwhile because they do not take into account practical considerations, but must lay on emphasis on the problems that arise in the classroom setting.

Roughly speaking, language teaching education in Algeria has proved to be hollow and not adequate in terms of the preparation of teachers' practical courses to tackle their work with determination and commitment. Concerning teachers who analyse their own practices and consider alternative means for achieving their ends, it can be asserted that many a teacher has no knowledge of what reflective teaching is, may be because the byways of reflection still remain ignored at the level of our educational system.

This fact is indubitably the one which makes teachers still bewildered in applying the right techniques that can help them to extricate from practices which are no longer incurrent use. Furthermore, the subtle influence of the instructions that fall from above, have remarkably turned-out teachers to blind followers of the designed syllabuses. Conversely, this must not prevent us to claim that there exist a great number of well- prepared, effective and caring teachers who are concerned about their work and have always examined their attitudes, beliefs, assumptions and teaching practices and use the resulting insights to improve their teaching. (Richard & Lockhart, 1994)

Most of these skilled teachers have attained a high degree of expertise and an advanced level in the ongoing process of conveying knowledge. Though provided by a broad explanation of each investigative procedure, some teachers answer positively in using lesson reports in their daily teaching. But what is contradictory is that they have added that the notes they take in their reports are all the same they mention in the lesson plans. Thus, we come to the conclusion that these teachers misunderstood the concept. What should be inclusive in a lesson plan, however, is the aim of each activity.

Conversely, many teachers answer negatively to the questions because they claim that they have never heard of such a pedagogic task. In a nutshell, one may perspicaciously say that lesson report as an exploratory procedure is almost absent in our teaching practices and has never been assigned by officials to seek change and betterment.

Among questions about the investigative procedures which were briefly explained in the questionnaire, the respondents are to point out whether they observed a colleague teaching a lesson or have, themselves, been observed by one of their mates. To this end, most teachers put a cross in the yes square, thinking that the

observation is the one which is scheduled one time a year by the administration, and which is called a demonstration class.

All too often, the lesson, in a demonstration class, is mainly performed by the most experienced teacher, who must follow an instructional methodology imposed by the external agenda. It is, then, compulsory for all teachers to attend the demonstration class and take notes of each step of the lesson. The headmaster also attends the performance and takes notes for later comments and recommendations. At the head master's office, the teachers discuss the lesson performed by their peer step by step and make comments and remarks. They also exchange ideas beliefs and teaching strategies. In all, if the lesson is considered as successful by the head master (Most of the time school's directors have no single knowledge of the English language) he /she urges the teachers to apply their mate's strategies and "savoir faire" on their own teaching practices.

4.1. Results Interpretation of the interview

It is high time we asserted that training courses in Algeria whether presets or insets can be criticized for a considerable number of shortcomings. Actually, many prospective teachers have become teachers without adequate preparation in TEFL methodology. Moreover, owing to the succeeding methods and approaches, many teachers have barely benefited from training for the newly implemented approach. However, this has led to a low quality of teaching English as a foreign language which prevails now at different levels in our schools. We can even say that the situation is now chaotic because of the inadequate presets, absence of insets, lengthy programmes, non-adapted textbooks (texts for advanced learners) and confusion about the teaching skills etc… What is also growing worse is that official decisions have become undesirable, contradictory and liable to give rise to nebulous teaching situations.

The need for teacher education development arises from the inadequacy of training courses, which alone cannot fully enable teachers to be dynamic and competent in their job. But in the Algerian context we are diverting the counteraction with which we can lessen the difficulties encountered by both the teachers and the learners. Moreover, hopefully, along with teacher training teacher development can be a vital component in teacher education, it can fill the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences, view education as a long-term process and deal with change and divergence. Unfortunately, nothing has been done, in this respect, to trace out for teachers a way of teaching full of determination and commitment. Henceforth, we ascertain that the hypothesised ideas converge ideally with the present findings.

4.2. Results and Interpretations of the Observation

After having observed this teacher over a period of nearly two months, we ascertained that the teacher's practices were changing from lesson to lesson. In this light, we came to the conclusion that the observed reflected most of his practices

altered some of them, and made changes that he thought to be more successful. In fact, he made reflections in-actions, because sometimes, within the lecture, he made diversions so as to lessen the language intricacies.

What was unusual but good, with this teacher was that he never keeps silent; he always speaks about what he has just done with his pupils and asks his mates if they do the same thing. Hereby, what was interesting, and most of the time, worthwhile, is that he made reflections on-actions and that was conspicuous in his practices, since all the steps he went through in the teaching of the reading skill have been either adjusted, altered or simply substituted by others which have brought about change, betterment and enthusiasm. This leads to say that teachers, at the level of secondary schools, might not have a single knowledge of reflective teaching but, in reality, there exist caring teachers who are informed and have an extensive knowledge base about teaching which made them attain a high level of awareness. Hereby, the divergence with the second hypothesis is now asserted, but it is worthy to note that teachers who reflect their practices for change and betterment simply do it because it is based upon their self reliance experience.

4.3. Interview of the Teacher

The present interview was held with a young teacher of English from Yaghmouracen school with an experience of (twelve) 12 years, about the necessary attitudes for reflective teaching. She first said that she nearly had no knowledge on the so-called reflective teaching. After being briefed about the concept and the attitudes it underlies, she kept silent for a while and said; "I would you to know that at the very beginning of my career, I thought to be the best teacher because I was really open-minded towards my pupils; in the sense I listened to their preoccupations and made changes that suit their learning priorities. I also used to feel responsible that was like a burden on my shoulders. I spent long sleepless nights to prepare, to adapt, to adopt and to implement what could make my teaching effective and efficient. I was wholehearted in the sense that I was continually making mindful efforts so as to make steady decisions that would change the assumptions of my teaching. But now, unfortunately, the image is completely reversed, and things are going in the other way around. I'm no longer the teacher I used to be, though I still feel that I do my job heartedly and seriously."

When she was asked about this radical change, she said that the reasons were many and diverse, but in sum there have been constraints from inside and outside the school walls.

4.4. Teaching pressures

Many teaching pressures are all the same in most countries. In the case of Algeria, teachers are generally underpaid, but required to have a heavy Workload. Consequently, they are so busy fulfilling their teaching responsibilities that they don't have time to question the educational reforms which are usually imposed by the governments.

In addition, many teachers are so focused on the process of teaching that they do not have time to notice if their students are learning. The numerous hindrances of institutional constraints that increase the complexity of teacher's work, such as the lack of time, high teacher – pupil ratios and pressures to cover a required defined curriculum. The problem of large classes of mixed ability learners is another acute pressure which prevents teachers to take on new ways of teaching. Research conducted by (French, 1993) has shown that the teacher's ability to display effective teaching behaviours and their ability to establish good interpersonal communication with their pupils are seriously compromised when the teacher is confronted by a crowded and mixed ability class.

In our secondary schools the average teacher pupil ratio is about 1:50. As a matter of facts, this emphatically worsens the situation and makes teaching less effective. Likewise, this ratio closes up paths for reflection and thought provoking actions. When the pressures overlap, teachers feel that they are doing their work with automation and reluctance and, therefore relinquish the idea to change their teaching practices. In addition to this, teachers have drawn a negative picture of inspectors who created the feelings, among teachers of fear, inferiority and defensiveness and, therefore, see inspectors as autocratic, awe- inspiring and even heartless. As a result, many teachers feel that this is an acute handicap which compels them to resist pedagogical innovations and teacher development.

5. Conclusion

This research work has tried to trace out the shortcomings of the professional development of teachers in its different stages. It is aimed to suggest a model of reflective teaching to secondary school teachers, which would ensure a change towards betterment and improvement in ELT. This investigation has maintained that TED should be thoroughly applicated and implicated in teachers' professional development from the outset. In fact, it has revealed that presets and insets at the level of our educational system have not brought satisfaction and encouragement to teachers who want to tackle their job with determination and commitment. Another thorny issue has been identified by this chapter is the one of clinical supervision of teachers, which has proved to be a formidable constraint that block the way to teachers to seek for a possibility to change their beliefs and assumptions about teaching.

The results of the triangulation synthesised to reach the following concluding results: teachers, at the level of secondary schools, have not received a consistent pedagogical training based upon standard norms. Teachers' teaching practices are still based on a top-down-oriented approach, instructional methodology. What is also worthy to note is that the concept of TED with its components of reflection has never been introduced to teachers within all sorts of trainings. Furthermore, many teachers suffer from different constraints that come from inside and outside the schools' walls.

What is needed in our education system, is that the professional development of teachers should be re-examined, reconsidered and restructured so that it yields good results. The decision makers should verse themselves to eradicate the numerous educational shortcomings that are doing harm to this honourable job and hence to our learners and at the same time set to teachers' ways to move forward and to learn alongside their students.

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