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Teaching Portfolio Reflective Role in Teacher Education. The Case of Teachers Trainees at the Teacher Training School of Constantine

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Dedication

This dissertation is dedicated to my parents, who unfortunately did not live to see the fulfilment of this research. To my sisters and my brother who showed unlimited support and love for me during stressful times.

To my children, Imen, Issam, and especially Sirine whose birth during the last year of my work provided the impetus to complete the project and do it well.

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Abstract

Recently, many researchers have drawn on the implementation of teaching portfolios in teacher education programmes in order to develop pre-service teaching skills and promote reflectivity. This exploratory qualitative case study examines the introduction of the teaching portfolio as a reflective tool in the practical training course at the Teacher Training School of Constantine. The purpose of the study was to analyse trainees' reflection on their teaching practices using teaching portfolios and explore student teachers', supervisors' and training teachers' perceptions on developing portfolios. The study employed a qualitative research paradigm to investigate the following questions: 1) Do teaching portfolios act as a tool for trainees to engage in and develop their reflective practice? 2) What are these pre-service teachers' perceptions on developing teaching portfolios during the PTC? 3) What are the perceptions of supervisors at TTSC and training teachers at middle and secondary schools of Constantine towards the use of teaching portfolios in the training course? The study used both document analysis and questionnaires as research means: (1) Trainees' portfolios; (2) a questionnaire to trainees; (3) a questionnaire to training teachers and supervisors. Data analysis revealed that pre-service teachers used their portfolios to express their ideas about teaching and learning. They perceived developing teaching portfolios to be instructional involving reflection and documentation of teaching and learning. According to the qualitative analysis of their reflective writings, those trainees developed from a technical level of reflection – a mere description of teaching events, to a more practical level of reflection – using practical classroom experiences to think about teaching and learning along the three phases of the Practical Training Course. The supervisors and training teachers questionnaire also revealed that these future teachers endorse the teaching portfolio both as a process and product to be a type of worthy document of future consideration.

Key words: teacher education, reflective practice, teaching portfolios, teacher training, English language trainees, practical training course.

List of abbreviations

B4: Baccalaureate + 4 years education

B5: Baccalaureate + 5 years education

ICT: Information and Communication Technology

PBL: Problem Based Learning

PTC: Practical Training Course

Ss: Supervisors

ST: Student Teacher

T/L: Teaching and Learning.

TC: Training Copybook

TEP: Teacher Education Programme

TP: Teaching Portfolio

TQA: Teaching Quality Assessment

TR: Training Report

TTs: Training Teachers

TTSC: Teacher Training School of Constantine

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GENERAL INTRODUCTION

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1. Statement of the problem

In their teacher education, teacher trainees[1] are expected to acquire and exhibit competence in their knowledge of content area, classroom management skills, pedagogical philosophies and teaching theories. One way of offering trainees an opportunity to synthesize all these elements over time is by training them to engage in reflective practice. The latter assists the beginning teacher to look critically at his/her practice, assess his/her own progress, and attempts to modify his/her behaviour and strategies towards his/her objectives. Learning how to engage in reflection is especially needed because general research on teacher reflectivity suggests that pre-service teachers lack critical levels of reflective thought.

Teaching portfolios are increasingly being perceived as useful tools to stimulate reflective practice in pre-service teachers. As Lally (2000) advances, it consists of both a collection of documents and reflections about a person's teaching competences. By developing the portfolio, the beginning teacher is able to come to self-understanding through reflection. Research on teaching portfolios suggests that their implementation assists these teachers document performance, monitor growth, reveal discrepancies in development, and enhance self-responsibility (Smith & Tillema, 2007). In this way, the teaching portfolio is seen as a vehicle for further development of educational knowledge and skills for a pre-service teacher.

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[1] The terms pre-service teachers, student teachers, beginning teachers, and trainees are used interchangeably along the whole thesis.

This study is stimulated by the total absence of using teaching portfolios (TPs) by trainees during the Practical Training Course (PTC). When we were teaching B4 trainees at the Teacher Training School of Constantine (TTSC), we observed the process of constructing their Training Report (TR), which was according to them a monotonous and repetitive process along the previous generations. It helped us understand the complaints of these future teachers and begin to ask questions: why are not TPs used by trainees to report their practical training experience? Why are not they yet implemented in teacher education curriculum in TTSC? What would be different if trainees use TP instead of TR to document their teaching practices and reflect upon them?

If quality teaching is to become a focus in higher education, increased attention must be directed to reconsidering the actual Teacher Education Programme (TEP) used in TTSC, and implementing the teaching portfolio in the curriculum to be used during the PTC in order to develop pre-service teacher's competency and promote reflective practice. Eventually, this study deals with introducing teaching portfolios to English language trainees to carefully examine the way they record their teaching practices and reflect upon them through portfolio development.

2. Purpose of the study

The purpose of this case study is first to describe and explore trainees' portfolios as a tool that can provide an evidence of a trainee's knowledge and skills in teaching and to examine his/her reflective development along the three phases of the PTC. The second focus is to investigate the perception of trainees and teacher educators (both training

teachers and supervisors) of the process of developing teaching or professional portfolios during the PTC.

The study also aims specifically to explore how English language trainees have engaged in their teaching practice through reflective writings, and how they have utilized their portfolios to document their learning and teaching.

The present study equally aims to provide insights into the implementation of teaching portfolios in TEP. In particular, it seeks to investigate how TPs should be used as vehicles to document and assess pre-service teachers' teaching competences and professional development while undertaking the PTC.

3. Research questions and hypotheses

In relation to the above purpose, three research questions guided this case study. The questions were as follows:

1) Do teaching portfolios act as a tool for pre-service teachers to engage in and develop their reflective practice?

2) What are the perceptions of pre-service English language teachers at TTSC on developing teaching portfolios?

3) What are the perceptions of supervisors at TTSC and training teachers at middle and secondary schools of Constantine on the use of teaching portfolios during the PTC?

On the basis of the above mentioned research questions, we have advanced the following hypotheses:

- **Hypothesis one**

We hypothesise that introducing teaching portfolios would promote pre-service English language teachers' reflective practice along the PTC, and a better tool to document trainees' teaching performances and experiences.

- **Hypothesis two**

We also hypothesise that trainees, supervisors, and training teachers would engage appropriately and positively with teaching portfolios and perceive them as an instructional tool involving reflection, documentation of teaching performances and professional development.

4. Assumptions

In order to carry out the case study, the following assumptions were made:

1. Teaching portfolios offer opportunities for pre-service teachers to document their teaching experiences, thoughts, and subsequent learning about teaching which stimulate their reflection.

2. Using teaching portfolios as a reflective tool assists English language trainees in identifying their strengths and weaknesses regarding their teaching skills practiced during their teaching practicum and as a valuable way of encouraging professional development.

3. Teaching portfolios will provide trainees, supervisors, and training teachers insight into the development of the practical knowledge of teaching, thoughts about teaching, and the skills to reflect on their teaching practices.

4. We also assume that the efficacy of implementing teaching portfolios in teacher education programme in TTSC depends on its framing within the PTC.

5. Research design

To test our hypotheses, the present case study employed a qualitative approach for data collection and analysis. Merriam (1998) advocates that qualitative research design provides guidelines and flexibility for questions about a particular topic to understand the respondent's point of view.

Data collected in the present study included the following: (1) English language student teachers' teaching (or professional) portfolios; (2) questionnaire with trainees; (3) questionnaire with training teachers and supervisors. It enabled the researcher to describe, compare, evaluate, and interpret information reflective of the participants' knowledge, beliefs, and experiences. The study draws on a qualitative paradigm using multiple research methods including questionnaires and document analysis.

The pilot study was completed with the goals of focusing our research interest and and testing the feasibility of our research tools. It polled four English language trainees of B4 level whom we taught the module of psycho-pedagogy during the academic year 2011-2012 while undertaking their PTC, and two teacher educators (one supervisor and one training teacher).

For the purpose of analysing their productions, trainees were first introduced to the teaching portfolio concept through a seminar (see appendix 1) organized and presented by the researcher before the start of the PTC. During this period, English language

trainees experienced four months fieldwork teaching starting from an observation phase to an alternate teaching and finishing by a full-lesson teaching. This seminar gave the rationale and guidelines about portfolios uses and the process of developing them.

Besides, trainees were provided with a model teaching portfolio (see appendix 2) developed by a Canadian English language trainee to illustrate better the way they would construct their own. In order to facilitate the process of developing the portfolios, a prototype portfolio was designed to fit the PTC (see appendix 3). Trainees were required to fill and develop it, each in his/her own way by adding evidence (teaching materials and resources) from their teaching practices with the help of the supervisor's and researcher's instructions.

The trainees questionnaire (see appendix 4) is administered to a sample of 12 B4 English language trainees out of a population of 24 trainees, and 38 B5 trainees out of a population of 106 trainees, department of English, TTSC randomly selected from seminar attendees during the academic year 2012-2013, after completing their teaching portfolios at the end of the PTC. It is worth mentioning that for the present study, we do not intend to compare between the two levels in terms of portfolio development, but rather for the sake of coverage of student teachers. 7 trainees left the research without continuing to develop their portfolios or complete their questionnaires and bring them back: 3 B4 trainees and 4 B5 trainees. The questionnaire was designed to report trainees' perceptions of their practical training experience with developing teaching portfolios.

The training teachers & supervisors questionnaire (see appendix 5) is administered to a sample of 7 supervisors out of a population of 25 scheduled by the administration to

train those selected trainees, and 3 training teachers from both secondary and high school out of a population of 21 randomly selected during the same academic year, after completing the teaching portfolios by the trainees at the end of the PTC. It is worth mentioning again that we do not intend to compare between the perceptions of both supervisors and training teachers, but rather for the sake of coverage. The questionnaire was designed to report supervisors' and training teachers' perceptions of the trainees' practical training experience while developing the teaching portfolios.

6. Structure of the study

Chapter one contains a review of the literature in reference to reflection in teacher education. This review focuses on the concept of reflection. It describes the various attitudes and types of reflection so as to better understand its role in teaching and teacher learning. Elements of this chapter also emphasise the importance of reflection, a list of activities known to support reflection, and a discussion of how to promote and facilitate reflective thinking, as well as the characteristics of effective teacher reflection through portfolio development.

Chapter two presents a review of the use of the teaching portfolio, its importance and relevance as a reflective and assessment tool in teacher education. The purpose of both chapter one and two is to provide a theoretical and empirical foundation upon which the present study is developed.

Chapter three consists of a description of the teacher training programme mission, its goals and outcomes. It presents an overview of the teacher training course in the TTSC.

In addition to the different roles of the supervisor, training teachers, and workshops in the PTC, the chapter gives an account of the student training assessment.

Chapter four presents the qualitative paradigm and explains data analysis of the teaching portfolios. It describes the pilot study which sets the ground for the present investigation. In particular, it examines the trainees' reflective development from technical to practical levels of reflection throughout the whole phases of the PTC.

Chapter five describes the quantitative design of this study. It provides the data analysis of both questionnaires administered to the trainees and their teacher educators in order to explore their perceptions and experiences of developing teaching portfolios based on their teaching performances during the PTC.

Chapter six presents implications for TEP for future implementation of the teaching portfolio project. It also stresses the need for future research and offers some activities to promote reflection practice in teacher education. At the end, it suggests some ways to assess trainees using portfolios to report their teaching performances during the PTC.

CHAPTER ONE

Reflection in Teacher Education

"We do not learn from experience. We learn from reflecting on experience."

_ John Dewey, *(1938, p. 78)*

OUTLINE

Introduction

Reflection lies somewhere around the notion of learning and thinking. We learn as a result of reflecting, or we reflect so as to learn something. Recently, reflection in teacher education contexts has been gaining a great importance and widespread interpretations in the literature (e.g., Hatton and Smith 1995; Boud and Walker 1998; Williams 2001; Peltier et al. 2005). Dewey (1933, 1938) is commonly credited with the incipient influence on reflection in education. Since Dewey's time, many writers in the field have emphasised the importance of reflection.

This chapter explores the concept of reflection. A complex and multifaceted term, "reflection" connotes different ideas in different circumstances. The chapter also describes the various attitudes of reflection so as to better understand its role in teaching and teacher learning. Elements of this chapter also emphasise the importance of reflection, a description of reflection in teaching, a list of activities known to support reflection, and a discussion of how to promote and facilitate reflective thinking, as well as the characteristics of effective teacher reflection through portfolio development.

1. Conceptualizing reflection

Reflection and reflective thought have been conceptualized and reconceptualised over time. Dewey (1933) in *How We Think* is acknowledged as a key originator of the concept of reflection in the twentieth century. His book constitutes a major interaction of reflective inquiry addressed to all teachers and students. For him:

> Reflective thinking, in distinction from other operations to which we
> apply the name of thought, involves (1) a state of doubt, hesitation,

perplexity, mental difficulty, in which thinking originates, and (2) an
act of searching, hunting, inquiring, to find material that will resolve
the doubt, settle and dispose of the perplexity. (1933, p. 12)

He explains the relationship between reflection and some of the attributes of teaching and learning when illustrating the utility of reflection. Being an experiential learning theorist, Dewey maintains that effective learning takes place only after engaging in a learning experience and then taking the time to ''weave meaning among the threads of experience'' (Rodgers, 2002, pp. 847-48).

Schön (1983) in *The Reflective Practitioner: How Professionals Think in Action* draws attention to it and assumes that practitioners; mainly professional teachers show a "capacity for reflection on their intuitive knowing in the midst of action that …made that knowing conscious and available for action." (Lyons, 2010, p. 14) Schön's work was the first attempt to explore the distinctive structure of reflection in action. His book marked the reappearance of reflective practice as a major issue in North American teacher education.

Kolb (1984), alternatively, describes reflection as an activity that takes place as one part of a cycle of learning, to think back on the learning experience that has just gone before and to make observations about it; hence, he advocates teaching and learning settings which incorporate these activities in order to enable students' learning.

Just after Schön, other scholars helped to explain reflective inquiry among them Freire, Mezirow and Brookfield. Mezirow (1997), for example, develops strategies for teaching the way to reflect on experiences that distort adult thinking. For him, reflection "is the central dynamic in intentional learning, problem solving, and validity testing

through rational discourse. Intentional learning centrally involves either the explication of meaning of an experience, reinterpretation of that meaning, or application of it in thoughtful action." (p. 9)

It is only in the 1980's, during which behavioural psychology was dominant in the United States' teacher education, that Zeichner publishes his first paper about the notion of reflective practice in teacher education in Canada. He describes a research he conducted on the learning of the student teachers who were in his pre-service teacher education programme and reveals that "[t]eaching was largely seen as a technical process to be directed by what people either in schools or universities wanted them to do and for the most part the students did not see teaching as a moral and ethical activity over which they had any control." (Zeichner & Yan Liu, 2010, p. 68) He wants to show that there was no research and discussion in teacher education about teacher thinking (only initiated by Shulman in 1992), nor helping teachers how to exercise their judgement in the classroom.

Another definition of reflection is also proposed by Jay, "Reflection means thinking about what one is doing. It entails a process of contemplation with an openness to being changed, a willingness to learn, and a sense of responsibility for doing one's best. Perhaps this process seems natural, and indeed it may be; but it also poses a challenge." (2003, p. 1)

Loughran also views reflection in education as "a process that may be applied in puzzling situations to help the learner make better sense of the information at hand, and to enable the teacher to guide and direct learning in appropriate ways. The value of

reflection in teaching and learning is that it encourages one to view problems from different perspectives." (2006, p. 4)

Accordingly, reflection in education has been described in the literature in different ways. Researchers in the field (Boud and Walker 1998; Lyons 2010; Rodgers 2002) have viewed that its definition has been so broadly utilized in educational contexts. However, the main areas of agreement among them are likely that reflection: (1) is deliberate; (2) is stimulated by a problematic situation; (3) involves an inward examination of personal knowledge with reference to the problem situation; and (4) leads to new insights (Rogers, 2001).

2. Importance of reflection

Reflective teachers face the challenge of truly seeing themselves and their teaching. They approach their practice with openness, wholeheartedness, and responsibility, looking for the better path to take, the edges that need to be smoothed, and the changes they need to make in their practice to improve learning for students. This is the heart of quality teaching. (Jay, 2003, p. 2)

Essential in a thoughtful approach to teaching, reflection represents one way teachers develop and learn from their practice; a kind of experiential, on-going learning well suited to the constantly changing world of the classroom. Importantly, reflection helps teachers develop "the capability and orientation to make informed and intelligent decisions about what to do, when to do it, and why it should be done" (Richert, 1990, p. 509).

Nevertheless, Baird (1992) contends that better teaching requires a kind of metacognition; a term that subsumed knowledge, awareness and control. In this sense, Baird suggests that teaching can be improved if "teachers reflect on themselves and their practice, that this reflection should be set within a process of systematic enquiry, and that both reflection and enquiry should proceed by collaboration among members of a group." (ibid, p. 34)

3. Attitudes to use reflection

Dewey (1933) outlines three important attitudes in predisposing an individual to reflect. The development of knowledge and theories in the educational setting requires a willingness and capacity on the part of student teachers to reflect and think critically about their practices. *Open-mindedness*, *whole-heartedness* and *responsibility* are the three attitudes which are considered as necessary for reflective teaching.

3.1. Open-mindedness

Open-mindedness refers to the ability to be open to new ideas and alternatives and to think about problems in new and different ways. To be open-minded means be able to admit errors and to listen to others points of view, even when they are different views. Zeichner and Liston (1996, p. 9) identifies open-mindedness as "an active desire to listen to more sides than one, to give full attention to alternative possibilities, and to recognize the possibility of error even in our most dear beliefs."

3.2. Whole-heartedness

Whole-heartedness is displayed when one is thoroughly involved in a subject or cause. It is developing an attitude of commitment and willingness to take risks. Developing enthusiasm and interest is the driving force for learning. "A teacher who arouses such an enthusiasm in his pupils has done something that no amount of formalized method, no matter how correct, can accomplish." (Dewey, 1933, p. 32) In the same vein, Farrell (2004, p. 36) describes whole-heartedness as "a commitment to seek every opportunity to learn." In that, whole-hearted teachers engage in every situation with the attitude that they can learn something new.

3.3. Responsibility

Responsibility is to consider one's actions and their consequences. It is the need to realize why; to seek the meaning in what is being learnt. Intellectual responsibility underpins knowing why something is worth believing. Responsibility is often thought of as a moral trait, but it is equally important as an intellectual resource.

Together, these attitudes are important to encourage deeper and thoughtful action. Therefore, cultivating these attitudes as essential constituents of readiness for reflection is clearly valuable in pre-service teacher education.

4. Phases of reflection

Reflection is clearly purposeful because it aims at a conclusion. It requires thinking in order to better interpret the problem and propose solutions to it, since the aim of reflective thinking is to gain a thorough understanding of a confusing situation. Reflection, then, is characterized by Dewey to include a list of sequential phases in

thinking leading to an outcome. These phases are suggestions, problem, hypothesis, reasoning, and testing which when joined together consist a reflective cycle. Although the aim of reflection is to solve a problem, the consequences of testing which are reconsidered, evaluated and analysed within a single reflective phase may substantially induce reflective action (Loughran, 2006).

4.1. Suggestions

Loughran (ibid) points out that suggestions form a range of possible solutions or explanations to a new situation or problem which the mind leaps forward. These suggestions come out of preceding experiences. Meanwhile, this form of reflection provides the opportunity for pre-service teachers to use it as alternative choices in order to make informed decisions about their teaching practices. Consequently, reflective thinking is rather encouraged by this phase of suggestions or interpretations that a pre-service teacher makes.

4.2. Problem

Again, Loughran (ibid) provides an explicit explanation of what Dewey calls "intellectualization". It is noticing the conditions that constitute the perplexing situation as one entity rather than as small and isolated bodies. So far, the problematic situation is more accurately understood and recognised so that proper and thoughtful reflective behaviour is undertaken. This difficult phase of reflection requires that the problem that pre-service teacher is able to ascertain depends on the description that he/she has observed, gathered, and generated in the classroom.

4.3. Hypothesis

Loughran (op.cit) goes on to point out that hypothesis formation for Dewey is a tentative interpretation. It is an active investigation directed toward bringing to light further facts to confirm or disconfirm the suggestions as being implausible. The point here is that this stage of generating possible explanations which come from synthesis of previous experiences will define and clarify the problem.

4.4. Reasoning

It is the reconstruction or reorganization of elements of an experience. This phase, according to Loughran (ibid) provides a level of understanding and reasoning from which an individual can take a reasonable action. As involved in the previous phase, reasoning involves a careful analysis of all possible considerations that will explain the problem.

4.5. Testing

It is the final phase of reflection that provides the possibility to test the hypothesized end result. Yet, the congruent reaction is based on careful assessment of the hypothetical thought that preceded the action and not on routine one. In this sense, failure can be informative. Dewey claims that "[testing] either brings to light a new problem or helps to define and clarify the problem on which he has been engaged. Nothing shows the trained thinker better than the use he makes of his errors and mistakes." (cited in Loughran, ibid, p. 5)

Since the phases of reflection are linked, once one has tested one's hypothesis, more problems may arise. In this sense, the process of reflective thought is cyclic; testing

precedes experience and so forth. Dewey addresses the idea that these phases may extend to one another depending on the nature of the problem. Since teaching and learning are of a complex nature, solving a problem is not always implicit. Solutions are not inevitably appropriate or applicable to any problem situation (Loughran, op.cit). Drawing on reflective inquiry, one can learn from both past and future experiences; since reflective thinking can carry on for long periods.

Also, Lyons (1998) questions whether reflection is, in fact, developmental, and therefore, whether it can be taught. Stanley (1998), however, identifies five phases in the development of a reflective teacher. These are (1) engaging in reflection; (2) thinking reflectively; (3) using reflection; (4) sustaining reflection; and (5) practicing reflection.

Loughran (1996, p. 6) sees reflection both as 'appealing' and 'applicable' in his work with pre-service teachers, especially if they are to master not only the technical skills of teaching but also to be thoughtful, purposeful and informed decision makers. Clearly this can only be achieved if student-teachers "question their own actions, reconsider their knowledge and understanding in the light of experience, and use this to shape the way they approach helping their students to learn." He believes that they need to experience this as learners themselves in their pre-service teacher education programme if they are to adopt this approach in their own professional practice.

According to King and Kitchener (1994), reflective-thinking skills are the result of a developmental progression occurring from interactions between the individual's conceptual skills and an environment that promotes or inhibits these skills. The authors assume seven development stages of reflective thinking and divide them into three main

groups: an early stage consisting of *pre-reflective* thinking, a middle-stage consisting of *quasi-reflective* thinking, and an advanced stage in which reflective thinking occurs spontaneously. A study conducted by Song et al. (2006) shows that both middle-school and college level learners perceived the learning environment and scaffolding methods as helpful factors prompting reflective thinking in a PBL environment, although the essence of these two and their order of importance in prompting reflective thinking were different. Hence, this developmental progression leads us to believe that students at the earlier stage of pre-reflective thinking may need more or different instructional-design prompts to help them think reflectively and progress into the middle and advanced stages.

We can see links with Schön's view of reflective practice in the way in which educators focus on problems and experiment with situations in the following section.

5. Schön's reflective practice

Schön (1983) describes reflection in terms of the knowledge gained from a practitioner's own experience. He delineates a difference between theoretical knowledge or "technical rationality", and the practical knowledge or "tacit knowledge" as a result of his observations of professionals' thinking while practicing teaching. Reflection was perceived to initiate in practical activity, mainly when professionals are faced with confusing and unique conditions. Thus, it is an important medium for the acquisition of professional knowledge. The notion of reflective practice initiated by Dewey's theory is categorised by Schön into two different directions that can guide reflection; reflection-on-action and reflection-in-action.

5.1. Reflection-on-action

It is referred to by Schön (op.cit) as reflecting back on action or learning from previous experience in order to modify future action. Reflective teaching requires looking back after being remote from the teaching process. This form of reflection is referred to by Van Manen (1991) as "recollective reflection" involving deeper insight into past experiences. It is the most frequent form of reflection since it is less challenging than reflecting simultaneously while engaging in the teaching process, because the teacher has to manage the classroom while paying attention to many things.

Schön (1983; 1987) discovers that professionals would indeed look back on their practice after completing a task. It involves a sequence of action then thought. In teaching, such reflection may take place at the end of a school day or even at the end of the year.

A set of questions can be asked to promote reflection on action (task focus):

1. What is your understanding of the task?

2. What were the aims of the task?

3. Can you give a detailed description of the task?

4. How did you feel about the task?

5. What happened?

6. What did you do?

7. What did another student do?

8. How do you feel about that?

9. Where did the task occur?

10. How do you describe the environment where the task occurred.

5.2. Reflection-in-action

It is referred to by Schön as reflecting in the midst of an experience. Reflection-in-action implies a deep awareness of practice and the ability to alter practice to meet learning goals. "In an action-present – a period of time, variable with the context, during which we can still make a difference to the situation at hand – our thinking serves to reshape what we are doing while we are doing it." (Schön, 1987, p. 26)

It is a process involving thought during action. For instance, teachers may improvise, or reflect-in-action, when they suddenly realize they are losing the attention of their students. Similarly, reflection-in-action may involve puzzling problems and attempts to make sense of them-for example, when a teacher tries to figure out why a student isn't grasping a concept and then tries new ways to aid understanding. In these instances, reflection takes place in the midst of action, not after the fact. There are some questions that teachers can raise to stimulate reflective thinking during action (process focus):

1. How well prepared were you for the task?

2. How did you carry out the aims of the task?

3. How did you feel while you were doing it?

4. What are your successes in the task?

5. What are your disappointments in the task?

6. How do you feel now about what happened?

7. What helped you to complete the task?

8. What would have helped you to complete the task better?

9. What enabled you to complete the task?

Expanding on Schön's ideas about reflection-on-action and reflection-in-action, Killion and Todnem (1991) propose one more way that reflection takes place: **reflection-for-action**. The process involves thought then action. With this idea, they assert that reflection is a practical tool for guiding future practice.

Grossman and Shulman (1994) propose that teachers reflect for action as they engage in curriculum analysis and planning, that they reflect in action during active instruction, and that they reflect on both action and thought as they review and evaluate their practice. This contributes to a better understanding of the sequence of reflection as it takes place in the context of teaching. In fact, all three types of reflection take place and, correspondingly, that reflection is inherent in all of the intellectual processes of teaching and even learning.

Schön's great contribution to the notions of reflection-on-action and reflection-in-action has been the subject of some debate about what reflection is and how it might be developed. Grimmett and Erickson (1988, cited in Loughran, 1996, p.6) describe and categorize reflection to include three abstractions: "The first is a view of reflection as *thoughtfulness* about action, the second is reflection as *deliberating* among competing views of 'good teaching', and the third is reflection as *reconstructing* experience."[Emphasis added]

The impact of these findings led many teacher educators to reconsider the structure and curriculum of their pre-service teacher education programmes. Attempts to develop ways of encouraging pre-service teachers to develop as reflective practitioners have led to a variety of approaches and structures.

Similarly, Dewey (1933) and his proponents emphasise the relation between the theory of reflection and the practices for teacher educators applied in TE. As a response, Goodman (1984, cited in Loughran, 1996) believes that it is needed to examine three areas: (1) the focus of reflection; (2) the process of reflective thinking; and (3) the attitudes necessary for reflective individuals. Reflection *in* or *on* action allows teachers to continually improve their practice and even to be professional simply because the teaching context is the one where theory is applied, tested and evaluated.

6. Levels of reflection

The term reflection has been regarded to be developmental, defining three hierarchical stages or levels of reflective thought in which critical reflection represents the essential aim. Completing Schön's types, Van Manen (1977) offers three different and hierarchical levels that show varying levels of reflectivity.

According to Van Manen, the initial level of reflection is **Technical**. It has also been referred to as descriptive (Jay & Johnson, 2002). The pre-service teacher is likely applying Darwin's theory of natural selection which states that the person uses what works and rejects what does not and moves on. The pre-service teacher is aware of the basic elements of instructional practices that are gained from their theoretical knowledge.

The next level, **Practical Reflection** which is rather an in-depth level, "allow[s] for open examination not only of means, but also of goals, the assumptions upon which these are based and the actual outcomes." (Hatton & Smith, 1995, p. 35) At this level, the teacher is aware of his actions and actively seeks how to improve them. He

examines a lesson, keeping in mind its objective, implementation, and its outcomes. As this level is most pertinent to the teaching situation, most teachers stay at this level.

The **Critical Reflection** is at the top of the hierarchy; it addresses the moral and ethical features. It is rarely achieved since it represents the abilities to think of the act of teaching as regarding social, ethical, and moral contributions. The following table represents Van Manen's hierarchy of reflective practice in the context of Schön's types of reflection. In that within each type of reflection, there can be different levels of reflection, for example, within the reflection-on-action, a combination of technical and practical, and in some cases critical reflection can be included.

Types of reflection		
	Reflection on action	**Reflection in action**
Technical	• Trainee reflects on her/his lessons with a focus on competence. • Makes suggestions for modification of lesson based on what worked and what did not.	• No reflective action while in the process of teaching.
Practical	• Trainee reflects on her/his lesson considering goals, implementation and outcomes. • Makes suggestions for future improvements.	• Trainee reflects on her/his lesson considering goals, implementation and outcomes. • As lesson progresses, trainee observes and makes note of inappropriate methods, alters methods to better meet the needs of the learner based on repertoire.
Critical	• Trainee reflects on her/his lesson considering goals implementation and considers moral and ethical implications of lesson. • Makes suggestions for future improvements.	• Trainee reflects on her/his lesson considering goals, implementation and outcomes and considers moral and ethical implications of lesson. • Trainee observes and makes note of inappropriate methods, alters methods to better meet the needs of the learner based on repertoire.

(Levels of reflection)

Table 1: Types and levels of reflective practice (adapted from Larrivee, 2006).

Several researchers, however, have devised ways of categorizing teacher reflections into different levels. Baird (1992), on the one hand, distinguishes three periods of reflection and categorized them as **Anticipatory Reflection** (pre-teaching), **Contemporaneous Reflection** (during teaching) and **Retrospective Reflection** (post

teaching). A research has been conducted on these reflective occasions in order to find out how they influenced the trainees' reflection on teaching and learning.

The study of Hatton and Smith (1995) was designed to investigate the nature of reflection, to specify its types, and to evaluate the strategies which facilitated particular types of reflection. Their analysis resulted in finding four types of reflective writing: descriptive writing, descriptive reflection, dialogic reflection and critical reflection and revealed that there is a lack of appropriate and satisfactory definition of the term critical reflection. Yeyli (2009) replicates their study exploring the types of reflection in the reflective journals written by 62 Turkish pre-service teachers. These later though developed positive attitudes towards journal writing; they failed to include dialogic or critical reflection because according to him, they were not trained on the types of reflection proposed by Hatton and Smith.

Mezirow's (1997) reflective thinking model, on the other hand, is viewed as a hierarchy of four levels of reflection, the highest of which involves critical questioning of assumptions underlying the learner's accepted prior knowledge. Similarly, Valli (1997) adds to these categories five types of reflection that she views as hierarchical. In her model, "Technical" reflection involves comparing one's teaching practice to external guidelines, such as those for research and standards. "Reflection in/on action" involves making decisions about teaching in unique classroom situations. "Deliberative" reflection involves weighing viewpoints and research to understand various concerns of teaching. "Personalistic" reflection is focused on the teacher's personal growth and relationships with students. Finally, "Critical" reflection is concerned with social, moral, and political issues and involves judging the ultimate

purposes of schooling. In her explanation of these types, Valli suggests that teachers may first need to reflect on areas of technical knowledge and skill (Technical reflection) before being facile in comparing different teaching strategies (Deliberative reflection). She notes that each type has strengths and limitations and that each holds value for teachers.

Another classification is the one proposed by Bain et al. (1999) in a research carried on 35 student teachers' reflective journals demonstrating five levels of reflection. These levels are: (1) reporting the event as it occurred; (2) responding to the event in a spontaneous and emotional manner; (3) relating to the event in terms of past experience and knowledge; (4) reasoning about the event in terms of alternatives, examining assumptions, and conceptualizing characteristics of the occurrence; (5) reconstructing the event in terms of theories that can be applied to a broader range of experiences. Their outline of reflection, which is chiefly the alteration from the literal and immediate to the abstract/conceptual and theoretical, resembles that of Van Manen.

In a nutshell, whether he is aware of it or not, every teacher organizes his practice around a conceptual framework or cognitive structure. Reflection has come to be analysed diversely with metacognition, introspection, and critical thinking. This lack of a precise definition resulted significantly in both the way reflection is implemented in teaching and learning environments, and the way it is studied (Harrison, Short, & Roberts, 2003 cited in Yuen Lie Lim, 2009, p. 3).

7. Activities to promote reflection

To become a reflective practitioner, it is necessary to be clear about the objects of reflection. To instil reflective practice in pre-service teachers, they should engage in different activities as providing evidence of practice, discussion with teacher educators and peers, and writing in order to facilitate their understanding of teaching and learning (Brockbank and McGill, 2007) . Each of these activities can be amplified by the support of both peers and teacher educators who act as facilitators to greater knowledge for the pre-service teacher.

The following table describes the three activities in the context of guided and independent learning situations.

		Learning situations	
		Guided	**Independent**
Activities	**Evidence**	• Selection of teaching materials and justification as an evidence of practice with both teacher educators and peers.	• Autonomous selection of materials as evidence of practice.
	Discussion	• Group work in formal and informal discussion, mainly in workshops or seminars.	• Internal Monologue (covert speech).
	Writing	• Reflective commentaries, peer reviews, and journal writings.	• Personal journals and notes.

Table 2: Activities to promote reflective practice (adapted from Loughran, 2006)

7.1. Discussion

Group discussion is one of the functional characteristic to promote reflection. Dialogue between teacher educators and pre-service teachers would promote greater understanding and critical analysis of the trainee's performances as well as reflective development. In this case trainees during the PTC rely on teacher educators as a guide and facilitator for what they are experiencing. Trainees can make meaning of teaching and learning experiences and teacher educators try to harness their confusion. This kind of scaffolding is also possible through peer discussion.

As advanced by Brockbank and McGill (op.cit, p. 5):

> The teacher, as facilitator, takes responsibility for creating the conditions conducive to critical reflective dialogue until student learners are familiar with the process. As students become aware of the process the teacher can enable them not only to reflect critically upon the material before them, but also begin to reflect upon the process by which they are learning. They can begin to reflect upon learning about how they are learning.

In this respect, the relationship that is created between the teacher as a facilitator and learners can lead to a further conditions for "transformational learning". The teacher through reflective dialogue can take part in reflective practice in order to learn about their practice. Learners on their part are experiencing reflective dialogues to promote and model their learning, and then undertake their own reflective dialogues.

Micro-teaching is one approach to the use of video-taped experiences of one's own teaching which promotes reflection. Orlova's (2009) research shows that self-viewing has special significance for English language trainees because it enables them to pay

attention not merely on "the nonverbal aspects of their teaching, but also to reflect on their communicative competence, including their language proficiency, knowledge of essential language functions, and their style of teacher-student interaction" (p.31). Discussing classroom performance is rather enhanced while student teachers use videotaping.

Discussion allows trainees to generate questions and responses, and the role of the teacher educator is to gauge their understanding and help them bridge between thoughts and experiences (i.e., theory and practice). For instance, if a trainee is striving to find why his/her pupils are not participating in the classroom, he may ask questions like "what went well and what didn't?" the teacher educator may direct the trainee to think about the issue of motivation. The teacher here may guide the trainee to consider other observed experiences in the classroom and how they might relate to this issue. Through discussion, trainees can connect thoughts to make meaning about other matters of teaching and learning based on initial inquiry and experience, what we call self-reflection.

Discussion with peers is another way to extend the trainee's understanding of T/L. The peer is able to make new connections and provide support for the trainee's reflective development. It also engages trainees in conversations to reflect-on-action to enhance their understanding of their own practice. During workshops, for example, discussion about assessment may bring matters germane to trainees through hearing similar and different experiences involving assessment. Shared ideas may help trainees provide opportunities for them to connect their experiences with the theories relevant to such issues, and thus accomplish reflection on action.

Still, trainees may engage in covert discussion, monologue, while working individually. It assists trainees to self-reflect to make links in their practices to theory. Thus, through guided discussion on T/L, trainees can engage in reflection-on-action and generate questions which provide the opportunity to stimulate thoughts about practice.

7.2. Evidence

With the help of teacher educators, trainees can select appropriate evidence of practice that coordinates with the trainee's reflections. For example, if trainees are talking with their teachers about maintaining an environment for learners learning and provide syllabus as evidence of this practice, and their teachers may ask questions such as "why did you select your syllabus?", "what does it show about your learners in the class?" are designed to build greater understanding about T/L for the trainees.

Even selection of evidence with the collaboration of peers helps trainees to think through, discuss, and ask questions about what they are thinking, and to provide individual understanding of their practice. This assistance provides alternate evidence to represent ideas more strongly.

Moreover, providing evidence of practice can be an independent practice requiring the trainees to return to their work with a specific topic in mind and find evidence of this topic in the work, such as thought about their individual teaching and make meaning of practice based on concrete evidence of practice.

7.3. Writing

The reflective commentaries are pieces of writing that explain why evidence were selected and how these are related to their development of T/L. Pre-service teachers can

engage in practice where they reflect on another peer's work. This can be better achieved through workshops where trainees are provided by guided topics and asked to write on case studies of issues in teaching and learning designed to engender reflection on hypothetical issues; i.e. research assignments. Trainees can make meaning of practice based on concrete evidence of practice. During this exercise, the trainee may engage in writing; making notes for himself about what was found, the impressions surrounding the evidence, and thus form new meanings and contemplate experiences.

Keeping a journal is another form of writing. Journal writing stimulates pre-service teachers to document their thinking about T/L, and prompts them to ask 'what', 'why', 'who', and 'how' questions. Through journal writing about experiences, actions and events, pre-service teachers will develop reflection-on-action. According to Loughran (1996, p.8), "The purpose of journal writing [in teacher education] is to help the writer look back on (or forward to) an event in the hope that it will be a catalyst for reflection."

In the same vein, Moon (2006) outlines the most common uses of journal writing in different professional contexts as a pedagogical tool to develop practice. First, he advocates that journals are used as a means of linking theory to practice, yet reporting the study of Dart et al. (1998) which reveals how graduate trainee teachers write their journals to demonstrate this link. Second, he maintains that journal writing support reflective practice by advancing the work of Wellington (1991) who describes the role of journals in the development of reflective practice as a set of abilities and skills.

Journal writing is considered as an effective source of evidence about reflection. One significant finding from Dobbins' (1996) research using journal writing with pre-service teachers is that being specifically prompted to focus on their own learning produced

reflections with a deeper focus in which they were able to confront broader educational issues in the process of clarifying their own beliefs. It involves the engagement of the pre-service teacher to the writing and thinking essential in keeping a journal. Thus, Loughran confirms that "[b]y incorporating the use of journal writing in a pre-service teacher education course, teachers and students are able to explore topics of interest in ways that may not be possible within the time frame of a class ..." (2006, p. 69)

Nevertheless, as Schön's (1987) three conceptions of modelling (Follow Me, Joint Experimentation, and Hall of Mirrors) in the practical training, Loughran (ibid) attempts to reveal the impact of the supervisor as a role-model for the pre-service teacher' learning about, and development of, reflection through seminars, journal writing, supervisory meetings and teaching debriefings.

In reaction to these activities, the pre-service teacher has the opportunity to change practice, modify instruction, and revisit personal goals. In fact, reflection can be encouraged directly by structuring activities to support it in the various contexts, which influence the type and quality of reflection of teachers' professional lives. Researchers have hopefully provided insightful information about which activities promote reflective practice.

8. Teaching reflective thinking

Dewey's philosophy of reflective practice has changed the traditional philosophy which regards the teacher as only presenting knowledge without relating to the context in which his students are taught. His distinction between 'routinized' and 'reflective' teaching forms the basis of reflective practitioners. His belief was used by other scholars

such as Piaget, who developed Constructivism, and followed by Vygotsky emphasising the coaching aspects, and then Shulman who advocated reflective skills and abilities of teachers. Schön's description of reflective practice is considered to be the most representative of Dewey's vision.

Another philosophy on teacher thinking and approaches to reflective teaching which are based on the different traditions of practice in TE is suggested by Zeichner and Lipson (1990 cited in Polland, 2002) who explain the differences through a framework identifying four varieties of approaches to instructing pre-service teachers in reflective practice. These four alternatives of programmes engaging teachers in reflective practice are: the Academic tradition, the Social Efficiency tradition, the Developmentalist tradition, and the Social Reconstructionist tradition. For Zeichner and Lipson, combining all these traditions creates the best opportunities for reflection.

Because reflective skills require on-going training, mentors should provide opportunities for pre-service teachers to reflect frequently and constructively through their teaching experience. Wood (1991) points out that the role of the mentor is to push candidates gently and continuously in order to develop their reflective teaching. However, Westerman (1991) indicates that trainees and proficient teachers differ in their reflective practice. The latter can modify their practice to address the needs of students. He notes that beginner teachers can be assisted by mentors to reflect on their performance by developing on them habits of mind that facilitate reflective reactions.

To become reflective teacher is demonstrated by identifying personal strengths and weaknesses as they relate to teaching. Beginning teachers must start practicing the process for self-evaluation, self-improvement, and reflection so they can become the

best possible (or exemplary) teacher. An important aspect to effective teaching is reflective practice, which enables teachers to create an improved teaching environment suited to their own context.

Hollins (1999 cited in Walkington et al., 2001) proposes four constituents of the professional awareness and competence that are essential for reflective practice:

- pedagogical content knowledge;

- knowledge of characteristics of learners;

- knowledge of teaching contexts;

- knowledge of educational purposes, ends, and aims.

Moreover, Polland identifies seven characteristics of reflective teaching. For him reflective practice in teaching involves:

1. an active concern with aims and consequences, as well as means and technical efficiency.
2. a cyclic or spiralling process, in which teachers monitor, evaluate and revise their own practice continuously.
3. competence in methods and evidence-based classroom enquiry, to support the progressive development of higher standards of teaching.
4. attitudes of open-mindedness, responsibility and wholeheartedness.
5. teacher judgement, informed by evidence-based enquiry and insights from other research.
6. professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues.
7. teachers to creatively mediate externally developed frameworks for teaching and learning. (2005, p. 14-15)

They maintain that assessing these elements permits teachers to be careful about their strengths, weaknesses and perceptions so as to promote reflective practice. Therefore, in order to train pre-service teachers to be more reflective in practice, TEP must design contexts that will help trainees to develop reflective habits and instil reflection. This latter will assist them to make sense of their experiences in T/L. As advanced by Jay, "[Reflective teachers] approach their practice with openness, wholeheartedness, and responsibility, looking for the better path to take, the edges that need to be smoothed, and the changes they need to make in their practice to improve learning for students. This is the heart of quality teaching." (2003, p. 2).

9. Characteristics of effective teacher reflection

After establishing the importance of reflection for action in developing teacher practice, Loughran (2006, p. 131) identifies six associated assumptions to effective reflective practice:

- a problem is unlikely to be acted on if it is not viewed as a problem;

- rationalization may masquerade as reflection;

- experience alone does not lead to learning – reflection on experience is essential;

- other ways of seeing problems must be developed;

- articulation matters;

- developing professional knowledge is an important outcome of reflection.

Dewey believes that teachers should engage in reflective practice in order to promote opportunities for student learning. A balk of research was originated in TE in order to

assist student-teachers develop a tradition in teaching that might let them control their own learning and encourage them to be thoughtful and reflective about their learning and teaching (Loughran, op.cit). Hence, student teachers must reflect on their learning experiences and teaching practice.

10. Facilitating reflective practice through teaching portfolios

Instead of calling for specific TEP design, many researchers (Copland et al., 2009; Cotterill et al., 2010; Jarvis, 1992; Orlova, 2009; and Zeichner & Ray, 2001) propose that specific artifacts of reflective development to be included in programme orientation such as diaries or journals, portfolios, seminars, post-observation feedback meetings, video- tapes, and recently blogs and e-portfolios which provide opportunities to document practice and promote reflection. This yields further chances for the analysis of aspects of teaching, and plans for future actions.

Reflective practice requires from teachers to express their own personal philosophy of teaching. This can be possible through developing a teaching portfolio. The latter provides a whole section for self-reflection, and preparing it enables pre-service teachers to showcase their abilities to be a reflective teacher (Seldin, 1997). The statement of the philosophy of teaching is a reflective writing about the teacher's principle beliefs and responsibilities or philosophies that guide his/her own teaching and learning.

The acts of looking objectively at teaching and reflecting critically on experiences could be achieved through such sources as reflective journals, learning logs, lesson reports, autobiographies, collaborative dairy keeping, audio and video recording,

teacher narratives, portfolios, observation and action research (Richards & Lockhart, 1994). Each could help teachers develop a better understanding of themselves as teachers and of how they develop themselves in their own T/L contexts.

From the literature, ''the term 'reflective teaching portfolio' carries a generalized sense of a collection of artifacts, selected to represent daily teaching practice and accompanied by analytic and evaluative comments by the teacher herself or himself." (Berrill and Whalen, 2007, p. 872). Portfolios in TEP provide the opportunity for pre-service teachers to include specific examples of teaching and learning with accompanying analytical comments about its entries used mainly for teacher assessment. "Teaching portfolios may speak to 'reflection-in-action' but they, themselves, constitute 'reflection-on-action'" (ibid, p. 870). Reflective teaching portfolios are seen as a way to enhance the authenticity of teacher appraisal, by giving teachers an opportunity to add other kinds of evidence to what was typically appraisal based on limited criteria such as a single classroom observation (Seldin, 2000; Shulman, 1998).

In developing the ability to be critically reflective, Walkington et al. (2001, p. 347) advocate that teachers can begin by writing reflective portfolio entries, which should contain a number of parts:

(1) Reflections on teaching philosophy (What do I think good teaching is? What do I think that?).

(2) Teaching objectives (What do I think should happen as a result of my teaching?).

(3) Teaching methodology (What do I think are the best ways for me to achieve the objectives? Why do I think that? How do I know that I have reached them?).

(4) Finding a match between philosophy and practice articulated in the above points.

Conclusion

As is evident in research and theory, reflection is a critical piece in effective teaching and teachers' learning. This chapter provided a detailed vision of what reflection is, how it contributes to teaching, and how it can be achieved. We have seen that reflection depends in large part on the activities in which it takes place, and we have learned that teachers' perspectives lend credence and insight to the value of reflection in their work. We have also seen that teachers who are reflective and who act to improve their teaching on the basis of their insights become master teachers who mentor and lead others. The act of becoming insightful helps teachers become more mindful of the way they challenge students and arrange their instructional environments.

This overview of reflection lays the groundwork for understanding and promoting reflection in the daily lives of pre-service teachers through the use of portfolios, our following topic.

CHAPTER TWO

Portfolios as a Reflective Tool in Teacher Education

"Beginning teachers seeking ways of pursuing and documenting improvement will find portfolios advantageous, chiefly because they are living documents … continually reflecting on one's teaching."

(Zubizarreta, 1994, p.325)

OUTLINE

Introduction

To emphasise on teaching practice, attention has been shifted to documenting teaching practices and to improving fundamental issues of practice. This movement to emphasise on teaching practice has motivated higher education to search ways to document, to improve, and to reward teaching. This focus on classroom teaching has contributed to the growth of the teaching portfolio. The concept of the teaching portfolio has been borrowed from other professions like arts, architecture, and photography and adapted to higher education. This concept appeared in Canada aiming to improve the body of evidence about teaching. However, portfolios are recently used as alternative performance assessment tool of pre-service teachers aimed at enhancing T/L. This chapter contains a review of the teaching portfolio in teacher education, a discussion of the different types and functions as described in the literature. Research findings on the purposes and effectiveness of the teaching portfolio are reviewed in the next section. The last sections thoroughly review its importance and relevance as an assessment and reflective tool in teacher education.

1. What is a teaching portfolio?

As a general definition, a portfolio is a collection of materials that represents the various aspects of a person's work. Teaching portfolios, used also as learning portfolios (Wolf & Dietz, 1998), are perceived to be consistent with the new models of professional development for in-service teachers.

Typically, this collection of materials for teachers includes a representative sampling of course documents and student work, as well as items that speak to the teacher's

effectiveness. Such items might include student ratings (end of course evaluations), classroom observations, or reviews by a mentor or colleague. A teaching portfolio is often framed by a reflective statement in which the teacher speaks about his/her teaching philosophy and practice and on-going development.

Increasingly, portfolios are being presented in electronic formats known as e-portfolios or digital portfolios. The widespread use of the internet has brought many advantages in terms of rapid access and sharing of information and experiences. Since their beginning use for educational purposes in the 1990's, a bulk of research has shown that e-portfolios could enhance language teachers' ICT skills and professional development (Bala et al., 2012 and Hauge, 2006); it could function as a bridge between education and working life and support the formation of the lifelong learning idea in learners (Baris and Tosun, 2011). It may also serve as a suitable assessment tool for pre-service teachers' project-based evaluation (Genc and Tinmaz, 2010). In sum, e-portfolios are considered as important documents that assist pre-service teachers to develop pedagogical and technological skills and abilities.

Moreover, a teaching portfolio documents teacher's evidence of teaching performance collected at different settings throughout the professional career with its potential to allow reflection (Wolf & Dietz, 1998). This kind of portfolio which is also named professional portfolio gives an opportunity for student teachers to exhibit their abilities to teach and serves for developmental assessment of performance; such as teaching methods, teaching materials and evaluations.

Meanwhile, the teaching portfolio combines multiple standpoints: teacher, students, and colleagues or peers. It provides a view of teaching over time, emphasizing a

developmental approach to teaching practice. According to Shulman (1998), a teaching portfolio is the "structured documentary history of a set of coached or mentored acts of teaching, substantiated by samples of student portfolios, and fully realized only through reflective writing, deliberation, and conversation" (p.37). Hence, teaching portfolios can demonstrate student teacher's efforts, progress, and achievement during the course of their pre-service teacher education as well as evidence of self-reflection. It can also facilitate discussion among teacher candidates and with educators.

The purpose of the portfolio is to document growth in the acquisition of knowledge and/or to show increased proficiency (skills) in a particular area over a period of time. The teacher candidate is responsible for developing a portfolio because he must exhibit pedagogical knowledge and teaching skills. It is thought that portfolios stimulate teachers to think more carefully about their teaching and subject matter (Darling-Hammond and Snyder, 2000), raise teachers' self-confidence, regulate classroom performances, and make teachers aware about being a professional (Moss, Schutz and Collins, 1998). Thus, an important outcome of portfolio assessment is that faculty members find that the process of collecting materials and crafting their portfolios helps them learn about themselves and their teaching (self-assessment). In pre-service teacher education programmes; however, the teaching portfolio offers opportunities for student teachers' experiences, thoughts, actions, and consequent learning about teaching to be recorded.

In sum, Wolf & Dietz (1998) identify five essential characteristics elaborated from their definition of a teaching portfolio: (a) is structured and purposeful; (b) shows

teaching and learning across contexts and over time; (c) is reflective; (d) is collaborative; and (e) should ultimately advance teacher and student learning.

2. Types and functions of portfolios

In reviewing portfolios in teacher education programmes, three types have been used: process, product, and showcase portfolios (Smith & Tillema, 2003; Wolf & Diez, 1998; Zeichner & Wray, 2001; and Wray, 2007). Each type of portfolio leads toward a specific purpose, content, and audience.

The process (also working, learning, or formative) portfolio, according to Zeichner and Wray (ibid), shows a person's performance over a period of time. Process portfolios are often larger than other types of portfolios because they contain many artifacts that teachers carefully select to portray their professional growth over time (Diamond, 1995; Hurst, Wilson, & Cramer, 1998; Riggs & Sandlin, 2000). Process portfolios provide teachers with an opportunity to explore, extend, and reflect in their own learning. In teacher education programmes, this type of portfolio is often used to document pre-service teachers' growth and development throughout the duration of their programme (Zeichner & Wray, 2001). Because the purpose of process portfolios is to show the pre-service teachers' growth and development, portfolios are developed progressively throughout their training and the main audiences are the pre-service teachers themselves and their mentors.

The product (also assessment or summative) portfolio, according to Zeichner and Wray (ibid) is a specific collection of evidence developed over a short period of time to meet a desired outcome. Wolf (1996) defines it as a "selective collection of teachers'

work and standardized assessment....The primary purpose of this type of portfolio is to evaluate teacher performance for certification licensure or professional advancement" (p. 34). Hence, what pre-service teachers have learned at a specific time or with a particular learning task is presented in product portfolios. It is in fact a summative documentation that includes pre-service teachers' focused work centred on finished products. For this purpose, product portfolios are useful in assessing pre-service teachers' achievement and development within a TEP.

Like a product portfolio, the employment (showcase, marketing, or presentation) portfolio is a set of the person's best works. However, the purpose of employment portfolios is not for evaluation but rather sharing in job interviews or a presentation (Wolf, ibid). According to Wolf, employment portfolios "are intended to establish a teacher's suitability for a specific professional position" (ibid, p.35). The purpose of this type of portfolios is then to gain a job. When pre-service teachers look for a teaching job, using their portfolios they have developed, they can demonstrate to their employers their professional competencies.

Foote and Vermette highlight the importance of portfolios for pre-service teacher education:

> The function of the pre-service teaching portfolio is highly influenced by the stage of teacher preparation of the student. As the pre-service teacher nears graduation the portfolio necessary takes on an employment function. It is the goal of the student at this level to secure a teaching position. The student who is embarking upon student teaching must demonstrate the skills and abilities to take on this new challenge. (2001, p. 32)

Portfolios are one of the most adaptable tools currently available to educators around the world. They have been utilized in many educational contexts, but their definitions and ways of implementation seem to vary depending on their purposes: (a) for assessment or instructional purposes (e.g., Danielson and Abrutyn, 1997; Wolf (1996), (b) for teacher education (e.g., Shulman, 1998; Zeichner & Wray, 2001), and (c) for learner training (e.g., Russel & Butcher, 1997; Wray, 2007).

2.1. Learning Portfolio

As a general definition a portfolio includes sample works that the student has done; and as the student learns new concepts his/her portfolio extends. "A student portfolio is a carefully selected collection of student work that provides clear evidence to the student, parent, and other educators of the student's knowledge, skills, strategies, grasp of concepts, attitudes, and achievement in a given area or areas over a specific time period" (Vizyak, 1996 cited in Ocak & Ulu, 2009, p. 28). From what is described in the literature, a learning portfolio exhibits the student's best work, growth, and achievements in different areas of the curriculum. This evidence includes evidence of a student's self-reflection, student participation in selecting contents, criteria for selection, and criteria for judging merits. Teaching portfolios function as showcases of student learning, as Russell and Butcher (1997, p.3) state:

> As a perspective over time during a course or curriculum, portfolios pull together a lot of information and artifacts. These materials lend themselves to formative evaluation and revision. Portfolios have the added advantages of allowing students to organize their knowledge, skills, and materials, to develop an in-depth understanding of the

content, and to show peers and professionals what they have learned and can do.

As mentioned above, using portfolios supports the students in many areas during the process of learning. They show their growth in knowledge in a specific content area over time which enables them to self-evaluate.

Nevertheless, Davis & Osborn (2003) believe that students in a language education methodology course should develop a task-based portfolio gauging their learning accomplishments and growth; and which brings out both their learning skills and reflective practice. However, this learning portfolio can be used by teachers of foreign language methods as an assessment tool for their student's learning; stressing in the evaluation of the portfolio both the process, the product, or both. They continue to explain that "Process-oriented grading could include as a rationale the possibility of future development of the portfolio, inculcating a sense of on-going professional development and individual renewal. Product grading could focus on the portfolio as a job interview tool or as a closure activity for the course." (ibid, p. xiv). Undoubtedly, used in TE, portfolios are advocated for accreditation purposes because they showcase student teachers' acquired skills for both professional success and career preparation.

2.2. Professional Portfolio

Shulman (1998) raises the point that while student portfolios have been chiefly used to assess student performance, recently portfolios relevant to the teaching profession are attracting significant attention of almost all educators, and from that time the terms professional portfolios and teaching portfolios are used interchangeably. Shulman (ibid) defines them as follows: "A [professional] portfolio is the structured,

documentary history of a set of coached or mentored acts of teaching, substantiated by samples of student portfolios, and fully realized only through reflective writing, deliberation, and conversation." (p. 37)

Seldin (1997), another prominent figure conducting research on teaching portfolios, defines the professional portfolio as:

> a factual description of a professor's teaching strengths and accomplishments. It includes documents and materials which collectively suggest the scope and quality of a professor's teaching performance. It is to teaching what lists of publications, grants, and honors are to research and scholarship. (p. 2)

Moreover, Davis & Osborn describe a teaching portfolio for language teachers as:

> a carefully selected collection of documents related to one's teaching practice, used in conjunction with applicable theory and purposeful reflection on classroom experiences as a catalyst for conversations about both the details of and the improvement of one's teaching. (op.cit, p.4)

Yet, despite the numerous offered definitions of the TP, the systematic focus is not only on learning skills and professional development but also on developing reflective learning strategies and reflective practice. Several scholars have investigated the uses and effectiveness of keeping a portfolio. Lyons's (1998) longitudinal study on pre-service teacher's portfolio development for instance, reveals that their portfolios enable reflective teaching practice processes to develop and foster their awareness of teaching and learning. More importantly, Zeichner and Wray (2001) argue that several studies on teaching portfolios report relationships between portfolios and pre-service teachers' reflective practice without studying the nature and quality of this reflection.

However, in order to be well adopted during pre-service teachers' teaching practice, Foote and Vermette (2001) emphasise the need for educators to give a delineating rationale for using the portfolio during the introductory level courses where it can have a learning function based on the constructivist perspective of learning. "Pre-service teachers need to understand how to organize it, and most importantly they need to practice the reflection process" (p. 33). They argue that initiating the portfolio process in introductory education courses is more liable to "instill a reflective practitioner orientation and learning goal" (p.36) in pre-service teachers. To reinforce this process they add that the use of reflection process in the introductory portfolio makes it a tool for life-long learning and professional development. They admit the importance of field experiences because they provide the basis for making authentic connections between theory and the profession of teaching or practice.

In sum, the following figure summarises both the potential and pitfalls of teaching portfolios that have been documented by Wright, Knight and Pomerleau (1999, p. 93) as innovative tools in higher education.

Strengths	Problems
Provide a tool for reflection on teaching	Resistance, especially from tenured, mind-career faculty
Improve teaching performance	Burdensome and time consuming to create
Provide information for teaching awards	Marginalized by low status of teaching compared to research
Maintain a record of teaching accomplishments	Incompatible with higher education systems facing intensification and overload
Promote pride in the work of teaching	Difficult to assess
Provide a context for career planning	Difficult to introduce universally with success
Are a source of information for present and prospective employers	Promotion, tenure, and review committees may fail to give proper weight to portfolios
Can provide a model for junior faculty	Faculty resistance to overt 'self-promotion'
Extracts can be shared with students to make teaching goals and processes explicit	Recording teaching accomplishment has low priority
Support mentoring	Faculty lack training and socialization into the habit of tracking teaching activities
Encourage the establishment of effective criteria for teaching	Current full professors were not obligated to present a portfolio to achieve the rank
Encourage esteem for teaching, giving it attention and a voice	
Provide a better basis for dialogue on teaching	

Table 3: Claimed strengths of and problems with teaching portfolios

3. Components of the portfolio

Most researchers believe that a portfolio should include not only what teachers say about their teaching but what they actually do (Edgerton, Hutchings and Quinlan, 1991 cited in Centra, 1994). In this sense, they mean that the portfolio should be reflective and echo what teachers were thinking when they made classroom decisions. Although the portfolio contents vary depending upon the purpose, the main important elements in the teaching portfolios are a compilation of artifacts and reflections. In sum, a sound

portfolio balances 1) materials from oneself, 2) materials from others, and 3) products of student learning.

However, Garman & Piantanida (1991) report that individual student teachers must be responsible for the choice of the items to be included in the portfolio as it is through these decisions that reflection on practice will be enhanced (cited in Loughran & Carrigan, 1995) in order to gain a better understanding and control of their teaching practice. For this reason, Loughran & Carrigan (ibid) view the portfolio to include two components, a *process* and a *product*.

> **The process** is derived from ... teaching and learning experiences, and presentations that the student teachers are involved in during the year.
> **The products** are the individual portfolio items that student teachers produce to represent their understanding of these experiences. (Emphasis added, p. 567)

In this sense, the process of creating the portfolio involves both learning about learning and learning about teaching. It appears in the course of the student teachers day-to-day experiences in learning and teaching.

Wolf (1996) proposes an outline of the teaching portfolio that extends from the starting component part, including teaching philosophy and goals to the closing entry which comprises evidence of growing professional development and formal assessment. The specific list of contents of a teaching portfolio, as Wolf shows, differs according to both its purpose and context although some key elements are common in most cases. Seldin (1997) recommends that portfolios include the following information when developed for personnel evaluations (i.e., annual review, tenure, promotion, and post tenure review) (p. 9):

1. Teaching responsibilities

2. Statement of teaching philosophy

3. Teaching methods, strategies, objectives

4. Student ratings on summative questions

5. Colleague evaluations from those who have observed classroom teaching or reviewed teaching materials

6. Statement by the department chair assessing the professor's teaching contribution

7. Detailed, representative course syllabi

8. Products of teaching (evidence of student learning)

9. Teaching awards and recognition

10. Teaching goals: short-term and long-term

11. Appendices

When constructing portfolios for improvement purposes, Seldin deletes items 4, 5, 6, and 7 from the evaluation portfolio and adds three items: "Description of course materials (syllabi, handouts, assignments)"; "Efforts to improve teaching (a) conferences/ workshops attended; (b) curricular revisions; (c) innovations in teaching"; and "student ratings on diagnostic questions." (pp. 8-9)

Moreover, Seldin (2000) says that portfolios should be no longer than eight to ten pages, but he also stresses the importance of an appendix (of unspecified length) to support the portfolio's claims. He further emphasises that:

> Since portfolios are highly personalized products, no two are exactly
> alike. Both content and organization vary from one faculty member to
> another. The items chosen for the portfolio depend on the purpose for

which the portfolio is prepared as well as the discipline and teaching style of the faculty member. But from personal review of more than five hundred portfolios prepared by professors in different academic disciplines and institutions, I can say that certain items turn up in portfolios with much more frequency than others. (p. 26)

One item that should not be overlooked in the portfolio sections is reflective commentaries about pre-service teacher's teaching practice and context. This section depicts trainees' thinking in action. All in all, the structure of the pre-service teacher's portfolio should demonstrate meaningful learning experience with reflective statements of his or her own development over time. Doolittle (1994 cited in Bataineh et al. 2007, p. 438) suggests a list of items for possible inclusion in student teacher's portfolio:

- Documentation of one's history (e.g., personal background, curriculum vitae and a statement of purpose).

- Class description (e.g., time, grade and content).

- Written examinations. A personal statement of teaching philosophy, ethics and goals.

- Documentation of effort to improve one's teaching (e.g., seminars, training programs, and conventions).

- Supervisors' feedback and observation records.

- Graded pupils work (e.g., tests, quizzes and class projects).

- Video/audio tapes of class sessions.

- Self-evaluations and reflections on teaching.

- Reflective documentation and analysis of one's learning.

- Photographs of major projects (e.g., bulletin boards, chalkboards, or other projects).

Accordingly, regardless of whether one uses the portfolio for instructional improvement or evaluation, Seldin (1997) advises teachers who are developing their portfolios to work with a mentor, who is experienced in portfolio construction, to reach the maximum benefits from assembling a portfolio.

3.1. Artifacts related to teaching practice

Artifacts are simply the items to be chosen to include in the portfolio. A definition may help clarify the importance of the documents or artifacts included in the portfolio. *Webster's Encyclopedic Unabridged Dictionary of the English Language* (1996) defines an artifact as "any object made by human beings, esp. with a view to subsequent use" or "observation or result arising from preparatory or investigative procedures" (p. 119). Teaching artifacts in this sense are tools or documentation of teaching; they comprise all instructional materials used to assist student learning. As Campbell, et al. (2000, p. 13) put in a clear statement: "Artifacts are tangible evidence that indicate a pre-service teacher attainment of knowledge, skills and dispositions and the ability to apply understandings to complex tasks." During practice teaching, pre-service teachers are required to complete various assignments which can be included as professional teaching portfolio artifacts.

The portfolio documentation should vary and be balanced between the amount of documents produced by teachers and those made by others like supervisors, colleagues, and even students to back up their statements. In order to show their skills, candidates may add student s' work, audiotapes, grids, collages, different writing genres, or charts.

An explanatory rationale in the form of questions or a narrative answer to questions can go along with each artifact in the portfolio (Davis & Osborn, 2003; Wray, 2007). Freidus (1998, p. 53) proposes some questions that a pre-service teacher can pose in his teaching practice which may bring forth reflective thinking:

- What have I learned from the experiences represented by this artifact?

- How does this artifact represent my personal and professional values?

- What implications does this artifact have for my classroom practice?

Freidus (ibid) in her programme designed for teacher candidates' portfolios reports the process through which candidates select portfolio sections to involve substantial theoretical thinking. For this reason, she expects her candidates to include artifacts that express or stand for their knowledge of theoretical background and practice including educational philosophy, social learning theories, heart of education, cognitive development, and curriculum. They should then make associations between the artifacts and reflect upon them, along with personal and theoretical standpoint examination of these portfolios. The final stage in the process represents showcasing the portfolio in public. This presentation sets the ground for an assessment of teaching readiness in several universities (Dollase, 1998).

Accordingly, a portfolio may include evidence that depart from a prescribed restricted set of specific samples of teachers' work to an eclectic collection of artifacts (Tigelaar et al., 2005). Although portfolio makers should have an idea of what is expected of them, instructions should not prevent them from pursuing personal learning goals. Hence, they should carefully create a balance between prescribed evidence of the portfolio and eclectic ones. Applicable theory and purposeful reflection on classroom

experiences is another crucial artifact needed in a portfolio. This latter is believed to be a way that teachers can exhibit professionalism and their theoretical and academic knowledge.

A teaching portfolio includes one of the most important documents; a statement of personal philosophy of teaching that should indicate the way language teachers figure out to combine in a classroom setting philosophies such as language learning theory, child development, educational theory, and methods to teach the language (Davis & Osborn, 2003).

Still another important document recommended for portfolios is the resume or autobiography. It is a fundamental document for a professional portfolio. It is a summary of the candidate's educational background, teaching skills and accomplishments often prepared by an applicant for a position. Davis & Osborn (ibid) note that experienced teachers have the possibility to include their development experiences, workshops, opportunities to develop curriculum, and activities that illustrate their commitment to the profession. Also, it includes a section with personal contact information, including full name, mailing address, telephone or cell phone number, and e-mail address, and samples of student work, lesson plans, activities, assessments, videos and creative teaching projects that teachers have used in the classroom.

All the artifacts included, maintains Lyons (1998), should present a teacher's understanding of the following: subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge. This knowledge with all its types allows teachers to assist students' understanding of the subject matter since issues about child

development and learning strategy instruction spring from pedagogical content knowledge.

3.2. Reflective commentaries

Reflection is also considered an important theoretical element of the portfolio[1]. Many statements have been made regarding the potential of portfolios to promote reflective teaching practices. For example, Wolf & Dietz (1998, p.14) sustain that "More than anything else, the portfolio process should inspire reflection". Foot and Vermette (2001) believe that through the process of reflection, the portfolio is considered not simply a collection of artifacts but also a tool for life-long learning and professional development. Several recent studies noted previously in chapter one have also provided evidence that portfolios offer a vehicle for reflective thinking and professional development of teachers. Cochran-Smith and Lytle (2001) suggest that teacher education programmes should no longer focus on training pre-service teachers to teach, but rather to educate them to "learn to teach" through practicing teaching and reflection. Also, Reagan, Case, and Brubacher (2000) believe that the reflective teacher must have a broad knowledge of the subject matter to be taught, pedagogical and theoretical decisions, characteristics of different students, and the context limitations in the classroom, school and society in which they work. (p. 25)

Using portfolios allow pre-service teachers to promote and document reflective practice. Pre-service teachers can reflect upon various artifacts to examine what they have learned. Moreover, they can arrange a dialogue with others by sharing their

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[1] A great deal of reflection is developed in chapter one.

portfolios to promote their reflective thinking. As a result, portfolios help pre-service teachers become reflective practitioners.

4. Portfolio process in Teacher Education

In particular, the portfolio process as believed by Shulman (1998, p. 24) is a theoretical activity. Teachers in their education programme are generally involved in designing, organizing, or creating a sample, a plan, or a model for a teaching portfolio in which each substantial section is the result of a theory of teaching. Also, the act of self-evaluating the quality of the selected documents and of the whole portfolio, or reflecting upon them is considered as a theoretical act. Dewey (1938) likewise asserts that theoretical knowledge is gained through participating in educational experiences and that new knowledge is the result when learners build on their prior knowledge and experience. Alternatively, Davis & Osborn note that:

> the portfolio can be represented with the metaphor of a bridge between personal, academic, and professional knowledge in the open-ended process that occurs when teacher candidates revisit their prior knowledge and construct new knowledge from the experiences they gain in their preparation programs (2003, p.15).

Furthermore, sociocultural learning and metacognition are two important abilities developed from the portfolio process. Within teacher education programme, learning is situated within: the community of practice and interpersonal interaction. On the one hand, Dewey's and Vygotsky's theories stress that learning occurs not as an isolated action because of this the individual cannot learn without the social world. For Dewey (ibid), learning is not knowledge acquisition but social experience which is participating

in activities. From Vygotsky's (1978) point of view, learning is inherently sociocultural (i.e., rooted in society and culture). In that, the external world (tools and signs) influences our understanding of the activities in which we participate. In sum, learning is a way of making meaning through participating in a community with others to understand and who we are within that community.

On the other hand, Dewey believes that interpersonal interaction is a necessary aspect of experience. Thereby, learning is a social interaction involving people and the environment. Vygotsky's theory of ZPD (the Zone of Proximal Development) implies that learning is embedded in interpersonal interactions. That is, learning involves interaction between novices (learners) and more capable and knowledgeable individuals within sociocultural activities. In teacher education, however, during workshop sessions, supervisors (mentors) and mentees share experiences and interact since learning is a social process. Freidus (1998) and Shulman (1998) insist on the fact that during portfolio process, mutual mentoring artifacts should be incorporated.

Nevertheless, through metacognition, pre-service teachers are able to examine critically what they believe and value in their practices to become reflective teachers. From the portfolio process, they learn to mentor themselves and regulate their own learning. Hence, the essential goal in TEP is to develop the ability of pre-service teachers to grow professionally.

Overall, Reed & Johnson (2000) report four overlapping theoretical perspectives relevant to portfolio process in a teacher development context including constructivist pedagogy, Vygotskian notions of socially constructed learning, metacognition, and reflective teaching.

5. Audience for teachers' portfolios

"A teaching portfolio should be more than a miscellaneous collection of artifacts or an extended list of professional activities, but rather it thoughtfully document a set of accomplishments attained over an extended period with the company of a mentor or a colleague." (Wolf, 1996, p. 34) As developed earlier in this chapter, the portfolio process requires selecting and assembling documents and artifacts that show the pre-service personal growth and professional learning, as well as reflecting upon them collaboratively. Mentors, peers, and school administrators will guide teacher candidates throughout the process of portfolio development.

5.1. Mentors

The chief audience for a teacher portfolio is the candidate himself who develops the portfolio. Pre-service teachers can document their teaching experiences and reflect upon them; as well as share their work and provide opportunities for mentoring and peer interactions. For Morehead, Lyman, and Foyle (2009), "The mentor helps ensure a positive student teaching experience by developing an affirmative professional relationship, supervising the intern's work competency, and evaluating progress." (p.21) This implies that mentors during the practical training experience provide opportunities for trainees to succeed besides developing their own skills.

Mentors, as support providers, have an important role in providing guidance, support, and feedback for pre-service teachers. In seminar sessions, portfolios play an important role in the assessment of the teacher candidate's performance during practical teaching

and provide a great opportunity for mentors to evaluate the readiness of these teachers to enter the workplace.

5.2. Peers

The collaborative nature of teaching portfolios yields more communication of the teaching practice and learning process with educational peers (Wolf & Dietz, 1998). Through portfolio development and seminars, student teachers can model the behaviour of their peers and their teacher's good teaching practices, besides developing communication skills. Alternatively, Loughran & Corrigan (1995) uses a questionnaire to assess pre-service teachers' views about the usefulness of teaching portfolios. The candidates in their study reported that portfolios assisted them better understand and explain their teaching. In this case, constructing portfolios enables pre-service teachers to talk to others and is very important for demonstrating knowledge of teaching and the application of learning.

5.3. School principals

Teaching portfolios can also assist school principals with employment decisions concerning the selection of teachers for hiring purposes. Similar to the role of the mentor, school principals can provide feedback for student teachers' performances through observation and interview based on the candidate's portfolio for potential teaching positions in the school. Zubizarreta (1994) adds that they also help principals by giving them an assessment tool to evaluate teaching performances. The portfolio can be used to identify teacher's content knowledge, classroom management practices, and levels of professional motivation.

6. Purposes of the portfolio

Teachers are becoming facilitator in the classrooms and students become the constructor of their knowledge. However, several assessment methods have been established in order for assessment to be meaningful, authentic and challenging to students (Tigelaar et al., 2005). Portfolio which is one of the ways to evaluate the students' performance during the learning process, gives a great opportunity for teachers to evaluate their students' progress and to see their works.

Accordingly, many educators, reports Stecher (2004, p. 199), acknowledge that assessment portfolios can provide four-fold purposes which may alter the way they are organised and implemented: 1) "portfolios can encourage student reflection and self-evaluation". In that, through portfolios, student teachers can self-regulate their own learning and can develop their abilities to self-evaluate their progress. 2) "Portfolios can be used to help teachers monitor student learning, diagnose their strengths and weaknesses, and plan better instruction". The portfolio is rather used for the appraisal of the acquisition of the teaching skills and the provision of planned feedback and reinforcement. 3) "Portfolios can encourage curriculum change". Assessment portfolios are used to ensure that teachers' classroom materials, procedures, and management are well considered to become the basis for curriculum planning and implementation. 4) "Portfolio assessments can be used as a basis for system wide accountability". They also provide accurate evidence about student outcomes than other tests.

Another study developed by Ocak and Ulu (2009) shows that preparation of portfolio helps students improve their critical thinking skills, understand their strengths

and limitations, improve communication between teachers and parents, and involve in the assessment of their work.

However, as advanced by Song and August (2002, p.51), portfolio assessment has many disadvantages "[it] is inevitably labor intensive, requiring a significant amount of time from instructors." Besides, they quoted the work of Brown and Hudson (1998) who point five disadvantages of using portfolio assessment: the issue of design decision, logistics, interpretation, reliability and validity, and they mainly emphasise on the assessment's time-consuming nature and the issue of reliability and validity (ibid). In fact, for many educators, the issue of reliability and validity remains unresolved.

Furthermore, in the debate of reliability and validity, there are conflicting perspectives on the role of psychometric standards and standardization. Huot and Williamson (1997) believe that portfolio assessment is a viable alternative since it resists standardization, and that reliability and validity are undesirable factors in evaluation from a narrow psychometric sense. Others sustain that they are necessary and must be established "if portfolio-based assessments are to grow and to replace less satisfactory ones" (Hamp-Lyons and Condon, 2000, p. 136).

Meanwhile, Hirvela and Sweetland in their article raise the importance of portfolios in L2 writing instruction and assessment when quoting the opinion of Belanoff and Dickson (1991), "portfolio assessment alone builds a textured, multi-layered, focused measure of the writing ability students can demonstrate when given time to revise papers, and portfolio assessment alone can map the process students go through as they write" (Qtd in 2005, p. 193). Moreover, Hamp-Lyons and Condon (ibid) note that while portfolios place value in student differences in writing, they also "provide 'footprints'

that show students' achievements or competencies at a particular time, and portfolios act as a trace of a student's progress from one testing occasion to the next" (p. 137). Huot adds that "Of all writing assessments used in and out of the classroom, none has generated more interest and enthusiasm among writing teachers than the portfolio." (1994, p. 71).

Along many years, educators around the world have enthusiastically embraced the use of portfolios for student assessment (Derradji, 2005; Dysthe, Engelsen, and Lima, 2007; Ocak & Ulu, 2009; Paris & Ayres, 1994; Song & August, 2002). Portfolios have been used by students at all grade levels from kindergarten through university and in core academic subjects as well as performing arts and vocational skills. Some of the enthusiasm for portfolios is due to their broad and adaptable applications to diverse subjects; however, some is due to teachers taking control of their own assessments and seeing the benefits directly in their students. "Portfolios have been endorsed because they offer viable alternatives, or at least meaningful supplements, to traditional testing, and because portfolios can foster self-regulated learning in ways that testing cannot." (Paris and Ayres, ibid, p.67)

Portfolios offer a concrete way for students to learn to value their own work if they are responsible for artifacts selection. In fact, a wide variety of representative work samples in the portfolios will allow students to see their progress from first to final drafts and from journal entries early in the year to late in the year, and to see their positive as well as inappropriate attitudes and strategies. Tummons (2005) suggests that the portfolio for Master Level students "will encourage self-assessment and reflection: by analysing and reviewing the material, the student [sic] can revisit their experiences"

(cited in Denby et al., 2008, p.122). The portfolio's main advantage, Denby et al. continue to argue, is to assist the educators develop from different portfolio artifacts incorporating theory and practice a reflective practitioner by unifying perceptions.

An important reason for keeping a teaching portfolio is to analyse what student teachers had learned during teacher education and to develop their perspectives about teaching and learning and reflect upon them after licensing. Zubizarreta (1994, p.325) acknowledges that:

> Beginning teachers seeking ways of pursuing and documenting improvement will find portfolios advantageous, chiefly because they are living documents that chart instructors' developing responsibilities and other dimensions of teaching. As new items are added, old ones are removed; as old goals are achieved, new ones are added. Keeping a portfolio current becomes a process of continually reflecting on one's teaching.

Wray (2007) cites the main areas proposed by Wolf (1994) that affect the impact of teaching portfolios on teacher learning and development: (1) the portfolio development process, (2) opportunities for mentoring and collaboration, and (3) the quality of feedback on the completed portfolio. The quality of both learning and teaching is a matter of international concern. Portfolios are a response to provide an evidence of learning and teaching effectiveness.

As mentioned by Wolf, "it is important to remember that the objective is not to create outstanding portfolios, but rather to cultivate outstanding teaching and learning." (1996, p.37) Hence, there is no such thing as the 'perfect portfolio', but there are some guidelines for quality and usefulness.

7. Assessing teaching portfolios

According to Martin-Kniep (1999), teachers' content knowledge can be assessed by examining tests, professional papers, or teacher-developed curriculum units and accompanying student assessments. Teachers' pedagogical content and instructional strategies can be appraised by observing their lessons. Moreover, the resources teachers use with students can be gathered and examined as assessment repertoire. The following figure sums up the different assessment types, focus, and their characteristics.

Balanced Assessment		
Type of Assessment	**Focus**	**Features**
Traditional	• Knowledge • Curriculum • Skills	Classroom assessments • Tests • Quizzes • Assignments Standardized tests • Norm-referenced • Criterion-referenced
Portfolio	• Process • Product • Growth	• Growth and development • Reflection • Goal setting • Self-evaluation
Performance	• Standards • Application • Transfer	• Collaboration • Tasks • Criteria • Rubrics • Examination of student work

Table 4: Types of assessment (Belgrad, Burke and Fogarty; 2008, p. xvii)

For this reason, teaching portfolios can serve both formative and summative purposes. On the one hand, in case they are used formatively, the artifacts could facilitate self-analysis and improvement by capturing over time the teachers'

descriptions of what they did in various courses and their reflections on their actions. So any peers' or mentor's feedback would rather function as a constructive suggestion. On the other hand, the portfolio can be summative if the views about what teachers have said and presented are not only necessary, but may change the contents of the portfolio (Centra, 1994).

Riggs and Sandlin (2000, p. 22) in pointing the importance of teaching portfolios for professional growth claim that when portfolios are associated to specific standards, for example the California *Standards for the Teaching Profession* (CSTP) and competencies for teachers, they can accomplish the following:

- Formative assessment. The portfolio serves as a tool to identify the teacher's areas of professional strength and areas of need. The teacher works with those responsible for his or her support (mentors, colleagues, etc.) to review the artifacts in the portfolio and create a professional development plan for building on strengths and addressing weaknesses identified during the review conversations.

- Summative assessment. The portfolio developed during the formative stage becomes part of the formal performance evaluation process. The evidence provided by the artifacts and the dialogue the artifacts stimulate serve to inform the summative decisions of evaluation (retention, plan of assistance, promotion, non-renewal).

- Self-assessment. The process of compiling a portfolio of teaching practice composed of artifacts representative of skill and knowledge demonstration affords a natural opportunity for ongoing self-assessment. Teachers learn and

grow from the personal analysis and insight they derive from thinking about and reflecting on their teaching.

Unlike traditional generalised paper-and-pencil tests, portfolio assessment provides evidence of the candidates' skills development associated to their teaching objectives through artifact collection (O'Malley & Pierce, 1996). We agree with Wolf (1996) that portfolios besides being an effective tool for assessing teaching quality, they yield self-reflection and peer interactions based on instances of their own teaching and demonstrate readiness to teach .

Nevertheless, Mckinney (1998) argues that "… well-constructed portfolios may help to capture the complexities of learning, teaching, and learning to teach when used as authentic assessment tools within courses and programs in College of Education." (p. 85). Portfolios are highly effective in process assessment because they require pre-service teachers to reflect on their learning, set new goals, and self-evaluate their progress according to known standards. The type of portfolios developed by pre-service teachers is therefore aligned with assessment function since the student must document attainment of the basic qualifications for beginning student teacher.

8. Advantages of implementing portfolios in Teacher Education

Portfolios are widely implemented in teacher preparation programmes for pre-service teacher evaluation (Dollace, 1998 and Wolf, 1996) in many states in the United States. Martin-Kniep (1999) highlights the importance of keeping a portfolio:

> One reason that teachers benefit from keeping portfolios is that portfolios allow them to take stock of their professional lives. Improving one's teaching requires an ability to capture and reflect

upon a moment that has already gone by. … Because teaching cannot
be stopped as it is happening, portfolios can become a most effective
means by which teachers can examine and improve upon their work
(p. 14).

A portfolio can demonstrate that a teacher possesses certain prerequisite skills
important for a career in the classroom, and these skills can be refined or even redefined
as the teacher learns about this challenging and valuable undertaking we call education.
"In pre-service teacher education programmes [; however,] the teaching portfolio
offers   opportunities   for   student teachers' experiences, thoughts, actions, and
subsequent   learning   about   teaching   to be documented." (Loughran & Corrigan,
1995, p. 565)

Riggs and Sandlin (2000) maintain that unlike classroom observation which is
representative of one moment in time, portfolios "can present a portrait of skill over
time" (p. 24). They are frequently used in the semester immediately preceding student
teaching. Foote and Vermette (2001) call for implementing the process of teaching
portfolios during introductory level education coursework in order "[to instil] a
reflective practitioner orientation and learning goal in teacher candidates." (p.31)

Nevertheless, proponents of portfolio implementation (Barton and Collins, 1993;
Anderson and DeMeulle, 1998) cited by Foote and Vermette (2001) claim that
portfolios enable pre-service teachers to stress the responsibilities and experiences as
practicing professionals and inculcate attitudes of long life learning that focus on
reflective practice. Indeed, teaching portfolios assist pre-service teachers to display their
skills and a philosophy of teaching and learning as well as assess their developing
understanding of teaching and learning. That is, through portfolios, pre-service teachers

present a unique picture of themselves; of who they are, what they have learned, what they can teach, and what they value and believe about teaching.

Wolf establishes a frame of reference for teachers in order to produce effective portfolios:

- Explain your educational philosophy and teaching goals. Describe in broad strokes the key principles that underlie your practice. These principles will help you select goals for your portfolio.
- Choose specific features of your instructional program to document. Collect a wide range of artifacts, and date and annotate them so you will remember important details when assembling the final portfolio. Consider keeping a journal for written reflections on your teaching.
- Collaborate with a mentor and other colleagues. This is an essential, but often overlooked, part of the process.
- Ideally, your mentor will have experience both in teaching and in portfolio construction. And consider meeting at regular intervals to discuss your teaching and your portfolio with a group of colleagues.
- Assemble your portfolio in a form that others can readily examine. While any number of containers will work, the easiest to organize and handle seems to be a loose-leaf notebook.
- Assess the portfolio. Assessment can range from an informal self-assessment to formal scoring by the National Board for Professional Teaching Standards. (1996, p. 36-37)

9. Reflection in the portfolio

In turn, a teaching portfolio provokes reflection on one's personal teaching philosophy and encourages the development of personal teaching goals and objectives.

Such reflection leads to an on-going self-evaluation of one's progress. Findings reveal that the portfolios have prompted professional learning for the student teachers, and that they proved to be productive tools for bridging the gaps between theory and practice in teacher education.

Moreover, several studies among them Loughran & Corrigan (1995) claim that teaching portfolios promote reflective thinking and reflective practice. Reflective practice as developed in chapter one is the "ways in which teachers interrogate their teaching practices, asking questions about their effectiveness about how they might be refined to meet the needs of students" (Lyons, 1998, p. 115).

The teaching portfolio can be a means of promoting teacher growth over time. An effective portfolio process must be planned to span the entire year, connect to support efforts, and promote continuous teacher reflection for growth (Riggs and Sandlin, 2000). In fact, what a teacher knows and is able to do in the classroom should form the basis of teacher evaluation.

We have also seen the specific uses of teaching portfolios; they can be classified as either for evaluation (summative evaluation) or for professional development (formative evaluation) purposes. Widespread adoption of portfolios into practice is largely due to their ability to support a range of processes important in higher education in countries around the world. They (mainly e-portfolios) are characterised by flexibility and ease of use and ability to be adapted to suit a range of applications (Stefani et al., 2007).

Newman (1990), Van Manen (1999) and others make the case that in order to be able to reflect on practice, educators needed to make visible their assumptions and the tacit knowledge of their teaching practice. Multiple reflective tools have been and still are

used to support and guide teachers in making their teaching practice visible both for themselves and for others, including teacher journals, videotapes of classroom practice, and portfolios--described as compilations of evidence of teaching practice (York-Barr et al., 2005).

Recently, more and more publications have appeared on systematic research into the portfolio, but major differences between the objectives and forms of the portfolios that have been studied make it difficult to draw conclusions on the value of the portfolio in general (Zeichner & Wray, 2001).

Conclusion

This chapter emphasises the importance of teaching portfolios, compiled by faculty or pre-service teachers in order to bring valued evidence about teaching skills, quality into the tenure and promotion process. Instead, learning portfolios enable to document a wide range of learning achievements of students. The review of literature suggests that both types are valuable as evidence of promotion and achievement of self-development through the process of reflection that is the main feature of portfolio creation. In fact, developing teaching portfolios can be much more than just assessing trainees' teaching practice to fit fixed standards. They are used by student teachers in pre-service teacher education programme to develop reflective skills of their learning and learning about teaching.

CHAPTER THREE

Teacher Training and Teacher Training School

OUTLINE

Introduction

The conceptual framework underlying teacher training has been based on psychology, epistemology, and widely developed to cover sociological dimension. As in any teacher education institution, student teachers in Algeria follow courses including educational sciences, academic subjects, and teaching methodologies and practices. A

lot of research raised national awareness of the need to improve education and training of our teachers. Schools of education have mounted rigorous standards of admission, specific performance-based exit tests. In common, students follow a programme which includes courses in educational theories and methods, courses on teaching and learning of different subjects, a variety of activities, and a capstone experience of student teaching. First, a brief literature review is introduced on teacher training in general, and teacher training in TTSC in particular. Next, the chapter moves on to discuss the roles performed by the supervisor and training teacher as well as workshops during the PTC. Finally, the chapter concludes with a discussion of the processes of developing the TR and TC and the evaluation of the PTC in bridging the gap between theory and practice

1. The need for teacher training

By the early 1970's in the US, a number of teacher training programmes were experimenting with competency-based training. To complete such a programme, students must master the particular skills required by the programme. They do so in most cases by working with groups of college or high school students. One important goal within language teacher education is *training*. According to Richards and Farrell (2005, p. 3):

> Training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. Often it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concepts and principles as a prerequisite for applying them in the classroom, usually

with supervision, and monitoring and getting feedback from others on one's practice.

Training, in this sense, and mainly pre-service teacher training consists of both theoretical training during which trainees are being exposed to philosophies and theories of learning and teaching, human development, multicultural education, and field experiences which allow trainees to make connections between course work and the practice of teaching. The practical training is considered as the bridge between educational theory and practice. This training, either theoretical or practical, provides the trainee with the necessary abilities, skills and competences to be articulated in the PTC when placed within the school environment in order to be familiar with classroom management, direct teaching situations under the monitoring of skilful trainers. In general, Richards and Farrell (ibid, p. 3) illustrat six training goals for language teachers:

1) Learning how to use effective strategies to open a lesson.

2) Adapting the textbook to match the class.

3) Learning how to use group activities in a lesson.

4) Using effective questioning techniques.

5) Using classroom aids and resources (e.g., video).

6) Using techniques for giving learners feedback on performance.

In traditional teacher education programmes, a student teaching experience of 10 to 16 weeks is the culminating experience, allowing pre-service teachers the opportunity to apply four/five years of learning and training in an actual classroom.

> [This] traditional model for student teaching assumes that university coursework provides the necessary content knowledge and theoretical pedagogical knowledge for teaching and student teaching placement provides a context in which pre-service teachers can practice applying that knowledge under the guidance of cooperating teachers and university supervisors (Kroener- Ekstrand, 1999, p. 1).

There is a general agreement that learning to teach is a lifelong process and that a teacher has to be equipped with sufficient knowledge, skills and awareness in order to carry out his or her job professionally. Magos (2007) points out the contribution of action-research to training teachers emphasising that it can assist both pre-service and in-service teachers to improve their teaching through employing their pedagogical knowledge and self-observation and other-observation in their practice. He concludes that teachers gain ingeniously different theories either in pre-service or in-service which are integrated regularly into their teaching practice. He finds that:

> Taking advantage of action-research in the training process, the teachers are motivated to reflect on their teaching practices and on their communication with their students, to work out possible problems in non-functional relationships and to seek alternative teaching approaches and ways of communication in order to improve the educational practice (Magos, ibid, p.1103).

Teaching experiences have particularly been found to cause the most powerful influence on the development of teachers' sense of efficacy, and this teaching efficacy may be most flexible early in the process of learning to teach due to "stress, commitment to teaching, and satisfaction with mentors support and preparation." (Hoy & Spero, 2005, p. 346). As inserted by Farrell (2003, p. 95), "The transition from the teacher training institution to the secondary school classroom is characterized by a type

of reality shock in which the ideals that were formed during teacher training are replaced by the reality of school life."

In the same vein, the beginning teacher needs help when confronted to the environmental problems linked to the work setting which may cause frustration or problems with classroom management. For this reason, many studies have yielded a list of twelve potential needs of beginning teachers which are helpful to enable beginners transfer the skills learned during TE into the classroom. These needs are stated by Gordon and Maxey (2000, p. 6) as follows:

- Managing the classroom.

- Acquiring information about the school system.

- Obtaining instructional resources and materials.

- Planning, organizing, and managing instruction, as well as other professional responsibilities.

- Assessing students and evaluating student progress.

- Motivating students.

- Using effective teaching methods.

- Dealing with individual students' needs, interests, abilities, and problems.

- Communicating with colleagues, including administrators, supervisors, and other teachers.

- Communicating with parents.

- Adjusting to the teaching environment and role.

- Receiving emotional support.

However, apart from teaching practicum, it is not always possible for pre-service teachers to have sufficient opportunities for practicing teaching prior to their work in a classroom setting. In addition, Cheong (2010) notes that practicing teaching within classroom setting provides opportunities for pre-service teachers to improve their teaching skills as it may conversely lead to unpredicted mistakes which may in return negatively affect students. Thus, users of virtual worlds, as suggested by Cheong could support teaching practice; in that, he finds out that pre-service teachers can practice repeatedly their teaching skills without negative impact to students and also capture their performance to later engage in problem solving about and reflection upon their decisions and performance. In fact, attending lectures about teaching and learning, practicum teaching experiences in classes should be successfully linked so that they build a teacher's self-efficacy, and that pre-service teacher education programme needs to scaffold pre-service teachers before their first authentic experiences of teaching practice.

2. Mission of the Teacher Education Programme

"Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community." ("Teacher Education" Wikipedia) Much of the literature on teacher education conceive that teacher education in general and pre-service teacher education in particular is a vast and complex enterprise. It operates not only for the objective of educating new teachers, but for informing politicians and academics about what they need to know (Russell, 2002).

The main mission of teacher education programme is to prepare teachers who have the pedagogical knowledge and the necessary teaching skills to ensure and support effective teaching and learning environments within their own classrooms. The main objective of language teacher education, in particular, is to prepare the linguistically and pedagogically competent teachers. Sharing the theory and practice, the student teacher must make the connection between the two.

Findings from a research conducted by Fajet et al. (2005, p. 724) on the influence and persistence of pre-service teachers' perceptions about teaching during their apprenticeship advocate that pre-service teachers emphasise most on their personal characteristics (i.e. affective qualities) and less on pedagogical training (i.e. professional competence). In other words, they perceive that teaching involves affective, interpersonal relationships rather than involving a skilful and knowledgeable teacher. So, teacher education programmes should consider courses that will help pre-service teachers reconstruct and modify their preconceived perceptions about teaching.

3. Teacher education goals and outcomes

Freiman-Nemser (1990 cited in Fandiño-Parra, 2011, p. 273-74) proposes five various theoretical positions concerning the goals, the means and the ends of teacher education programme which are considered just as conceptual orientations: (a) personal orientation, which affords primary attention to the teacher as person and learner, and suggests that personal development is a precondition of teaching; (b) critical orientation, which focuses on the habit of questioning assumptions about teaching, learning and knowledge that are taken for granted and highlights the teacher's responsibility to create classrooms that reflect democratic principles; (c) technological orientation, which

stresses scientific knowledge and systematic training; (d) practical orientation, which places emphasis on the "wisdom of practice" and learning from experience; and (e) academic orientation, which not only emphasizes the teacher's role as an intellectual leader and a subject matter specialist, but also highlights the importance of knowing how to transmit knowledge and to develop understanding successfully.

In this case, teacher education programme in general and that of TTSC in particular should be purposeful and designed to meet specific outcomes so that the candidates will be able to know what is expected from them to know and be able to do, i.e., it provides them the theoretical perspectives as well as the practical skills. As for the TTSC, teacher education programme is aimed at acquainting student teachers with both theoretical knowledge they have acquired in their coursework and supported by practical knowledge which is invested into training to be prepared for professional teaching.

However, the research literature on novice teachers is increasing, Ulvik, Smith & Helleve (2009) point out that novice teachers experience positive and challenging experiences which make them more committed or not to teaching. It is a kind of a fight for survival. They emphasise that the first teaching period and its experiences create the factor with the strongest impact on retention and stress the importance of providing beginning teachers with positive entrance into the profession. Wang, Odell & Schwille (2008) support the importance of the first year in shaping teaching patterns and influence retention.

4. Teacher Training School of Constantine: An Overview

The teachers' Training School of Constantine (TTSC) since its establishment by Decree No. 81/254 of 19 September 1981 under the Ministry of Higher Education and

Scientific Research is one of the important schools (with that of Bouzeriaa) in Algeria which provides well trained pre-service teachers of the English language. Along four (B4) and five (B5) years, pre-service teachers have different modules to study. At the end of the training programme, a practical training has to be fulfilled in order to get the licence degree. Zeichner (1992, p. 297) defines practicum as "all varieties of observation and teaching experiences in a pre-service teacher education program: field experiences that precede education course work, early field experiences that are tied to professional courses, and student teaching and internship experiences." In that, practicum is rather involving trainees into a phase of observing the teaching episode of the training teachers before engaging them in actual teaching whereby they are going to apply their theoretical background. When placed in schools for the practicum experience, pre-service teachers are equally led by their supervising teachers. This is the first experience of the pre-service teachers to practice teaching in a real classroom.

5. Phases of the practical training

The organization of most teacher education programme in most education institutions for field experiences includes two phases: field observations including observation and limited participation within a classroom under the supervision of a training teacher; and trainees teaching including a number of sessions teaching in an assigned classroom under the supervision of a training teacher and a supervisor. The practical training which is considered as the first-hand experience for the trainees in the Training School of Constantine consists of three main phases lasting for sixteen weeks.

5.1. Observation phase

The initial field experience is mainly observing experienced teachers. During this phase, teacher trainees are introduced to the profession of teaching. It allows them to be acquainted with classroom environment.

The observation phase is further subdivided into general and specific observation and activity inside the classroom. The former permits the trainees to integrate into the institution's pedagogical activities; making some visits to the institution to know its infrastructure and the internal regulations. This is done through interviewing the principals of the host training school. During this phase, the trainee should show seriousness and regular attendance by signing monitoring or attendance sheet which also should be signed by the training teacher, the principal of the institution, and the supervisor.

Other documents must be filled by the trainees during this phase which are the observation grid as well as the training copybook. In the first document, trainees have to record their observations about:

- Training teacher's animation of the classroom (the warming up).
- Training teacher's lesson presentation and behaviour.
- Training teacher's evaluation of the skills or feedback.

This is mainly accomplished during the remaining two periods of the observation phase. Besides observation, trainees should have weekly working sessions or workshops with their supervisors to exchange reflections and evaluate the observation period, which lasts for four weeks and receive further recommendations from the supervisor. All these should be recorded in the TR and TC. The next phase is the alternate one.

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5.2. Alternate phase

This phase paves the way to the full-time training. Trainees begin to participate in various pedagogical activities such as:

- Preparing in advance the courses scheduled for the day of training. This is done through an extra search on the part of the trainee for the preparation of the courses.

- Preparing teaching cards and lesson plans for all the courses with the help of the training teacher.

- Presenting part of the course alternatively with the other trainees of the same group, and then two or three courses during the whole phase.

- Participating in the development of few classroom assignments.

- Correcting some copies of assignments and written tests or essays...etc.

- Respecting the training teacher's norms for classroom behaviour.

- Supervising pupils during exams, in their individual or group work, and assist them in some cultural activities as exhibitions and different celebrations...etc.

In this phase which lasts nine or ten weeks, trainees are required to fill in their training copybooks and also organize workshops with their supervisors to discuss their reflections and evaluate this phase.

5.3. Full-time phase

During this final phase, trainees will experience two weeks sole teaching. They have to take the full responsibility to prepare, present the different courses and activities or assignments and their evaluation. Along the whole phase trainees are supposed to:

- Prepare previously all the scheduled courses during the day of training from a research on the courses.

- Prepare the teaching cards and lesson plans of these courses.

- Take notes about all observations on the training copybook at the end of the lesson plan.

- Be equipped with all the teaching aids necessary for the presentation of the courses.

- Attend meetings with supervisors and training teachers, and even fellow trainees for evaluation.

- Be responsible for their acts and open to criticism.

Besides these pedagogical activities, trainees at the end of the practical training can check absentees; attend staff and parents' meetings. Here also, trainees are required to hold workshops with their supervisors for further discussion and evaluation of this phase.

Trainees attend schools two days a week, observe classes and meet with Training teachers 3 to 4 times a day between classes or during lunch breaks. The trainees' teaching period consists of two phases: (a) Phase I when they observe the lessons of the Training teacher and (b) Phase II when they teach and Training teachers observe and evaluate their lessons.

After a period of in-service teaching comes the inspection of initial teacher training during which most higher education in-service teachers experience teaching quality assessment (TQA) inspections following their initial TE which aims at improving classroom teaching practice and stimulate professional competence. Besides, the role of

teacher educators is not easy; the majority of these educators are highly professional people who have the difficult task of training students to become effective teachers, capable of teaching the national curriculum in many schools.

6. The role of the supervisor

Supervision is an essential ingredient in the trainees' teaching practice and assessment. The supervisor has the skill to gather information about trainees' performance; by observing their teaching during the whole PTC, providing feedback based on teaching experience, and guiding student teacher's to make career plans. All these skills are achieved through effective communication with the trainees.

TTSC outlines some roles for the supervisors to undertake during the PT for the three phases. The following roles are stated in the PT Guide (2010, p. 12):

- **During the Observation phase**

    − Emphasize the importance of attendance and appropriate behaviour;

    − Explain the importance of observing activities and how to use and/or adapt the observation grid;

    − Hold weekly meetings with the trainees to review what has been done and prepare for what will be at the next fieldwork;

    − Intervene to resolve any problems.

- **During the Alternate phase**

    − Attend courses presented by trainees (at least one course with each);

− Monitor the attendance of students by reviewing their training copybook;

− Ask students to begin to write the first part of the report, submit it to receive feedback;

− Encourage students to be prepared to take over the animation of classes during the following period (full time training);

− Explain the importance of advice and feedback from teachers and supervisors in improving the trainee's performance;

− Hold at least one working session with the training teacher and trainees.

- **During Full time phase**

  − Attend courses presented by trainees, at least two courses with each for the formative evaluation of lessons;

  − Monitor the progress of trainees and verify their attendance by consulting the training copybook (teaching cards and reported courses presented);

  − Ask the trainees to write the second part of the training report;

  − Encourage them to behave properly with everyone in the training institution;

  − Push them to adjust their work according to recommendations provided by supervisors;

  − Ask the TT to enable them to present varied lessons and with different levels;

– Hold evaluation meetings with the trainees in the presence of the TT in order to discuss the content and process of the learning situations and the teaching behaviour.

The supervisor plans and manages regular workshop meetings and helps the trainee to prepare his teaching report and copybook. During workshops, both supervisors and training teachers should communicate effectively to trainees' concerns about classroom management and decision making problems. They should also encourage them to share points of view and experiences which in turn will develop interpersonal relationships and confidence.

Morehead, Lyman, and Foyle (2009) propose two models for supervision which can enhance trainees' performance and professional growth: *congruency* and *discrepancy*. The former model of supervision emphasizes on the identification of strengths of trainee's teaching practice, whereas the latter stresses the weaknesses of trainee's performance. The role of the supervisor in the first model is to try to find a way that helps the trainee to learn and develop self-confidence, while in the second he tries to find a way that leads to the modification of the trainee's behaviour.

7. The role of the training teacher

The training teacher is sometimes referred to as mentor or cooperating teacher nominated by the training institution to guide and support the trainee in the school setting. He/she has the main responsibility for providing assistance to the student teacher who would be accepted into the classroom. In particular, the TT is responsible for introducing the trainee to the regulations of the host school as daily attendance and

preparation, as well as his/her commitment to the pupils and the school in order to acquire first-hand experience using their knowledge and skills.

The role of the mentor is crucial for the success of the PT. As compared to the supervisor, the mentor has the most impact on the trainee during the PT. His main role is to provide formative evaluation and constructive feedback. When Student teachers engage in teaching and assume the role of the teacher in the classroom during the two last phases in the PT, the cooperating teacher has the role to observe their performance and provide feedback. The cooperating teacher is going to observe the content and pedagogical knowledge of the trainee which is demonstrated in his/her teaching practice to see whether these future teachers have the skills, knowledge, abilities and dispositions to practice this profession. Later, in regular workshops they discuss whether trainees put into practice the theory and methods of teaching learned so that together with the supervisor they can provide valid and consistent judgement based on evidence of practice.

Moreover, one study conducted by Jane (2007) on a group of first year pre-service TE students who were involved in a mentoring programme experience in Australia, reveals that the mentees besides acquiring the teaching skills, they developed positive relationships with their mentors as well as with each other. They reported that by sharing their experiences and concerns openly with the members of the mentoring group, this helped them to feel confident and comfortable. This mentoring experience brought collaborative interaction which is considered as a positive learning experience for the trainees.

In sum, the TTSC also outlines the roles of the training teacher in the PT Guide (2010, p.11) as follows:

- Introduce the trainee to school staff;

- Prepare students on their arrival;

- Inform the trainees about the classroom and institution regulations, and the norms of their functioning;

- Draw attention to the pupils habits and some special cases (illness, shyness, etc.);

- Inform students about the activities and facilitate their implementation;

- Speak with them about different aspects of teaching, programmes, skills development, results or objectives, textbooks and teaching materials for lesson planning;

- Assist them to prepare and organize the lessons they should perform particularly during the full time training phase;

- Meet the supervisor to discuss the performance of trainees and agree to encourage them to persevere and improve their teaching;

- Avoid making remarks to trainees in front of the class.

8. The role of workshops during teacher training

Terms differ regarding labelling seminars or workshops in TE. The term seminar is rather discursive because it occasionally involves a brief presentation of a specific topic by the trainee, whereas a workshop is mainly practical; taking the form of problem-

based learning involving activities like lesson planning and/or teaching material preparation which make the trainee actively engaged in with the help of the mentor or supervisor. Seminars and workshops are a vital part of the trainee's teaching experience. They help trainees to meet together with mentors or supervisors to genuinely discuss, ask questions and reflect on their teaching practices, share experiences, and clarify ideas and issues related to teaching methods and strategies.

Both supervisors and training teachers should provide non-threatening environment during Workshops where the trainee can feel unembarrassed when making mistakes and can be confident when expressing ideas because he is developing practical skills. This can be helpful for the trainee's professional development (Skinner, 2005, p. 131). It is also suggested by Skinner to begin the discussion during workshops or seminars by praising the positive or strong aspects of the trainee's teaching performance that had been observed by the mentor in the classroom in order to create an open and supportive conversation. Workshops can as well be an occasion for the supervisors and training teachers to help trainees in the preparation of their teaching report and copybook, as further developed in the next section.

9. Preparing the teaching report and copybook

The teacher education programme in the TTSC requires that trainees prepare a teaching report and teaching copybook that sum up their teacher training experience and reflect their development in becoming English language teachers. Both TR and TC are requirements for the final evaluation before accreditation. Supervisors and training teachers provide outlines, suggestions and requirements for the teaching report that students should follow in their preparation.

9.1. Training report

It is a recollection or review of the practical training experience. Trainees provide a narrative description of their teaching practices during the three phases in the PTC. A personal analysis of some TRs informs us about the general content of the TR of the trainees.

Apparently, the document is divided into three sections which correspond to the three phases of the training period. It starts with an introduction which in most documents consulted gives a brief account on the different phases of the training and ends by a thorough description of the host school's geographical situation and infrastructure in terms of number of rooms and staff.

The main body as indicated above is split into three sections; the first represents the observation phase in which the trainee describes the training teacher's behaviour in class as observed and filled in a separate document called *observation grid* that is included in the TR's appendices section. The second section is entitled the alternate phase, here the trainee gives an account of one lesson presentation accompanied by a description of each step in his/her presentation. The last section, the full time phase also describes a lesson presentation in detail by the trainee.

The document ends up by a brief conclusion that tells the trainee's opinion and feelings towards this experience. An appendices section is attached at the very end of the TR which includes: time table of the TT, three or four teaching cards and some teaching materials used in class, the interview guide used during the first visit of the host school, and the observation grid of the classroom activity filled by the trainee.

However, the TTSC' practical training guide (2010, p.9) states the following contents for the TR:

- Flyleaf;

- Table of content;

- Introduction (presentation of the course, its phases, objectives, presentation of the training institution);

- Section one (analysis of the observation grid)

- Section two (description of the experiences during the PT: the classroom, the pupils, relationships with trainees, teachers, etc);

- Problems encountered, solutions proposed;

- Conclusion;

- References;

- Appendices

9.2. Training copybook

It is rather a personal diary in which the trainee recounts, as Shulman referred to "personal histories". It provides detailed documentation of his/her teaching experiences during the PTC and even after graduation; in in-service teaching for the inspector's evaluation. The trainee should keep it tidy and always available. Again, the TTSC delineates the content of the TC in the PT guide (2010, p. 8):

- Flyleaf (identification of the trainee, host institution, TT, Supervisor, and academic year);

- Table of content;

- General introduction;

- − Observation phase;

- − Alternate phase;

- − Full time phase;

- − Conclusion

It should also contain documents such as: schedule, programme, reports of the lessons (teaching cards), reports of feedback (comments and observation), and the observation grid. This document is supposed to remain with the trainee after graduation to be even consulted and evaluated by the inspector in the school.

10. Evaluation of the practical training

Assessment of development in teacher education programmes is a real challenge currently being addressed. It is quite difficult and not enough to capture the complexities of the teaching situation and the student's learning in the specific environment while using comprehensive exams and/or supervisors to observe student teachers in school settings.

Danielson (2008, p. 42) advocates that "teacher evaluation has two essential purposes: ensuring teacher quality and promoting teacher learning." Accordingly, TTs and supervisors must contribute to student learning as well as guarantee quality teaching because teacher evaluation is of great importance. Both TTs and supervisors should make rigorous decisions and judgements based on evidence of performance.

Some requirements for teacher evaluation proposed by TTSC in the PT guide (2010, pp. 8-9) for both the TR and TC are presented below:

- • Overall quality and form

- − Presentation and structuring of information,

- − Variety of documents;

- − Conformity with the requirements: clarity, brevity, and consistency.

- • Personal composition

  - − Correct language and style;

  - − Personal involvement;

  - − Quality of reflection and analysis: remarks and comments.

The overall practical teaching experience score derived from the proportional ratings of TR, TC, and professionalism and seriousness (PT guide, 2010, p. 34) completed by the supervisor which is used to determine whether a trainee's or a pre-service teacher's performance in teaching is professionally acknowledged or not.

Alternatively, Shulman (1998); Riggs and Sandlin (2000) and many other researchers ever since support the use of teaching portfolios for teacher evaluation because they provide a link to the individual experiences that document the development of teaching and learning over time. Riggs and Sandlin, for example propose a three-part evaluation to develop the Professional Growth Plan (PGP) for pre-service teachers which include first formal observation of a lesson taught by the student teacher, followed by a reflective journal that is shared with the mentor to find areas to focus improvement and effort of the teacher, and last the preparation and presentation of a teaching portfolio. In this aspect, the portfolio is a type of performance-based assessment that involves the combination of several skills and processes to demonstrate what the student teacher knows and/or is able to do.

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Conclusion

Teacher training has a specific goal which is to prepare trainees for a particular profession. It is an integration of learning units which exhibits the interconnections between 'theory' and 'practice' and translates that into operational practice in the classroom. Consequently, in most systems of education, much emphasis is devoted to promoting teachers' professional development. Teacher education institutions in Algeria are in need to plan for a more authentic method of feedback about pre-service teachers' L/T. They should decide to develop a portfolio system which would be aligned with the goals of their programme. These institutions should develop a coherent approach to educate teachers based upon wise views of what constitutes professional teaching.

Chapter Four

Analysing Reflection in the Portfolios

OUTLINE

Introduction

The practical chapters aim at presenting and analyzing student teachers' reflection while developing teaching portfolios as well as their perceptions about the experience of developing these portfolios during the PTC. This chapter is mainly devoted to present and analyse trainees' reflective development along the whole PT experience as pre-service teachers are using portfolios for the first time besides their teaching reports and copybooks. It includes a description of the design of the study, and a thorough description of the pilot study.

The main part of this chapter includes a description and analysis of trainees' reflective development within the teaching portfolios along the three phases of the PTC. This analysis will permit us to answer our research questions.

1. Design of the study

Student Teaching is the final step in the undergraduate programme at the TTSC leading to teacher certification in the English language. The combination of these two learning experiences should provide exciting, challenging, and satisfying activities that help trainees synthesize their various academic and teaching skills and knowledge into a functional professional approach to teaching.

The present case study employed a qualitative approach for data collection and analysis. Merriam (1998) advocates that qualitative research design provides guidelines and flexibility for questions about a particular topic to understand the respondent's point of view.

Data collected in the present study included the following: (1) English language student teachers' teaching (or professional) portfolios; (2) questionnaire with trainees; (3) questionnaire with training teachers and supervisors. It enabled the researcher to describe, compare, evaluate, and interpret information reflective of the participants' knowledge, beliefs, and experiences.

The study took place during a single semester lasting four months fieldwork teaching. Since this study intended to understand trainees' and teacher educators' perceptions towards the introduction of the teaching portfolio in the PTC, the researcher and the teacher educators did not find it necessary to score the portfolios, but only give their feedback comments on them.

This chapter presents in particular a discussion of the trainee's portfolios analysis, and mainly their reflective development along the whole PTC related to the first research question which guided this case study:

- Do teaching portfolios act as a tool for trainees to engage in and develop their reflective practice?

2. Pilot study

The pilot study was completed with the goals of focusing our research interest and testing the feasibility of our research tools. It polled four English language trainees of B4 level whom we taught the module of psycho-pedagogy during the academic year 2011-2012 while undertaking their PTC, and two teacher educators (one supervisor and one training teacher).

2.1. Pilot portfolio

Since the PTC we investigated in was totally unfamiliar, we tried to come over with the stuff responsible for the PT to collect formal/administrative transcripts of the course. After examining them, we constructed a thorough understanding about the way trainees document their training experience, the different stages they should undertake, and the period spent for the course. We also consulted samples of training reports of previous trainees of both B4 and B5 to see the way trainees draft them. We also discussed with some supervisors and training teachers who explained their roles in the training course and the evaluation of the trainees. The data gathered supplemented the documents we elaborated for the pilot study.

While the trainees were generally totally unfamiliar with teaching portfolios, apparently they were unclear about how and why to use them and how to develop and present their teaching practices in the portfolio apart from what the TTSC gives them as PT guide to write their TR and TC (see chapter 3). As a result, the researcher concluded that a seminar should be considered for the trainees before starting their training to better understand the how and the why behind introducing such a new document in their training course. The teacher trainees were introduced to the concept of portfolio. The principles of portfolio design and the characteristics of portfolios were explained in a seminar during the first week before the onset of the PTC.

Connecting the review of the literature and the information received from the four trainees and their supervisor during the pilot, the researcher constructed an outline of possible components for a teaching portfolio. These components were:

- Lesson plan (classroom teaching)

− Student samples (student practices)

− Reflection of unit teaching.

− Resources or references used for teaching.

The trainees raised another important issue, portfolio presentation. Trainees found many difficulties to present their portfolios, the researcher determined that trainees should be provided by a model of a trainee's portfolio so that a clear image is brought to them the way they should develop their own.

Using information from the pilot study and the review of the literature, the researcher constructed a paper example of a teaching portfolio for use during the training period (see appendix 3). So that the trainees would not find it an extra work, a load or a chore added to the requirements of preparing the training report and copybook besides the research paper for B5 trainees on one hand, and for them to gain time to feel free to develop it and present their teaching materials adequately on the other one.

Some guidelines about the elaboration of the portfolios were clarified during workshops sessions between trainees and supervisor and training teacher with the presence of the researcher, among them:

- It must indicate evidence of learning on the part of the trainees.

- The self-evaluation should clearly indicate the perceived strengths and weaknesses of the trainees.

After completing the portfolios, the trainees and educators who participated in the process were assigned questionnaires.

2.2. Pilot questionnaires

In order to report trainees', supervisors', and training teachers' perceptions and opinions about the experience of developing teaching portfolios during their PTC, questionnaires were designed and administered to 4 trainees who developed their portfolios at the end of the PTC, and administered another questionnaire to one supervisor and one training teacher. After the administration of the questionnaires, we brought about the following changes:

2.2.1. Trainees pilot questionnaire

Question 10 was reformulated from "tick the important purposes of the training experience" to "According to your experience, rank the three most important purposes of the training experience" in order to limit the answers. Concerning Question 13 of the Likert-scale statements, a slight change occurred at the level of ordering the items so that they fall in the same category. Question 19 was removed because this statement brings fewer details about developing the portfolios.

However, Question 23 was dropped since it yields the same answer as for Question 22, just above in the justification. Another Question 25 was added in the final questionnaire in order to see whether the trainees intend to keep on using these portfolios and just update them in their future carrier or not.

2.2.2. Supervisors and training teachers pilot questionnaire

This questionnaire aimed at collecting data on educators' perception on teaching portfolios in reporting trainees' teaching practice and as an assessment tool. After administering the questionnaire to two educators, we fine-tuned few questions:

Question 6 was added to probe the educators' level of satisfaction towards trainees' skills in teaching and applying the theoretical knowledge and revealing the reasons by their justification.

Question 8 also was inserted to reveal which phase of the training is most beneficial for the trainees to gain better experience in teaching.

Question 13 was added to check the educators' perception about the influence of the portfolios on the trainees' reflection than what the training reports may have.

Question 14 was reformulated by adding items to enable respondents choose among some options in order to better probe their attitudes.

Based on the results of the pilot test, the questionnaires were refined and prepared for administration. The information solicited from the trainees and their supervisor during the pilot study helped the researcher to better understand the way teaching portfolios should be designed and developed and the perceptions of the trainees towards teaching portfolios.

3. Portfolio description in the main study

During the PTC, English language trainees experience four months fieldwork teaching which evolves from classroom observation to alternate teaching and finally full-lesson teaching, putting into practice and evaluating elements from previous teaching methodology courses. Trainees are expected to become aware of their abilities in teaching practice, write the final report, self-evaluate their teaching experiences, and then comes a final evaluation by both the supervisor and the training teacher. Since the concept of a portfolio is new to the trainees, they were firstly introduced to the concept

through a seminar (see appendix 1) organized before the PTC onset by the researcher who gave a thorough rationale and guidelines about its uses and the process of developing it. Added to that, trainees were provided by a model teaching portfolio developed by a Canadian English language trainee (see Appendix 2) to better illustrate the way they should develop their portfolios.

3.1. Trainee's portfolio outline

For the purpose of this research, the researcher has designed a prototype portfolio (c.f. appendix 3) that fits the PTC. Trainees are required to fill and organise it each in his/her own way and according to their teaching materials and resources (evidence of practice) with the help of the supervisor's and researcher's instructions after each workshop meeting. These are the suggested portfolio contents designed and outlined for this research:

- **Trainee as person**
    - Biodata (CV)
    - Statement of philosophy of teaching
    - Statement of training goals

- **Trainee as professional**
    - Exemplary lesson plans
    - Training workshop reports
    - Summary of the training experience
    - Videos of lessons and photographs

- **Trainee as lifelong learner**

        – Career goals

        – Training teacher's and supervisor's feedback

- **Appendices**

        – Lesson materials

        – Students' tests and exams.

3.2. Detailed trainee's portfolio contents

After presenting the outline of the trainee's portfolio designed for the PTC, a detailed description is needed to uncover the subdivision of the sections and explain their contents and purposes.

3.2.1. Title page

This section is the gate to the portfolio. It mirrors the trainee journey for the PTC. It includes: a) Complete title (simple title is "Portfolio"); b) Trainee's Name; Programme of Study (e.g. English Language teachers); c) Name of the Institution; d) Date.

3.2.2. Table of contents

The section of table of contents should serve as a map through the portfolio. It outlines the main sections, subsections and further division of the portfolio's entries.

3.2.3. Trainee as person

In this first section of the portfolio, the trainee introduces him/herself and identifies his/her philosophy of teaching and goals set before the onset of the practical training:

__Resume/CV__

This is a brief but detailed account often prepared by the applicant for an occupation, mainly including the educational history, skills, accomplishments, and experience. The trainee's resume is one of the first things he/she should get in order when he/she decides to look for a job. A resume should not be confused with an autobiography. It is rather a short outline of personal, educational experiences planned for an application search in any job.

Statement of philosophy of teaching

It is a narrative or reflective writing about how trainee views teaching responsibilities and the philosophies that guide his/her learning and teaching. This statement helps the reader to know more about the trainees' principle beliefs about how pupils learn best in the context of his/her discipline and helps to signal the beliefs and attitudes that ultimately create the foundation for course design (Ouellett, 2007). The procedure by which the trainee identifies his/her personal philosophy of teaching and tries to examine and support this philosophy through teaching can affect teaching performances and finally enhance professional growth.

Meanwhile, Brookfield (1990, cited in Takona, 2003, p.76) indicates that developing a philosophy of education can be used for four purposes:

- Personal purpose: "... a distinctive organizing vision_ a clear picture of why you are doing what you are doing that you can call up at points of crisis_ is crucial to your personal sanity and morale."(p. 16)

- Political purpose:" ... a sense that your position is grounded in a well-developed and carefully conceived philosophy of practice.... You are more likely to gain a measure of respect for your

thoughtfulness and commitment, which is important both for your
self-esteem and for your political survival." (p. 17)

- Professional purpose: "... a commitment to a shared rationale for
  college teaching is important for the development of a collective
  identity and, hence, for the development of professional strengths
  among teachers." (pp. 17-18)

- Pedagogical purpose: "Teaching is about making some kind of
  dent in the world so that the world is different than it was before
  you practiced your craft. Knowing clearly what kind of dent you
  want to make in the world means that you must continually ask
  yourself the most fundamental evaluative questions of all _What
  effect am I having on students and on their learning?" (pp. 18-19)

Statement of training goals

This entry ends up the section. Here the trainee has the space to clarify his goals
for the practical training so that he/ she can organize his teaching practices and be
pragmatic for each move.

3.2.4. Trainee as professional

This is the next section; it includes all the teaching materials used during the training.
These latter are tangible evidence of a trainee's methodology to teaching and learning
because they document the PT experiences. They include what he/she has produced:
syllabi, list of courses taught, course hand outs, sample assignments and examinations,
videotapes of his/her classes, sample of work he/she graded. To give these items weight,
a rationale is introduced for each item contained in the portfolio. It is composed of short
statements forming generally one paragraph that describes why that artifact of any
teaching material was utilized.

Training workshop reports

This artifact explains the purpose of each workshop, the topics discussed, things learned, feedback from supervisor/ training teacher/peers, and goals set for further development.

Weekly reflection checklist

In this entry, trainees were required to write their own reflection about their experiences. It provides reflections of classroom activities, the problems and difficulties encountered, and their own evaluation of these experiences. Takona (2003, p. 62) proposes some guidelines that help the pre-service teacher to probe his/her reflective thinking and map his/her own development. This is through:

- Description of an experience (Answer the following questions: What happened? What did I do? What did the students do?).

- Reflection upon the experiences (Answer the following questions: What does it mean? What informed my decision? How did I come to be that way?).

- Decisions, conclusions, or actions on how subsequent teaching will change because of the experience and reflection (Answer the following question: How can I enhance my learning? How can I maintain the positive and avoid the negative?).

Summary of training experience

It concludes the section of "trainee as professional". The trainee in this entry is going to sum up his experiences in teaching and learning and give a brief account of the PTC as a whole.

3.2.5. Trainee as life-long learner

This section is the last part which concludes the portfolio. It describes teaching accomplishments, strengths and weaknesses, gives a thorough feedback about the trainee's professional competences, identity, and teaching acts from both the training teacher and supervisor. In addition, the trainee's teaching summative assessment includes comments on preparation, implementation, management, and professional qualities expressed by the training teacher and the supervisor. These latter have access to the portfolios without formally grading them. This section reflects a clear image of the trainee's comprehensive range of T/L activities along the PTC, so portfolios can reflect a developmental vision of learning and professional development. Foote and Vermette (2001, p.34) maintain that "the process of reflection is what makes the portfolio a tool for life-long learning and professional development instead of merely a collection of work." The last artifact is the appreciation of both supervisor and training teacher of the final product of the trainee.

3.2.6. Appendices

It is the closing section that the trainee used for the collection of supplementary examples and evidence of teaching materials and products that could illustrate their teaching, like supporting lesson materials they had produced themselves, pupils' works, tests and exams, etc.

4. Evidence of reflection in the portfolios

After the completion of the PTC, 43 trainees from 50, who had participated in the Portfolio Development, submitted their teaching portfolios to the researcher for

analysis. These portfolios were mostly identical in design since they have completed the prototype given to them, but uniquely different in presentation since trainees were left free to add artifacts which represent their learning and teaching practices. Besides, each trainee has highlighted portfolio's content in a personal manner.

In the section CV/Résumé for example, all the trainees presented it differently. Most of them included an outline of personal, educational experiences including names, skills acquired (mainly computing mastery: word/excel), languages mastered (Arabic, French, English in speaking and writing). For educational experiences, the trainees traced their education from elementary schooling till the actual teacher education training. Few have added teaching experience in parallel with their training outside the school, mainly in the form of tutoring for middle school pupils.

Moreover, some trainees focused on analysing and reflecting on the different instructional materials they had adopted to enhance the learning process in their classes. They included in their portfolios some artifacts that highlighted these materials. The portfolios included photos, pupils' works, and their reflections on these materials.

> ***Trainee #01:*** *"From my experience as a trainee, I learned that while some materials are important to help in classroom management such as syllabus, rules, and behavioural expectations, it is also important for me to be consistent and fair with all the pupils."*

Another trainee's portfolio highlighted the trainee's personal philosophy of education and how it guided her growth as a teacher. All her reflections made reference to her philosophy of education.

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> **Trainee #02:** *"I believe that Vygotsky's social constructivist theory makes a sense for both my pupils and me, I observed an overall development of my pupils' learning when I played the role of a facilitator than when I was teaching without paying attention to what they already knew."*

While another trainee tries to define what is good teaching in his philosophy of teaching.

> **Trainee #03:** *"My old conception that good teaching is a matter of mastering the subject matter has changed now. The way of simplifying things to pupils and understanding their potential needs and personalities is actually what makes up a good teaching."*

According to B4 trainee's philosophy of teaching, what it means to teach, the role of both the teacher and the learner is: *"In fact, teaching is a process of instructing and education at the same time. The teacher's task is directing and guiding learners to the right way of acquiring knowledge. Learners, in their turn, play an essential role in their learning because they are considered the centre of the teaching/learning process."*

In the section **Statement of the training goals**, trainees provided varying reflections upon the goals of the practical training they have put forward:

> **Trainee #04:** *"Training for me has the following goals: to help trainees get accustomed to the realm of their future profession; to put into practice some of the teaching methods and strategies; to have a direct contact with experienced teachers."*

Trainee #05: *"I really expect from this training to achieve a set of goals: (1) professional competence to demonstrate enthusiasm for the subject matter and make learners work collaboratively; (2) pedagogical competence to introduce a writing task and materials for language work that meets learners' needs, encourages them to communicate, and increases their autonomy; (3) disciplinary competence to master the use of language forms, vocabulary, grammar, and conventions in writing; (4) cultural and technological competence to provide learners with rich and relevant information and convince them about particular cultural situation."*

Trainee #06: *"Training gives the opportunity to experience teaching and attain different goals that can be ordered as follows: _ facilitating the active integration of knowledge and skills acquired during the graduation in a pedagogical way; _allowing an adequate practical preparation to facilitate access to a profession that requires developing skills, adjustment and renewal; _ helping to understand, learn and incorporate into professional practice the principles of the current pedagogy."*

Trainee #07: *"The practical training is an opportunity for student teachers to be engaged in the real educational environment where they observe and assume the position of a teacher. It is an exposure to realistic environment where the trainee will get the opportunities to teach,*

prepare lessons and activities, and evaluate learners. They develop

awareness about the requirements of the job."

In her portfolio reflection checklist, a B5 trainee described a specific lesson and how it went.

> ***Trainee #08:*** *"I worked on unit 3 'Schools: Different and alike', during this class, I was unable to motivate my learners. I failed to raise their interests and attract their attention. I was not successful in delivering the lesson, maybe because I was afraid that day and not well prepared."*

By means of teaching portfolios, trainees can reflect upon the strengths and weaknesses or flaws of their teaching. They can show evidence of how and why their actions worked or did not work well for their pupils or class.

> ***Trainee #09:*** *"The main discovery I made from teaching this week is the right way to teach the writing skill is to ask pupils to write their first draft, then to read it loudly, then to exchange each other's draft for mistake correction, then to write their final draft."*

> **Trainee *#10*:** *"When I think about my teaching, I am most concerned about classroom management, time management, lesson content, and motivation."*

Trainees written expressions as a whole indicate their technical awareness of practice and theory, and some of them show the ability to make connections between theory and practice and how they related to their classrooms.

The last section in the **Trainee as professional** unit, trainees reflected their summary of the training experience as follows:

Trainee *#11*: *"The practical training goes through three phases. The first, the observation phase, I observed and examined the different aspects of the T/L process. The second, the alternate phase, I started to be involved as a teacher. In other words, I gave lessons for thirty minutes which is a transitional phase for me. The last, the full time phase is the most significant one in the whole training during which I put myself in the shoe of a teacher; to prepare lessons, select materials, present lessons, and manage the classroom. The whole training prepared me to acquire all the techniques and skills to be used within the context of teaching."*

Another student teacher illustrated how her beliefs documented in her "Summary of the training experience" paper had changed when she did her training.

Trainee #12: *"The practical training was of crucial importance to us as trainees. It helped us enjoy the noble profession through interacting with learners. It also prepared us for the workplace in the sense that we went frequently to the training school. More importantly, it taught us how to be responsible for our behaviour in front of the learners. Throughout the three phases of the training, we got a lot of benefits which are worth mentioning. First, the observation phase helped us to get acquainted with the real T/L environment. Second, the alternate phase enabled us to be practical teachers and experience*

> *teaching for the first time. Finally, during the last phase, we had all*
>
> *the responsibility to take in charge the training teacher's classes.*
>
> *Personally, I benefited more from the full time phase than the other*
>
> *phases. The training we undertook this year made us really aware of*
>
> *the complexities and difficulties that might be faced by the fresh*
>
> *teacher."*

Viewing trainees' collected artifacts and written reflections was a concrete evidence to help explore various and opposing expressions, differing and interrelating commentaries. The following section presents the analysis of the levels of reflection in the trainees' teaching portfolios.

5. Analysis of reflection in the portfolios

The teaching portfolio was used in the PTC as a tool to engage trainees to reflect on their teaching practices as beginning teachers. In the section **Trainee as a person**, the trainees described themselves as teachers, expressed their vision on teaching as a profession, and determined the goals they set to complete their teaching practice. It is a way of demonstrating their philosophy of teaching and learning.

The section **Trainee as a Professional** mainly explores the levels of reflection in the trainee's writings or commentaries as illustrated above. The design of analysing reflectivity is drawn from Van Manen's theory of reflective development (1977) and compared with the framework developed by Hatton and Smith (1995). Both suggest that development begins at **the technical level**. At this initial state, trainees can describe events in the classroom from a lay person's perspective. This level is rather

observational because trainees are only aware of the physical events occurring in the classroom. They can observe a classroom situation and report on what they have seen. This awareness is described by Van Manen as the initial step for reflective development.

At **the practical level**, based on the initial level and with more exposure to practical teaching, trainees become more egocentric; they start to link teaching practices to their own teaching experiences. It is the ability to reflect using personal experiences when they engage in teaching which correspond to the second and third phases of the PTC.

Eventually, with a larger scope of personal experiences, trainees develop to a conceptual or **critical level** of reflection. In that the trainee is more able to express how the classroom should be managed with regards to some teaching theories and principles. Therefore, reflective development progresses over time and with experience. It is conceived that the more exposure to diverse teaching experiences, the greater opportunity for trainees to gain larger basis for reflection.

The process of analysing the data followed Patton's procedure for content analysis (Patton, 1990, pp. 381-427). All portfolios' commentaries were coded for all the three levels of reflection. The researcher read through all the portfolios and coded all the instances in the texts where trainees referred to personal responses to their own teaching on each level. In order to facilitate the process, a coding list (see figure 5) demonstrates the kinds of text appropriate for each level.

	Technical	**Practical**	**Critical**
Description	Trainee describes events of teaching.	Trainee reflects on events of teaching linked to personal experience.	Trainee reflects on events of teaching combining personal experience with theories of teaching and learning.
Example	To be able to manage the classroom, I must control <u>lesson, behaviour,</u> and <u>time</u>.	As a trainee, <u>I learned</u> that behaviour expectations, rules are not important if the teacher doesn't appear confident and not fair with all the pupils.	<u>I think that Vygotsky's social constructivist theory is meaningful for me</u>, I observed an overall development of my pupils' learning when I played the role of a facilitator.

Table 5: Coding scheme for the three levels of reflection (adapted from Hatton and Smith, 1995)

Reflective entries logged under the headings of **Statement of philosophy of teaching**, **Weekly reflection checklists** and **Training workshops reports**, as they constitute the largest category of reflections in the portfolios, were read several times in order to identify which were least reflective, i.e. technical, to the most reflective, i.e. critical and then analysed along the three phases of the PTC. It was felt that to establish how trainees engaged with reflection, a coding system is devised (see figure above) as a tool for reviewing the development of reflection during the whole training course. The coding system used is intended to analyse the levels of reflective practice of the trainees which enables us to judge the quality and quantity of their reflection. The following

figure provides evidence of each of the three levels of reflection gathered from trainees'

portfolios.

Levels	Description	Evidence	Comments
Technical	Descriptive elements of practice as gathered from observation.	I believe that an effective learning environment must have very specific standards for student behaviour. Without this, the learning environment will be difficult to guide learners in active learning.	It is pure description with no reflection.
Practical	Descriptive elements of practice grounded in personal experience.	I established realistic goals for my pupils and planned my instruction to help them reach these goals.	It reflects on effective lesson plan drawing from personal teaching experience.
Critical	Descriptive elements of practice related to personal experience and grounded in principles and theories of teaching and learning.	When I planned lessons for my pupils, I have learnt that I cannot rely on the same method to work for all of them. I adopted Gardner's theory of multiple intelligences to motivate my pupils.	It relates the development of the lesson plan to Gardner's theory of multiple intelligences.

Table 6: Descriptions and evidence at the three levels of reflection.

It is worth noting that out of 43 trainees who completed their portfolios, 9 of them did not write any reflective commentaries under the aforementioned sections of their portfolios. Therefore, there were 34 portfolios in which reflective entries were coded and identified as supporting evidence for trainees' reflective development along technical, practical, and critical reflection. A total of 99 entries were gathered during the initial phase of the PT, the observation phase; 136 reflective entries during the alternate phase; and 192 entries during the full time phase all over the three levels of reflection. Table 1 illustrates the level of reflection scores for each of the 34 trainees' portfolios, and Table 2 represents the summative scores for all levels of reflection over the three phases of the PTC.

	Participant N°	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	
Observation	Technical	2	0	2	0	1	3	6	5	1	0	2	4	1	3	2	0	3	1	0	4	7	1	0	5	4	2	1	3	0	1	5	6	0	1	3	0	4	0	6	1	5	0	4	99
	Practical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Critical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	*2*	*0*	*2*	*0*	*1*	*3*	*6*	*5*	*1*	*0*	*2*	*4*	*1*	*3*	*2*	*0*	*3*	*1*	*0*	*4*	*7*	*1*	*0*	*5*	*4*	*2*	*1*	*3*	*0*	*1*	*5*	*6*	*0*	*1*	*3*	*0*	*4*	*0*	*6*	*1*	*5*	*0*	*4*	*99*
Alternate	Technical	2	1	1	0	1	1	3	2	1	0	2	2	1	2	2	0	2	0	0	3	3	1	0	3	3	1	2	2	0	1	3	4	0	2	2	0	2	0	3	1	2	1	2	64
	Practical	1	0	2	0	2	2	3	5	1	0	2	2	1	1	2	0	1	2	0	2	5	1	0	3	1	2	2	1	0	1	3	3	0	0	1	0	2	0	4	2	3	1	3	67
	Critical	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	5
	Total	*3*	*1*	*3*	*0*	*3*	*3*	*6*	*8*	*2*	*0*	*4*	*4*	*2*	*3*	*4*	*0*	*3*	*2*	*0*	*5*	*9*	*2*	*0*	*7*	*4*	*3*	*4*	*3*	*0*	*2*	*6*	*8*	*0*	*2*	*3*	*0*	*4*	*0*	*8*	*3*	*5*	*2*	*5*	*136*
Full time	Technical	2	1	2	0	3	2	3	3	0	0	2	2	1	2	3	0	1	1	0	3	3	2	0	3	3	2	3	2	0	2	3	3	0	2	3	0	2	0	4	1	3	1	3	76
	Practical	1	2	2	0	2	3	5	6	2	0	5	4	1	2	3	0	3	1	0	4	7	1	0	5	4	2	3	2	0	1	5	6	0	1	2	0	3	0	6	3	5	2	4	108
	Critical	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	2	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	8
	Total	*3*	*3*	*4*	*0*	*5*	*5*	*8*	*10*	*2*	*0*	*8*	*6*	*2*	*4*	*6*	*0*	*4*	*2*	*0*	*8*	*12*	*3*	*0*	*9*	*7*	*4*	*6*	*4*	*0*	*3*	*8*	*10*	*0*	*3*	*5*	*0*	*5*	*0*	*11*	*4*	*8*	*3*	*7*	*192*

Table 7: Detailed coded data system for all the three levels of reflection.

	Observation	Alternate	Full time
Technical	99	64	76
Practical	0	67	108
Critical	0	5	8
Total	*99*	*136*	*192*

Table 8: Summative coded data for all the three levels of reflection.

6. Discussion of the results

Overall results represented in the tables above suggest that for the majority of trainees, the observation phase demonstrates technical reflection (99 reflective entries); the alternate and full time phases illustrate mainly practical reflection (67 entries) and (108 entries) respectively. Trainees provided evidence of their practice and examined their development over time through written commentaries. Few trainees could use their written commentaries to connect them to theories and principles of teaching and learning in both alternate and full time phases with (5 entries) and (8 entries) in that order. Figure 7 shows the rate of reflection levels in all phases of the PTC.
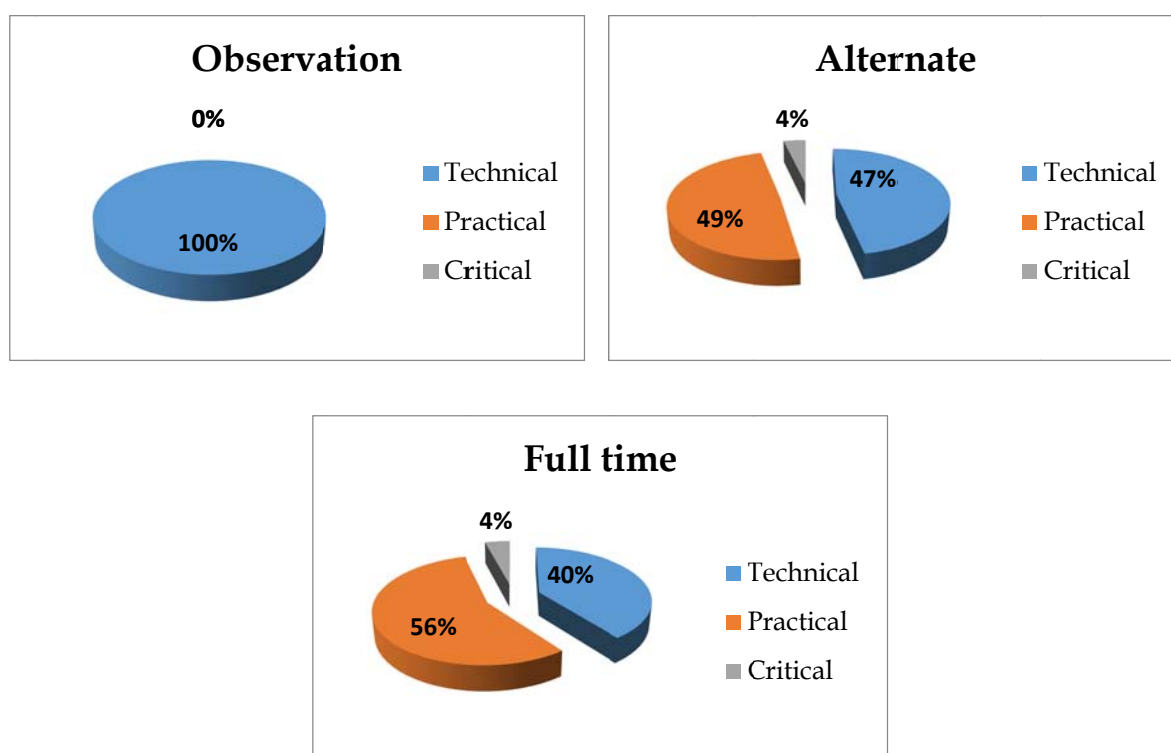
Figure 1: Rate of Reflection Levels in the PTC.

6.1. Levels of reflection during the observation phase

All the reflective entries during the observation phase illustrate a technical level (100%). Trainees wrote in their commentaries descriptions of classroom environment, the training teachers' actions in the classroom and about what they would do without any rationale for their responses. A representative example is:

B4 trainee: "*From my training teacher's teaching performances, I have come <u>to believe that the most successful learning occurs within the framework of a student-centred curriculum</u> and <u>the</u> <u>most important thing for the teacher to do is to establish a trusting and respectful relationship with the learners</u>.*"

In this excerpt, B4 trainee believes in implementing a student-centred curriculum in order to make the classroom more active and make learners interact better. She also drew from workshop meetings that the most important role for the teacher is to create and maintain an effective learning environment. It is simply a statement of what has been observed; a rather contextual recollections of classroom events.

Another B5 trainee expresses his conception about how the classroom environment should be managed without referring to any personal experience or any rationale.

B5 trainee: "<u>In order to motivate learners</u> and <u>make them *participate in classroom activities, the teacher should provide feedback*</u> *to all the pupils and <u>establish clear guidelines and expectations so that learners feel comfortable and lead them to active learning</u>.*"

6.2. Levels of reflection during the alternate phase

Trainees' reflective commentaries in the alternate phase demonstrate an overall development from a technical to a practical level of reflection. The portfolio data suggest that trainees who started off writing at a technical level in the observation phase (100%) moved towards a practical level (49%) in the alternate phase. With actual but limited teaching experience, many reflective commentaries in this phase changed towards a more practical standpoint and would convey classroom conditions that lead to effective teaching and learning. As in the following examples:

> **B4 trainee**: "*I learned from my training teacher to vary teaching strategies to reach more learners. <u>When dealing with the lesson about simple past and continuous, the learners were getting bored.</u> <u>When varying activities and materials using dialogues and games through pictures and flash cards, pupils were more interesting [sic], involved and enjoyed the activities.</u>*"

This trainee recognized and learned from personal teaching experiences the benefit of varying teaching strategies and approaches to make the classroom active and learners involved and interested.

> **B5 Trainee**: "*<u>I thought about the rules that would ensure a secure and enjoyable classroom. With the collaboration of pupils, <u>we set a list of rules were very successful. I realized then that disciplinary problems occur when the learners feel confused and frustrated about specific teaching</u></u>*

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strategy or unclear teacher's behaviour, but not of their distressing

attitude."

The B5 trainee's instructional approach has changed with personal teaching. Her reflective thinking shifted towards classroom management skill because as a student teacher, classroom management is a demanding task. Her reflection comment was mainly on how classroom rules can be effective in case of behavioural problems.

6.3. Levels of reflection during the full time phase

Few trainees however moved towards a critical level (4%) of reflective entries by the previous and last phase in the PTC. These trainees show high level of critical thinking with concrete evidence from teaching theories and principles. Moreover, during this phase there is a noticeable increase of practical reflection (56%) and a reasonable decrease in the technical level of reflection (40%).

> **B4 trainee**: "*I leaned that active and effective learning means encouraging learners to participate, varying classroom activities and tasks that make them all involved even the less interested ones. This follows Dörnyei's Motivational Framework including the learning situation level which in turn encompasses course-specific motivational components associated with teaching methods and learning tasks as well as teaching materials."*

> **B5 trainee**: "*When I planned lessons for my pupils, I have learnt that I cannot rely on the same method to work for all of them. I adopted Gardner's*

> *theory of multiple intelligences to motivate my pupils <u>and involve them</u>*
>
> *<u>in learning</u>.*"

Both of these examples seem to be significant teaching experiences for the two trainees. Their reflective writings show a clear connection between their practice and theories of teaching and learning. Although scarce reflections corresponding to critical level were drawn from trainees' portfolios, few of them related their reflective commentaries to some educational theorists like Bloom, Gardner, Dörnyei, and Vygotsky.

Based on the previous sections, trainees wrote a conclusion on their learning/teaching process over the whole course, formulating new career goals for the future. They concluded the portfolio with a section of "**Trainee as Long-life Learner**" including supervisors' and training teachers' feedback of both formative and summative assessment that stress the level of professional competences attained by the trainee as well as his/her teaching performances (see appendix 3). As for the following examples:

Supervisor: *"The trainee was very successful in her teaching act. The warming up was very interesting and the pupils were attracted from the very beginning of the lesson. She controlled the classroom and introduced supportive exercises rather than concentrating on the course. She has the adequate criteria for an English teacher."*

Supervisor: *"The trainee shows a serious preparation of the lessons. She implements well most of elements of the learner-centred approach*

and manages well her classroom. She meets more oral professional

qualities than written ones."

Training teacher*: "She provided enough teaching materials. She did not manage*

time in a good way; too much time for the warming up. No

clear instruction and presentation."

Training teacher*: "The trainee encourages pair work, provides different*

teaching materials, and controls the classroom. She possesses

self-confidence and is able to satisfy learners' questions. She

was convincing as a teacher."

It should be mentioned that only few teachers provided their comments and feedback, especially training teachers due to the fact that they were busy with the final year exams and the formal documents to fill for the training school about the trainees' final assessment.

It is also worth mentioning that few trainees have supplemented their teaching cards (lesson plans) with artifacts (additional materials) such as teaching materials (flash cards, pictures, photos, texts), pupils' works, handouts in the **Appendices** section to make their portfolios richer and provide evidence from their teaching practices. The average written commentaries of the trainees in the sections **Statement of philosophy of teaching**, **Weekly reflection checklists** and **Training workshops reports** of their teaching portfolios were four sentences long is also noteworthy. It is acknowledged that trainees are faced with a lot of tasks to do during the PTC which could reduce their ability to make lengthy reflective writings. In fact, the framework of PTC in the TTSC

is designed for trainees to prepare a training report, a training copybook, and research project; this workload made some trainees abandon the teaching portfolio experience and made others keep on with less enthusiasm. The latter develop less satisfactory portfolios.

Conclusion

This chapter analyses the trainees' reflective development along the three levels of reflection during the overall PTC. The majority of the trainees developed from a technical understanding of teaching and learning towards a more practical understanding of teaching and learning. Few trainees were able to demonstrate a critical awareness of teaching and learning. The teaching portfolio provided for the trainees a kind of stimulus for reflective practice and encouraged them to avoid merely describing teaching events as they did in their Training reports; however, this study has revealed that their reflection did not reach critical levels. This chapter confirmed the first hypothesis that introducing teaching portfolios would promote pre-service English language teachers' reflective practice along the PTC, and a better tool with the potential to document trainees' teaching performances and experiences.

Chapter Five

Analysing Perceptions on Portfolio Development

OUTLINE

Introduction

This chapter is devoted to investigate trainees' and teacher educators' attitudes and perceptions towards portfolios and their use in the PTC, as well as their experience in developing these portfolios through questionnaires. The present study used a case study research model designed to explore the research questions:

1) What are the perceptions of English language pre-service teachers at TTSC on developing teaching portfolios?

2) What are the perceptions of supervisors at TTSC and training teachers at middle and secondary schools of Constantine on the use of teaching portfolios during the PTC?

1. Trainees questionnaire description and analysis

To gain a deeper understanding of supervisors' and training teachers' perceptions of the purpose, content, and meaning of the portfolios, as well as of the process of portfolio development, questionnaires were administered. In addition, a survey was administered to a sample of trainees who had completed portfolios to assess their overall attitudes and interpretations of the process.

1.1. Design and description of the questionnaire

The questionnaire (see Appendix 4) was designed to report trainees' perceptions of their practical training experience with developing teaching portfolios. Trainees were reassured that their identity would be kept anonymous. It is divided into three sections: the first section [General Information & Characteristics] collected general information

and characteristics of our respondents vis-à-vis the PTC. The second section [Experience with Portfolios] had been constructed as Likert-type scales with a five-point format ranging from "strongly agree" to "strongly disagree", and with the 20-item statements. The items are organized to address the following themes or categories:

Trainees' motivation and interest about portfolio construction (e.g. "I was interested in developing my portfolio at the beginning"; "I enjoyed the process of developing my teaching portfolio"), a reflective tool (e.g. "the portfolio helped me to reflect on my learning experiences in the PTC"; "the portfolio helped me to become a reflective thinker"), developing personal growth and development (e.g. "the portfolio helped me to be aware of whom I am as a beginning teacher"), and using the portfolio as an assessment tool (e.g. "I valued the portfolio as an authentic assessment tool"; "portfolios should be a requirement in teacher education programme completion"). Questions 14 to 18 were rank order questions asking for their three highest choices from a list. To calculate these responses, I assigned a weight of 3, 2, and 1 for their highest, next highest and third highest choices. The last section included six open-ended questions related to trainees' opinions of how they planned to use the teaching portfolio that they created in this study (Qs 22, 23, 25) and to give their suggestions related to teaching portfolios (Qs 20, 21, 24).

1.2. Population and context of the study

The questionnaire is administered to a sample of 12 B4 English language trainees out of a population of 24 trainees, and 38 B5 trainees out of a population of 106 trainees, department of English, TTSC randomly selected from seminar attendees during the academic year 2012-2013 after completing their teaching portfolios at the end of the

PTC. It is worth mentioning that for the present study, we do not intend to compare between the two levels in terms of portfolio development, but rather for the sake of coverage of student teachers. 7 trainees left the research without continuing to develop their portfolios or complete their questionnaires and bring them back; 3 B4 trainees and 4 B5 trainees.

1.3. Analysis of the questionnaire

1.3.1. General Information and Characteristics

<u>Q1: Level</u>

Categories	N° of Resp.
B4	**13**
B5	**30**
Total	43
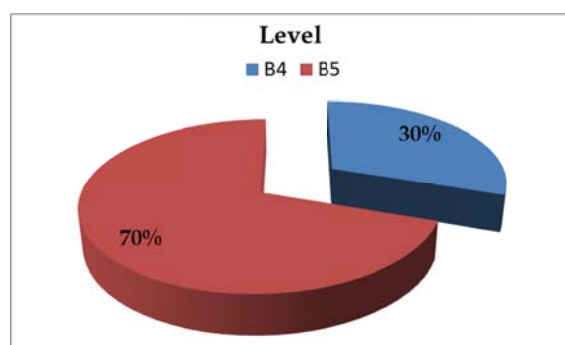
Table 9: Trainees' Level   **Figure 2:** Level

It is referred from the above table that 13 trainees are from baccalaureate + 4 years (B4) graduation level and 30 trainees from baccalaureate + 5 years (B5) graduation level. Our sample, randomly selected, approximately represented half of the whole population.

Q2: To what extent are you motivated to be a teacher?

Categories	N° of Resp.
Highly motivated	**24**
Motivated	**16**
Not so motivated	**3**
Total	43
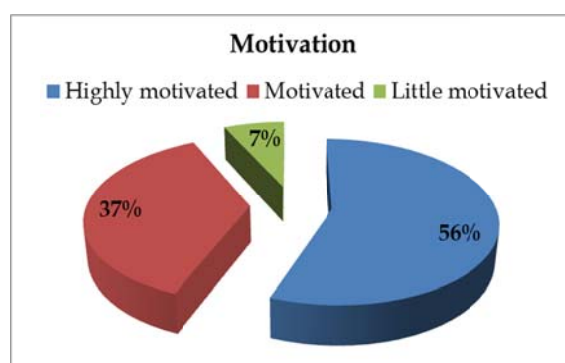
Table 10: Motivation to be a Teacher   **Figure 3:** Motivation

It is referred from the above table that 40 trainees expressed their motivation to be teachers of English. As a matter of fact, almost the majority are highly motivated (24), and motivated (16) to take the responsibility of teaching English. They are committed to teaching and regarded teaching as their primary choice of profession. Only 3 trainees expressed their less motivation to be an English language teacher.

Q3: Do you think that the practical training has an effect on your readiness to teach?

Categories	N° of Resp.
Yes	**39**
No	**4**
Total	43
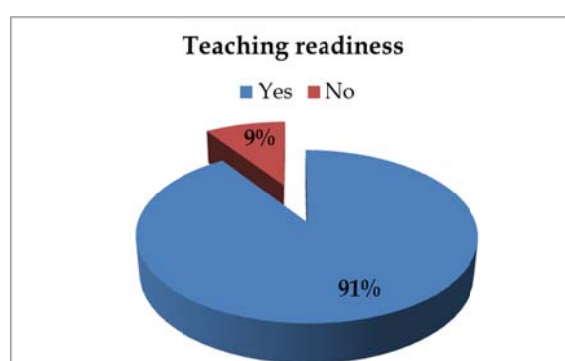
Table 11: Impact of the PT on teaching   **Figure 4:** Teaching readiness
readiness

The results of the table above show that 39 trainees believe that the PT has an effect on their readiness to teach. They think that the PT prepares trainees to take the role of a teacher and to explore the various teaching skills and learning strategies. The PT is a field experience; it bridges the gap that trainees have between the theoretical training during years of graduation and practicing teaching. Only 4 trainees see that the PT has no effect on their readiness to teach; either the trainees have a negative self-confidence so less self-efficacy beliefs may be due to their results in the previous years of graduation so they think are unable yet to take teacher's role, or have negative expectations about the experience because of what is heard among trainees about it.

Q4: How helpful would the training report be for your future career?

Categories	N° of Resp.
Very helpful	**17**
Not so helpful	**18**
Not helpful	**5**
No answer	**3**
Total	43
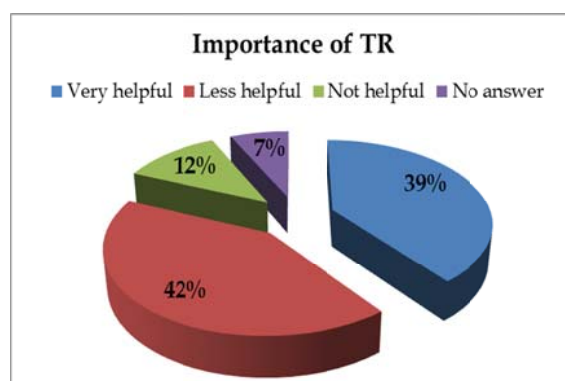
Table 12: Importance of the training report on future career

Figure 5: Importance of the training report

Nearly the same size of the trainees is divided between those thinking that the TR is very helpful for future career (17) and not so helpful (18). Few trainees (5) think that the TR is not helpful at all for their future career. 3 trainees didn't give any answer to this question.

The results above imply that the trainees consider the TR as a prerequisite for gaining their license; i.e., as a passport to enter the workplace since it is a means of evaluation; a feedback for the trainees teaching practices. The TR shows the trainees strengths and weaknesses in teaching.

Q5: How important is the contribution of the training teacher in your training?

Categories	N° of Resp.
Important	**34**
Less important	**9**
Total	43
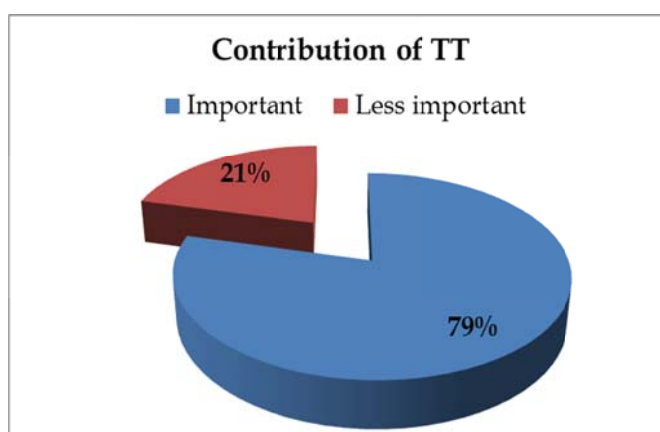
Table 13: Contribution of the TT in the PTC

Figure 6: Contribution of the training teacher

As far as the contribution of the TT in the PTC, 34 trainees answered that the contribution of the TT is important in their training and only 9 said it is less important. From the literature review, the role of the TT is of paramount importance since he/she plays the role of a model and a guide in the classroom.

Q6: How important is the contribution of the supervisor in your training?

Categories	N° of Resp.
Important	**36**
Less important	**7**
Total	43

Contribution of S

■ Important   ■ Less important

16%

84%
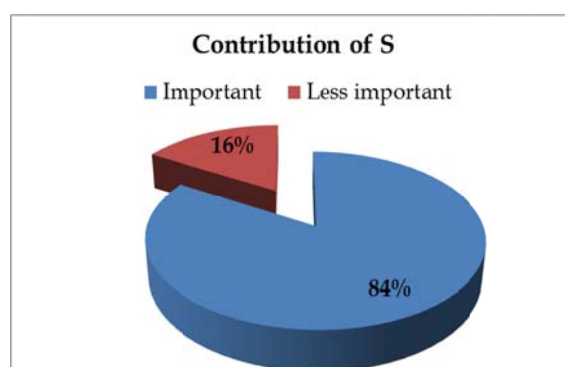
Table 14: Contribution of the supervisor   **Figure 7:** Contribution of the supervisor
in the PTC

The table above shows that the great majority of the trainees (36) assume that the contribution of the supervisor in the training is important. However, only 7 trainees see their contribution as less important.

From the results obtained we can say that similar to the role of the TT, the supervisor is to monitor and coach the teaching practices of the trainees and to give feedback during the workshops or seminars.

For some trainees, student teaching is not an exciting period in which they master innovative techniques learned in methods class.

Q7: Did you find writing the training report an easy task?

Categories	N° of Resp.
Yes	**23**
No	**18**
No answer	**2**
Total	43
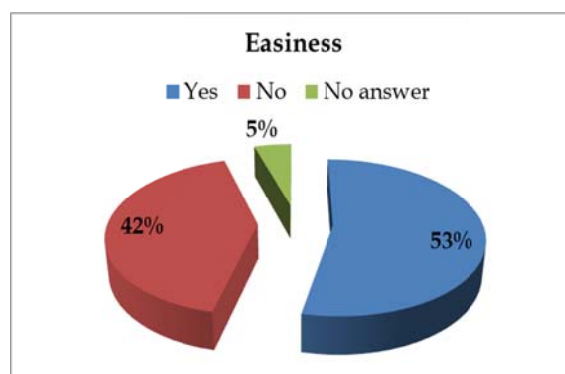
Table 15: Ease of writing the TR   **Figure 8:** Easiness of the training report

For most of the trainees (23), the process of writing the TR is an easy task, 18 of them find it difficult to draft. Only two trainees did not bring their view about this. We can say that trainees' conception of the process of writing is divided between those who view it easy and others as difficult.

The reasons of ease and difficulty in writing the TR can be summarised below:

- Ease of writing the TR:

  – Most of them said that it is very easy to report feelings, emotions and experiences.

  – Others believe that writing the TR is just narrating experiences of teachings.

  – While others claim that they find it easy because of the helpful guidance of their supervisors, besides the training they received to write it.

- Difficulty of writing the TR:

  – There are many details to include in the TR including our experiences and that of others, teaching experiences and all taught lessons.

- It is difficult to write our experiences since there are different to write the TR.

- Most trainees attribute the reason for the difficulty to the heavy schedule that includes writing the research paper, TR, and TC; so, all these take time to write.

However, 4 informants did not provide any justification for their choices.

Q8: How do you categorize writing the training report?

Categories	N° of Resp.
Narrative	**12**
Descriptive	**14**
Reflective	**7**
Desc/Nar	**4**
Desc/Ref	**2**
Desc/Nar/Ref	**4**
Total	43
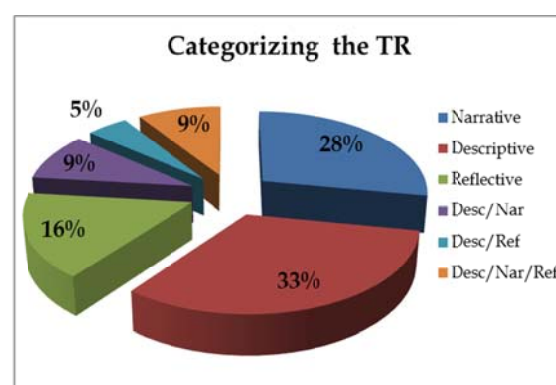
Table 16: Categorizing the type of writing the TR

Figure 9: Categorizing the training report

The results in the above table show a variation in the answers. Most of the trainees categorize writing the TR as narrative with 12 trainees and descriptive with 14 trainees. Only few (7) who find it a reflective genre and 4 trainees classy it with descriptive/narrative type of writing, while 4 trainees think that it is rather a combination of descriptive/narrative/reflective piece of writing. One trainee considers it as descriptive/reflective.

From the results we can infer that trainees believe that writing the TR is just narrating and describing events and experiences of teaching.

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Q9: Do you think that the period given for the training is enough to perform all teaching activities?

Categories	N° of Resp.
Yes	**6**
No	**37**
Total	43
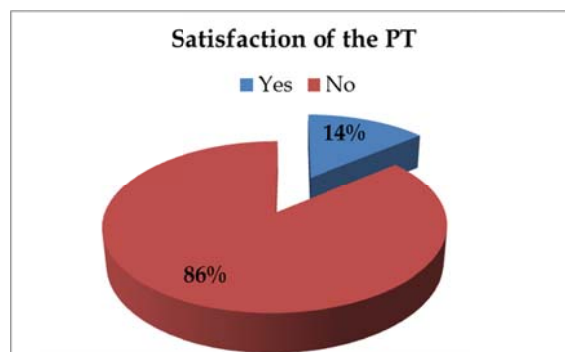
Table 17: Period of training for teaching activities

Figure 10: Satisfaction of the practical training

The majority of the respondents (37) assume that the period given for the training is not satisfactory or adequate to perform all teaching activities and situations. Besides, trainees during the same period are still learning and preparing research papers. The remaining 6 trainees find the period sufficient to train themselves for teaching English.

Q10: According to your experience, the important purposes of the training experience were:

Categories	N°. of Resp.
(a) Preparing lessons	**23**
(b) Using appropriate teaching methodology	**33**
(c) Responding to students' needs	**25**
(d) Assessing learners' performances	**7**
(e) Preparing to face school environment	**27**
(f) Others	**6**
Total	43
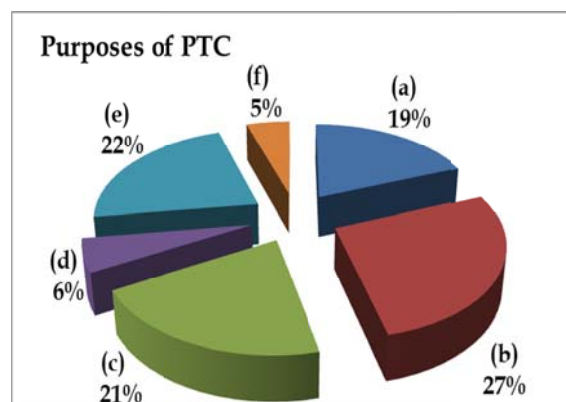
Table 18: The important purposes of the PTC

Figure 11: Purposes of the practical training

The above results show that trainees do not have a common opinion about the important purposes of the training experience. The highest score, 33 trainees, is attributed to (b) the purpose of using appropriate teaching methodology; the second rank goes to (e) the purpose of preparing trainees to face school environment. Next important, with the score of 25 trainees, is (c) the purpose of responding to students' needs. The other purpose which trainees conceive as important is (a) preparing lessons. The other important purpose, but not like the previous ones, is (d) assessing learners' performance.

6 respondents have further proposed purposes (f) which assume to be important too are:

- Provide learners with relevant knowledge.

- Help overcome fear and anxiety.

- Learn how to manage time & classroom. (3)

- Bridge the gap between theory and practice.

From the results above, trainees seem aware of the different purposes that the PTC is designed for.

Q11: Rank the most important phases in the training (1 is most important; 2 is next important; etc.)

	1st	2nd	3rd
Observation	14	6	**23**
Alternate	7	**24**	12
Full time	**22**	11	10

Table 19: Important phases in the training
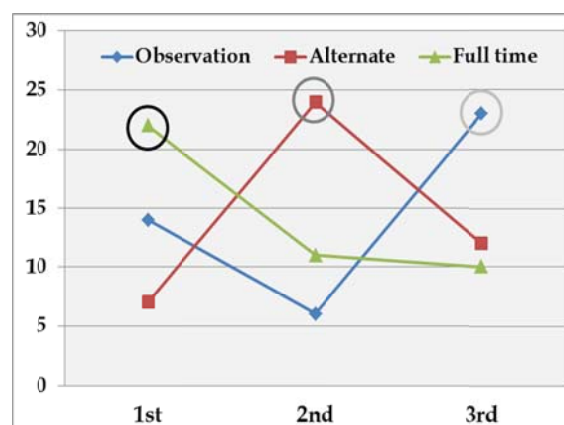
Figure 12: Important phases in the training

The table above shows discrete results in ranking the most important phases in the PT. we can infer that the most important phase that receives the highest score is **the full time phase** with 22 respondents who classify it as the 1st choice, and then comes the **alternate phase** with 24 trainees. Last is **the observation phase** receiving 23 trainees' choices considering it as the third important phase.

The justification of the trainees for their choice in ranking the phases of the PT are:

- In the full time, we have longer relationship with the TT and learners.

- Full time is very tiring & short.

- Full time is an opportunity to practice & experience teaching.

- Observation enables us to see & know about teaching and then take the responsibility. (8Ts)

- Bridge the gap between theory & practice. (6Ts)

- Practice comes first.

- It is time to take teacher's role.

- Practice is more important to take teacher's responsibility.

- Learning more when engaged in the teaching learning context.

1.3.2. Experience with Portfolios

Q12: Do you have any prior experience with portfolios?

Categories	N° of Resp.
Yes	**2**
No	**41**
Total	43

prior experience with TP

■Yes ■No

5%

95%
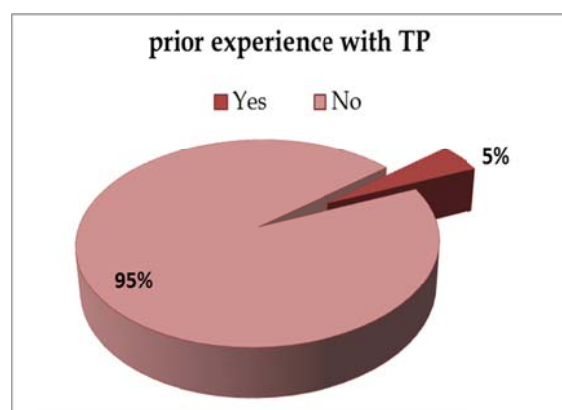
Table 20: Prior experience with the TP   **Figure 13:** Prior experience with the TP

The table above shows that almost all the trainees have no prior experience with portfolios. Only two trainees agreed having a prior experience with portfolios, but they did not bring any explanation or further details about it.

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This implies and confirms that our sample did not have any prior knowledge of how to construct or develop a professional or teaching portfolio before engaging in this study.

Q13: Please respond to the following statements based on whether you Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

The main part of the questionnaire' section [Experience with portfolios] had been constructed as Likert-type scales. The items are organized to address the following themes or categories: trainees' motivation and interest about portfolio construction, promoting peer and teachers' discussion, a reflective tool, developing personal growth and development, and using the portfolio as an assessment tool. Data collected from the portfolio process and experience is presented in table 1 below with statistics of frequencies, mean values, and standard deviations.

Statements	SA (%)	A (%)	Undeci (%)	DisA (%)	SDisA (%)	**Mean**
I was interested in developing my portfolio at the beginning.	6.9	44.1	11.6	20.9	16.2	**2.95**
I was comfortable to complete the assignments in my teaching portfolio.	13.9	34.8	16.2	27.9	6.9	**2.79**
I enjoyed the process of developing my teaching portfolio.	13.9	46.5	18.6	20.9	0.0	**2.47**
I was proud of my teaching portfolio.	20.9	39.5	27.9	11.6	0.0	**2.30**
I felt personalizing the teaching portfolio.	20.9	48.8	30.2	0.0	0.0	**2.09**
Supervisor and training teacher in the training were willing to help me in developing my portfolio.	18.6	46.5	16.2	6.9	11.6	**2.47**
The portfolio helped me be open-minded to share my learning experience with others.	16.2	60.4	16.2	6.9	0.0	**2.14**
I learned sufficient reflective skills to develop my portfolio.	16.2	51.1	18.6	9.3	4.6	**2.35**
The portfolio helped me to reflect on my learning experiences in the training period.	25.5	44.1	18.6	11.6	0.0	**2.16**
I learned how to use reflection to enhance my teaching and learning.	13.9	58.1	27.9	0.0	0.0	**2.14**
The portfolio helped me to become a reflective thinker.	20.9	44.1	34.8	0.0	0.0	**2.14**
The teaching portfolio helped me to be aware of whom I am as a beginning teacher.	27.9	51.1	20.9	0.0	0.0	**1.93**
The portfolio helped me to see my progress throughout the whole training period.	20.9	48.8	18.6	11.6	0.0	**2.21**
I acquired sufficient performance skills to help my teaching.	23.2	65.1	11.6	0.0	0.0	**1.88**
The portfolio presents my best capabilities as a beginning teacher.	16.2	44.1	20.9	18.6	0.0	**2.42**
The instructions of portfolio completion helped me develop my portfolio.	13.9	46.5	32.5	6.9	0.0	**2.33**
I learned how to create a portfolio in the future.	32.5	51.1	16.2	0.0	0.0	**1.84**
Portfolios should be a requirement in teacher education programme completion.	20.9	41.8	20.9	16.2	0.0	**2.33**
I valued the portfolio as an authentic assessment tool.	25.5	46.5	13.9	13.9	0.0	**2.16**
The portfolio was an important aspect of the practical training experience.	20.9	39.5	23.2	16.2	0.0	**2.35**

Number of participants: N = 43.

Table 21: Experience with portfolios

According to the findings presented in the table above, portfolio development by trainees in the PTC contributed to raise their motivation and interest. The response rate indicates that approximately half the respondents 47% (13.9 & 34.8) were favourable and comfortable towards the use of teaching portfolios and appreciate and benefit from their involvement with portfolios. About 34% (between strongly disagree and disagree) of trainees expressed that they were less enthusiastic with portfolios mainly because the portfolio is a new tool to them as well as workload. Most of the trainees, about 20.9%, strongly agreed and 39.5% agreed even that they felt proud of completing their portfolios and highlighted that portfolios presented themselves.

Also, trainees noted that portfolio experience encouraged them to discuss their teaching performances with their supervisors and training teachers (18.6% strongly agree and 46.5% agree), and to share their learning experiences with peers (16% strongly agree and 60% agree).

Moreover, most of the respondents underlined that through portfolio development, they learned how to reflect on their learning and teaching and develop the reflective skills (16.2% strongly agreed and 51.1% agreed). In other words, their reflections helped them to gain deep understanding of their learning experiences. Fewer trainees, approximately 11.6% indicated that they didn't learn how to reflect on their performances. In this case; trainees highlight the need for learning how to reflect, a research conducted by Al-Issa and Al-Bulushi (2010) suggests for trainers some approaches and strategies to help trainees develop as reflective teachers.

Another valuable feature highlighted by the majority of trainees (20. 9% strongly agreed and 48. 8% agreed) is its potential to facilitate professional development. They

noted that it is a tool for supporting teacher learning over time; i.e., to life-long learning and that portfolio construction contributed to their growth as teachers. However, a relatively few trainees disagreed with this reality.

Finally, approximately 72% of the trainees (25. 5% strongly agreed and 46. 5% agreed) considered that portfolios would be a useful authentic assessment tool for their teaching training course and suggest integrating it in teacher education programme. Trainees alluded that by self-evaluating their teaching performances, they can improve their teaching skills. In sum, most responses indicate that trainees unanimously found the portfolio a useful tool for professional development, supporting self-reflection and raising awareness of their strengths and weaknesses in teaching.

Q14: The important benefits for developing my teaching portfolio were:

Benefits	1st	2nd	3rd
(a) Show my growth	13	**16**	7
(b) Document learning	10	12	**19**
(c) Self-reflect	**20**	15	6
(d) Complete the training	0	0	11
(e) Others	0	0	0

Table 22: Benefits of developing the TP
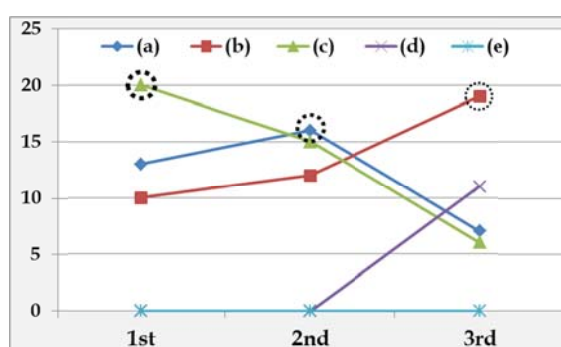
Figure 14: Benefits of developing the TP

From the results shown in the table above, respondents perceive developing the teaching portfolio as a process of learning with varied benefits. They chose three most important benefits of developing TP as a source of reflection (20 trainees), a means to

show growth and development (16), documenting learning about teaching (19). Finally,

few find it as just a means to complete the training requirement.

Q15: The important skills I learned from developing my teaching portfolio were:

Skills	1st	2nd	3rd
(a) Acquisition of reflection	**19**	12	14
(b) Knowledge of teaching & learning	12	**17**	13
(c) Knowledge of TP	12	14	**16**
(d) Others	0	0	0

Table 23: Skills learned from developing the TP
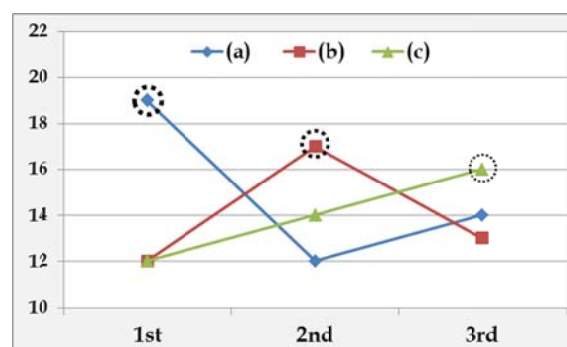
Figure 15: Skills learned from developing the TP

The table above reveals that the main skill acquired while constructing the portfolio

is reflecting on the trainees' teaching practices (19). Also, the respondents believe that

through developing their teaching or professional portfolio, they learned about teaching

and learning (17). Last, through portfolio development, trainees had a clear knowledge

about and an image about the TP (16). No one had proposed other choices.

Q16: The important advantages of developing a teaching portfolio:

Advantages	1st	2nd	3rd
(a) Presenting knowledge	0	12	5
(b) Convenient way to track learning	10	2	2
(c) More powerful than the TR	**23**	2	5
(d) Showing the qualification	4	7	0
(e) Useful tool	6	**14**	7
(f) Portable & easy	0	8	**12**
(g) Sharing my learning	0	0	12
(h) Others	0	0	0
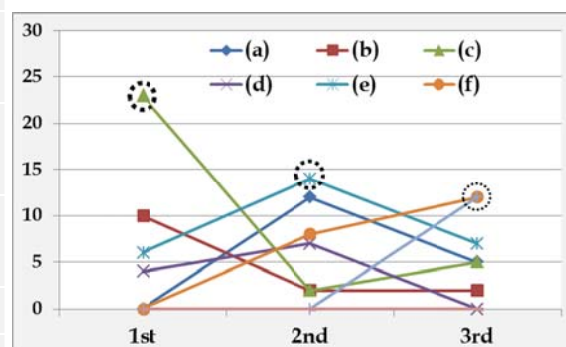
Table 24: Advantages of developing the TP   **Figure 16:** Advantages of developing the TP

In responding to question 16, trainees chose the most important advantages of the TP. They consider the TP as more powerful and convenient than the traditional TR or TC with 23 respondents. Second, they see it as a useful tool/assessment approach in their future teaching (14 trainees). Last, they conceive it as both a portable and easy to update and a means to share learning with others easily (12). These choices were ranked as the three most important things that trainees learned from developing teaching portfolios.

Q17: The important disadvantages of developing a teaching portfolio were:

Disadvantages	1st	2nd	3rd
(e) Time demanding	**24**	14	8
(f) Extra-load	13	**19**	12
(g) Inadequate supervision	6	10	**23**
(h) Others	0	0	0
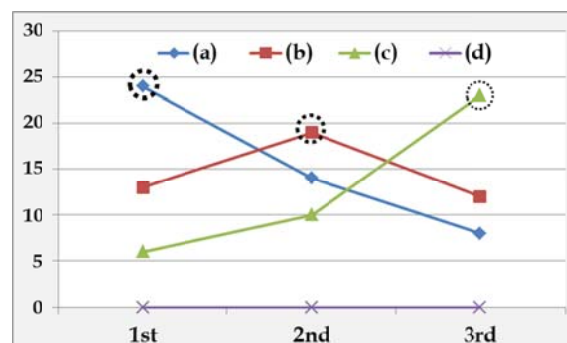
Table 25: Disadvantages of developing the TP

Figure 17: Disadvantages of developing the TP

From the above table, trainees ranked "time demanding" as one of the three most important disadvantages of developing the TP (24 trainees). The second choice is attributed to "extra-load" (19 trainees), since trainees are already writing their TR and TC in parallel to developing the TP. The third choice goes to "inadequate supervision" while developing the portfolios (23 trainees).

Q18: The helpful resources for helping me to develop my teaching portfolio were:

Resources	1st	2nd	3rd
(a) Relevant example	**22**	11	7
(b) Directed instructions (seminars)	11	**20**	11
(c) Supervisors assistance	6	10	**19**
(d) Training teachers assistance	4	2	4
(e) Others: Discussion with peers	0	0	2
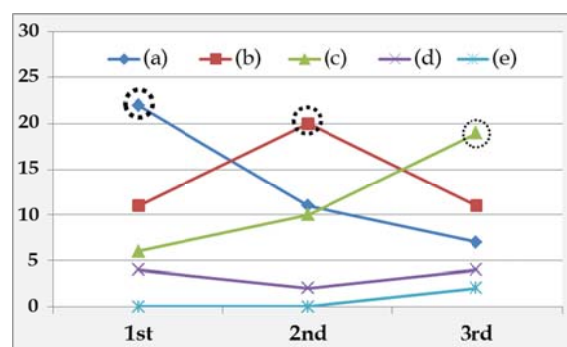
Table 26: Helpful resources for developing the TP

Figure 18: Helpful resources for developing the TP

The above table shows the three most important helpful resources for developing TP ranked by the respondents. The first choice that the trainees selected is the relevant example (22) provided by the researcher as a support for the trainees to better illustrate the concept for them, especially that all of them indicate that they had no prior experience with developing TP (cf. Q12). Secondly chosen important resource for developing TP was directed instruction or seminar (& workshops) (20) delivered by the researcher before the onset of the PTC and reinforced during the workshops with their supervisors. Third graded resource was supervisors' assistance (19) during workshops through continuous monitoring and guiding their step by step developmental process. One trainee added one other choice which is peer discussion. This latter could be an important help for the trainees to exchange experiences and ideas, and even provide feedback.

1.3.3. Further Suggestions

In responding to open-ended questions, trainees provided some suggestions for TP development:

Q19: What suggestions would you give to future students to develop a successful teaching portfolio?

The following suggestions were given by respondents:

- Organize workshops for discussions and help with peers and supervisors.

- Relevant example & guide.

- Introduce the portfolio start from the beginning of the year.

- Work seriously on the portfolio for its importance in future career.

- Be familiar with the portfolio through learning about it.

- Develop it while conducting the practical training.

- Devote time & effort to develop and reduce time for courses in this year.

- Pay attention to every detail in the training to develop adequately the portfolio.

- To be trained by supervisors and TT who are already professionals with portfolios to give adequate assistance.

- Trainees should self-reflect honestly.

- Give importance to the practical training experience.

- Be creative & give your portfolios personal touch.

- Share your experience with peers & supervisors & TT to exchange views and develop skills and knowledge.

- Trainees need to be assessed continuously during the training and receive feedback for their portfolios.

5 trainees gave no answer.

Q20: Do you have any suggestions for improving the teaching portfolio project in the practical training period?

The following suggestions were given by respondents:

- Supporting the portfolio with pictures & videos.

- Give more instructions & seminars or workshops for the portfolio development.

- Supervisors should give serious attention to supervise trainees and give directions.

- Reorganize the portfolios sections and reduce its size by giving at least two teaching cards.

- Start the portfolio from the very beginning of the year and give less space for the supervisor and TT feedback.

- Receive explanations about each step during the training so that portfolios could be filled adequately.

- Be less guided and free to develop the portfolio as they see fit and limit the instructions

- No need for the teaching copybook and teaching report since it combines them.

- Trainees should be introduced to the portfolio and make it an obligatory task.

6 trainees gave no answer.

Q21: Would you recommend this form of evaluation as an alternative for the training report; if yes, why?

The following recommendations were given by respondents:

- It is more organized/ academic/ comprehensive.

- Trainees have clearer instructions & directions.

- To reduce the load of making many assignments (TR, TC, research paper).

- It is more specific & personal & detailed/ practical & precise.

- It reflects better trainees' experiences rather than just describing what they did in the TR.

- Portrays the teaching experience.

- It gives larger space for reflecting on our experiences in teaching.

3 of the respondents gave no answer.

Q22: What was the most beneficial aspect of completing the portfolio and why?

The following propositions were given by respondents:

- Philosophy of teaching and career goals receive most of the answers that trainees found beneficial aspects. They claim that these parts helped them to

express easily, freely and clearly their selves that they couldn't find in the training report and copybook.

- The other widely chosen beneficial aspect is evaluation sheets. They found those sheets as detailed feedback to their teaching experience continuously enabling them to see their weaknesses and strengths, "a traced souvenir". "We can notice our progress through evaluation sheets."

- Reflection checklists/workshops also receive a reasonable amount of trainees' choice (answers) since according to them; this part helps them to reflect upon and comment on their teaching and presentation and shows the trainee as a professional.

- Summary of the training experience is also a preferred aspect in the portfolio since it develops the trainee ability to write, for them.

- Training workshops and teaching cards also have been chosen by many trainees who claim that they permit them to discuss experience and insights with peers and supervisors, and also receive assistance and guidance.

- Few have answered that CV is an important aspect since it reflects the trainee's image and personality (trainee as a person).

- It is a change from the monotonous way of reporting the training experience. They report that they are bored to do the same model each year. As compared to the training report, the portfolio portrays a personal development.

8 trainees gave no answer**.**

Q23: What would you change in this process you participated in and why?

The following suggestions were given by respondents:

- Most trainees (60%) have proposed to start the portfolio at the very beginning of the year to enable the trainee to be familiar with it and give them enough time to develop it adequately.

- An important number of trainees have also suggested that it would be more appropriate to organize occasional seminars and workshops with peers, supervisors, and training teachers to discuss portfolio completion and clarify important tasks; as well as for evaluating the process continuously.

- Similar size of trainees has found the portfolio very beneficial, good, and appropriate than the training report; so, they offered no change in the process.

- Few others have suggested varied things like for example one who added to merge the two sections of training goals and career goals. Another proposed to enlarge the space for training goals and summary of the training. Also, others added to reduce the pages that include repeated details like teaching cards.

9 trainees gave no answer.

Q24: Would you keep using the teaching portfolio, after graduation, in your future career?

Categories	N° of Resp.
Yes	**28**
No	**15**
Total	43
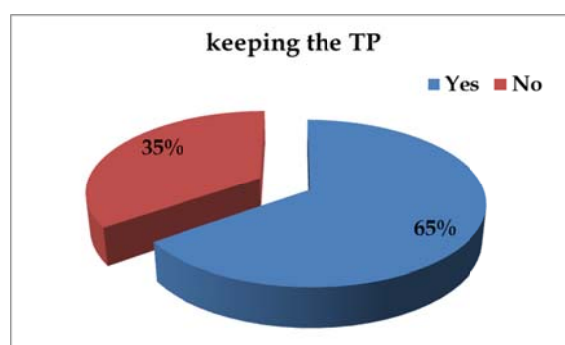
Table 27: keeping the portfolio after graduation

Figure 19: keeping the TP after graduation

Most of the trainees who opted to keep on using the portfolio claim that the portfolio reflects the real long-life learning about teaching and builds professional teachers; for its practicality in enhancing and showing professional growth, and its personal aspect; it reflects their teaching methods and techniques.

Those who said no, proclaim that they refuse to keep using it because of the lack of experience using it, and simply use teaching cards. Others said that they are obliged to follow one given document.

1.4. Discussion of the results

The majority (24 and 16 between highly motivated and motivated) show their commitment and motivation to teaching and find the PTC to have an important impact on their readiness to teach. However, trainees seemed ambivalent about the importance and value of the TR. Concerning the contribution of both TT and Ss, trainees are in favour of the great role played by these teachers in monitoring the teaching practices through workshops and feedback.

Moreover, trainees believe that drafting the TR is a simple task since it is just narrating and describing events (c.f. Q7 and 8). Although the PT is a useful experience, the majority of the trainees (37 Trainees) feel dissatisfied and disappointed about the period of training because the PTC is designed to fulfil many purposes, among them is using the appropriate teaching methodology (33 trainees), and preparing them to face school environment. Most of these purposes are best brought about during the full time phase (c.f. Q11) which is the conception of most of the trainees.

Furthermore, from the whole sample, the majority have neither prior experience nor prior knowledge about portfolios. Added to the motivation and commitment to teach English, trainees when experiencing with portfolio development were mainly motivated and interested to be involved in using and constructing portfolios. About (47%) of them felt comfortable and even proud of completing them for they represent them as beginning teachers.

The second theme indicates that portfolios promote discussion between trainees and teacher educators (76%). They make them more willing to share their learning experiences with others.

For the next theme, portfolios for most of the trainees (16.2% strongly agreed and 51.1% agreed) are a reflective tool. Through portfolios, trainees were able to reflect on their teaching and learning (c.f. portfolios analysis) and gain deeper understanding of their learning and teaching experiences.

The following theme deduced from the questionnaire is the portfolio's potential to facilitate professional growth and development. The majority of trainees (20.9%

strongly agreed and 48.8% agreed) conceived that portfolio construction contributed to their growth as teachers.

Finally, portfolios (with 72% of trainees) are considered to be a useful authentic assessment tool for the trainees teaching performance. It can support self-reflection and raise awareness of their strengths and weaknesses in teaching that enable them reflect, show growth and development (this is what has been confirmed in Q 15).

Trainees were aware of the advantages of developing the teaching portfolio to the extent that they considered it as more powerful than the TR to track reflection and development of teaching skills. However, they expressed their reluctance towards time which portfolios require to develop them; besides the extra load they exercised when they have to write TR, TC and research projects (Q17).

Trainees described their experience to be beneficial because of the example (model portfolio), workshops, and the role of supervisors' assistance, especially their initial experience in developing portfolios (Q18).

At the end, trainees' main concern and suggestion was to introduce portfolios at the beginning of the year, and to receive adequate supervision and guidance by professionals in frequent seminars and workshops. Moreover, when asked whether it could replace the TR, trainees agreed to be an alternative of the TR since most of them saw it as more organized, comprehensive, and reflects better trainees' experience and gives better space for reflecting.

Trainees stressed the issue that portfolios should be supported by the administration and formalizing it so as trainees would work on it seriously and reduce the tasks during the PTC (i.e. TR, TC, and papers). They found all the sections of the portfolio beneficial

and interesting, and most of them opted to keep using portfolios in the future since portfolios for them reflected long-life learning about teaching and built professional teachers (Q24).

2. Supervisors and Training Teachers questionnaire description and analysis

2.1. Design and description of the questionnaire

The questionnaire is administered to a sample of 7 supervisors out of a population of 25 scheduled by the administration to supervise those selected trainees, and 3 training teachers from both secondary and high school out of a population of 21 randomly selected during the academic year 2012-2013 after completing the teaching portfolios by the trainees at the end of the PTC. It is worth mentioning that for the present study, we do not intend to compare between the perceptions of both supervisors and training teachers, but rather for the sake of coverage.

The questionnaire (see Appendix 5) was designed to report supervisors' and training teachers' perceptions of the trainees' practical training experience while developing teaching portfolios. The former were informed that their identity would be kept confidential. It is divided into three sections: the first section [Qualification & Experience] collected general information and experience of our respondents vis-à-vis the PTC. The second section [General Experience with Portfolios] was on identifying and understanding Ss' and TTs' perceptions about teaching portfolios and how they might be used in the PTC. The last section is for further suggestions that might be offered by the teachers which contribute to the aim of the questionnaire.

2.2. Analysis of the questionnaire

2.2.1. Qualification & Experience

Q1: Degree

Categories	N° of Resp.
License	**4**
Magister	**6**
Total	10
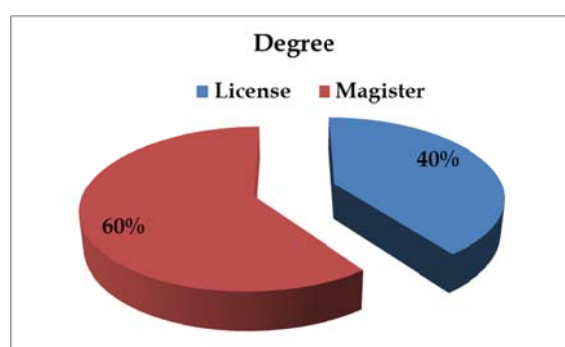
Table 28: Teachers' degree   **Figure 20:** Degree

Our sample constitutes 6 magister full time teachers at the TTSC and one part time retired teacher, and 3 license full time teachers at college and secondary schools in Constantine.

Q2: How long have you been teaching?

N° of Yrs	1	5	7	8	11	13	15	38
N° of Resp.	1	1	1	2	1	2	1	1

Table 29: Experience in teaching

Our sample has a varied experience in teaching raging from beginning teacher (1year) to an experienced teacher with 38 years teaching English in secondary school and TTSC. This variance permits us to track teachers' opinions about trainees' level and practical training experiences from both supervisors and training teachers.

Q3: How long have you been supervising trainee's practical training?

N° of Yrs	1	2	5	6	7	9	10
N° of Resp.	1	1	2	2	2	1	2

Table 30: Experience in training

   The above table shows that the teachers under study have again varied experience in training student teachers in their PTC ranging from 1 year for the beginning teacher to 12 years for the more experienced one. This will enable us to have a rich account about trainees' teaching experiences.

Q4: Do you think that "the practical training" is enough to improve trainees' teaching practice?

Categories	N° of Resp.
Yes	**2**
No	**8**
Total	10
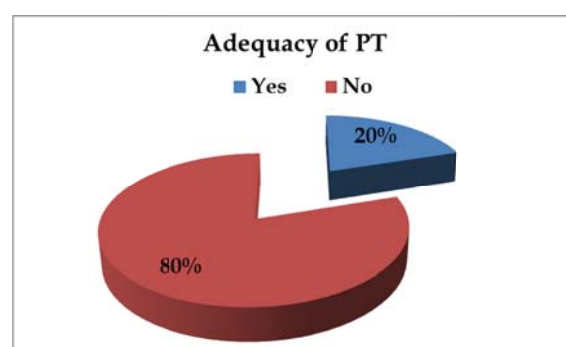
Table 31: Adequacy of PT in improving the teaching practice

Figure 21: Adequacy of the PT

   The results from the above table show that 8 teachers who form the majority are not satisfied by the period allotted by the administration for the PTC, and only two teachers are satisfied and find it enough for the training.

   The explanations that the majority of the teachers proposed are summarized as follow:

- The three phases are allocated too short periods

- Too limited period of time allocated.

- The aim of training is to familiarize them with the T/L atmosphere.

- Time allocated is not enough.

- Duration is not enough.

Q5: Does training contribute to the development of the teaching skills?

Categories	N° of Resp.
Yes	**8**
No	**2**
Total	10
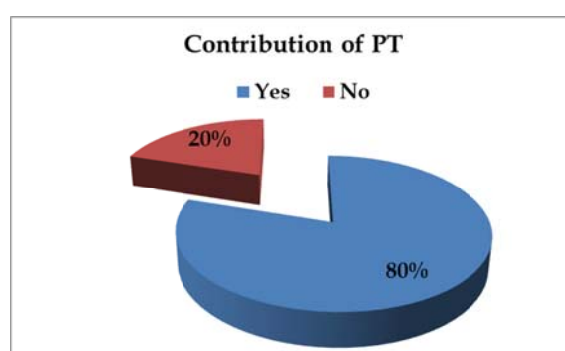
Table 32: Contribution of training to the development of the teaching skill

Figure 22: Contribution of the PT

Again, the majority of the teachers either supervisors or TT agree that the PT contributes to the development of the teaching skill of the trainees since it's the only occasion for them to practice teaching. Only few disagree with the help of the PT to the development of the trainees' teaching skills.

Teachers who agree with the fact that the PT indeed helps trainees to develop their teaching skill brought the following justifications:

- It helps students realize the importance of interacting with learners.

- it helps put into practice the different theoretical notions they have been introduced to and helps discover their own skills, weaknesses and teaching qualities.

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- It helps put into practice theoretical aspects like lesson planning, presentation and assessment.

- Practice all the skills they acquired them.

- Put into practice theoretical knowledge about teaching skills/ Face real teaching situations and cope with real T/L problems.

- Habit formation, and gives trainees readiness to assume teacher position and roles and get closer look by practical one to classroom practice, both psychological and physical.

Q6: Are you satisfied with your trainees' level in performing teaching?

Categories	N° of Resp.
Yes	7
No	3
Total	10
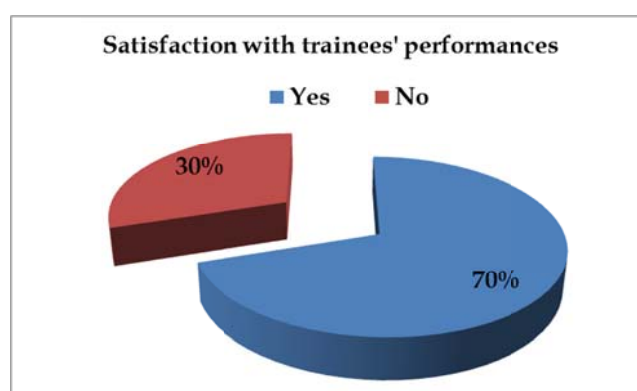
Table 33: Satisfaction with trainees' level in performing teaching

Figure 23: Satisfaction with trainees' performances

Since the majority of the teachers agreed that the PTC plays an important role in developing trainees' teaching skills, the majority of them are satisfied with the level of teaching performances of their trainees. Only three expressed their dissatisfaction.

When asked to justify dissatisfaction, teachers argue that:

- They are not satisfied for some trainees because not all trainees have the same level, they need more time to discover their teaching "aptitude".

Q7: Do you think that time given to trainees is enough to illustrate their teaching competences?

Categories	N° of Resp.
Yes	**0**
No	**10**
Total	10
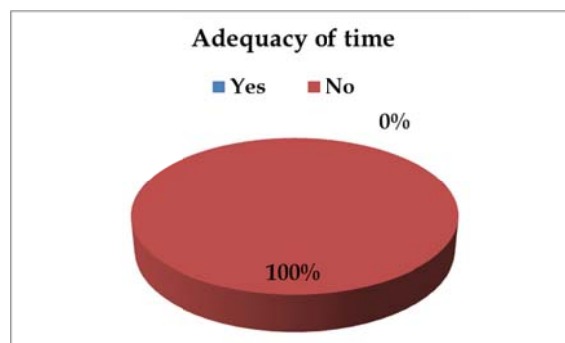
Table 34: Time allocated to illustrate teaching competences

Figure 24: Adequacy of time

All the respondents express their discontent about time allocated for the trainees to illustrate, test and develop their teaching competences. No one agreed about this idea. Their explanations are as follows:

- Once a week is not enough.

- Time allocated for the training teacher is divided between four trainees which is not enough for them neither to practise nor to show their real competence.

- Another teacher explained that all his/her trainees reported that when the teaching act starts to be interesting, it is over.

- One teacher claims that he/she observed each trainee twice; and it's not enough to show their competences, but he/she thought they have the basics of teaching.

- Teaching is life-long process.

- Time is not enough to get acquainted with the teaching practices, to recognise and be able to identify what trainees have learned in theory and in the field; let

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alone to evaluate it, criticize it, and then be able to provide their own teaching

alternatives.

One teacher didn't answer.

Q8: What part of the training process do you think is more beneficial for the trainees to perform and develop their teaching?

Categories	N° of Resp.
Observation	0
Alternate	0
Full time	7
All of them	3
Total	10
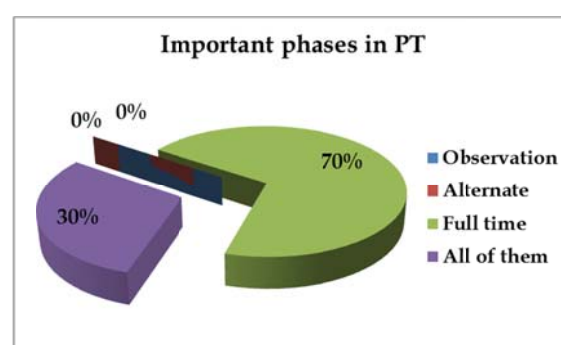
Table 35: Important phases for trainees to perform their teaching

Figure 25: Important phases in the PT

The table shows that the majority of the teachers find the full time phase as the most important for trainees to perform and develop their teaching competences. And three claim that all the phases are equally important.

➢ For those who opted for the full time period, they claim that:

- The floor is yielded for them to show their capacities, they assume their full role.

- The teaching act is completely endorsed by the trainee.

- They assume all the responsibilities of a real teacher. Indeed, the previous steps are also important; they pave the way to the full time.

- They act as real teachers.

➢ For those who chose all of them:

- All are important and beneficial.

- Each introduces and helps the success of the coming one.

- Each has got its own benefits and all are complementary; each prepares and paves the way for the next.

2.2.2. General Experience with the Portfolio

Q9: How do you assess your knowledge of "*the teaching portfolio*"?

Categories	N° of Resp.
Adequate	**2**
Limited	**7**
Inadequate	**1**
Total	10
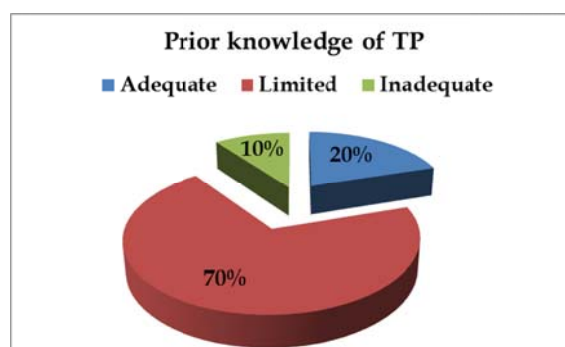
Table 36: Prior knowledge of TP   **Figure 26:** Prior knowledge of TP

The results show that most teachers have a limited knowledge of the TP as a tool for the teacher to record his experiences and reflect upon them. One teacher admits his inadequate knowledge about this tool. Two of the respondents expressed their adequate knowledge and awareness about the teaching portfolios and their functions and utility for the teacher.

Q10: Do you think that portfolios are used for the purpose of:

Categories	N° of Resp.
1	**0**
2	**2**
3	**1**
4	**0**
2 & 4	**1**
All	**6**
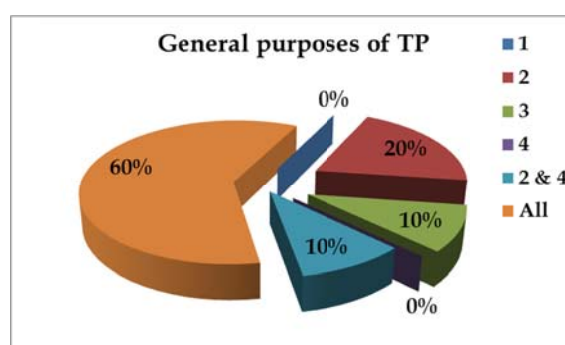
Table 37: General purposes of TP   **Figure 27:** General purposes of TP

The table above indicates that most of the teachers believe that portfolios have many purposes; promoting trainees' learning and development, encouraging self-assessment and reflection, providing evidence for assessment, and documenting growth of the trainee. Only two teachers opted for encouraging self-assessment and reflection as the main purpose of portfolios. One teacher has chosen providing evidence for assessment as the most important purpose of the teaching portfolio for the trainee. Another teacher considers that portfolios' main purposes are encouraging assessment and reflection as well as documenting growth.

The respondents provided the following justifications, only 3 gave no answer:

- For the six subjects who opted for all purposes, they justify that its use is an organized step for the teacher's life. Also, they see portfolios as teaching aids and assessment tools.

- For the one who has chosen the 2nd choice, adds that it is very personal, and the trainee is aware about what to report.

- The teacher choosing the 4th item claimed that it is a good means for reflection and self-assessment.

Q11: The Purposes of using Portfolios in Teacher Education Programme are:

Categories	N° of Resp.
a	5
b	0
c	3
a& c	1
All	1
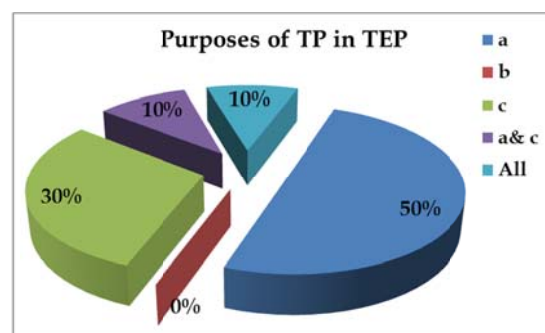
Table 38: Purposes of using portfolios   **Figure 28:** Purposes of the TP

   Half of the respondents conceive that the main purpose of using portfolios in TEP is to provide information about how their programme is preparing student teachers; a kind of ad. Three of them consider that portfolios are prepared for trainees' search for employment. One teacher believes that the purposes mentioned before are both behind using them in TEP. One other teacher found that all purposes are the main reasons behind using them in TEP.

Q12: Do you think that through portfolios, trainees would demonstrate better their abilities to see teaching as on-going inquiry?

Categories	N° of Resp.
Yes	**9**
No	**1**
Total	10
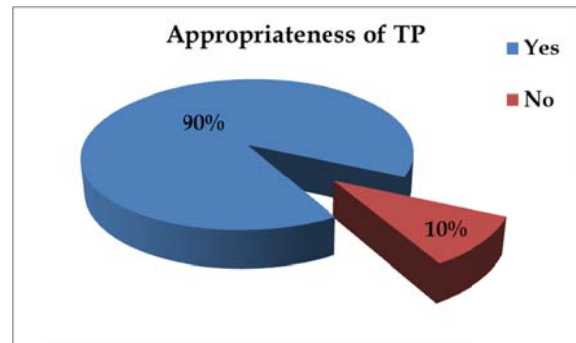
Table 39: Appropriateness of TP for demonstrating trainees' abilities

Figure 29: Appropriateness of TP for demonstrating trainees' abilities

The majority of the sample agrees that trainees would demonstrate better their abilities to see teaching as on-going inquiry through the use of teaching portfolios. Only one teacher disagrees with this idea.

We can deduce from the above results that the majority of the teachers believe that teaching portfolios would be a useful tool for the trainees to demonstrate their abilities and see that constituting portfolios contribute to make trainees see teaching as an on-going search for improvement since through them; trainees reflect upon their teaching performances and can assess them.

Q13: Have you noticed that portfolios assist trainees to reflect and think about

their work in deeper and more thoughtful way than with training reports?

Categories	N° of Resp.
Yes	**10**
No	**0**
Total	10
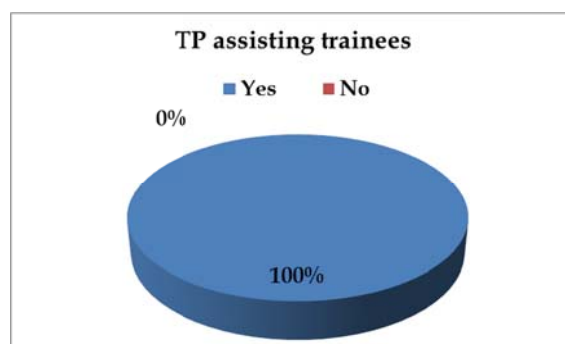
Table 40: Comparing portfolios with
reports in assisting trainees' reflection

Figure 30: Comparing portfolios with
reports in assisting trainees' reflection

All the respondents noticed that portfolios assisted trainees to reflect and think about

their learning and teaching practices in deeper and more thoughtful way than with TRs.

They brought the following justifications which are summed up as:

- Portfolios accompany trainees throughout the training period and in-service.

- They do better than reports which are only final products.

- They guide trainees on their day-to-day training experience.

Q14: Through portfolios, trainees are:

Categories	N° of Resp.
a	**0**
b	**0**
c	**0**
All	**10**
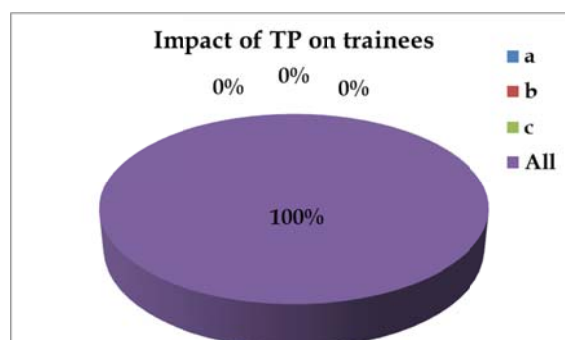
Table 41: Impact of portfolios on trainees

Figure 31: Impact of portfolios on trainees

The whole sample reported that through portfolios, trainees are likely to be more reflective of their practice, more tuned into the importance of documenting professional growth, and better articulating their philosophy and beliefs about teaching and learning.

From the above results, we can say that teachers either supervisors or training teachers who accompany trainees along the whole PTC, believe that portfolios are an appropriate tool for the trainees to trace their development as pre-service teachers in their teaching experiences.

Q15: Using portfolios has an impact on the teaching practice:

Categories	N° of Resp.
a	**0**
b	**1**
c	**6**
All	**3**
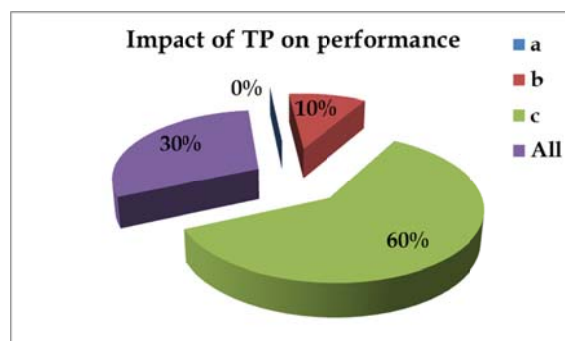
Table 42: Impact of portfolios on teaching performance

Figure 32: Impact of portfolios on teaching performance

From our sample, 6 teachers believe that portfolios impact the teaching practice; in that it makes it more reflective. 3 teachers consider that through portfolios, the teaching practice is more student-centred, clearly defined by professional standards, and rather more reflective. One teacher sees it as only clearly defined by professional standards.

The results imply that the majority of the teachers admit the importance and relevance of the portfolios in changing and influencing the teaching practice of our trainees in particular and of the pre-service teachers in general.

Q16: Do you think that portfolios, when implemented, will have a positive impact on teachers' education?

Categories	N° of Resp.
Yes	**10**
No	**0**
Total	10
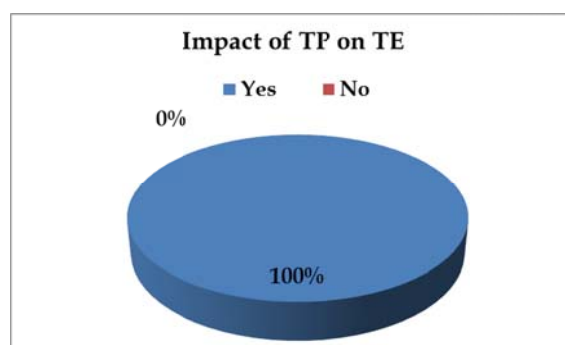
Table 43: Impact of implementing portfolios in TE

Figure 33: Impact of implementing portfolios in TE

The whole sample agreed on the fact that portfolios when implemented will have a positive impact on teachers' education.

Q17: If "Yes", then what effect would they have?

Categories	N° of Resp.
a	0
b	1
c	6
All	3
Others	1
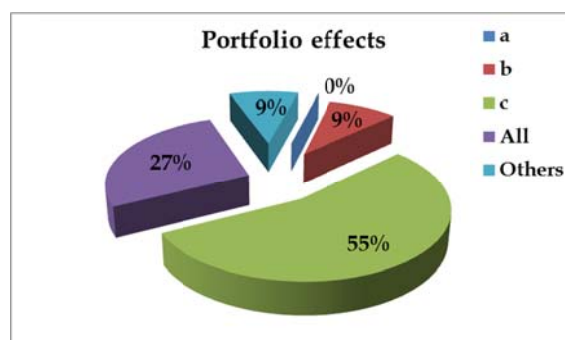
Table 44: Portfolio effects   **Figure 34:** Portfolio effects

The above table shows that teachers opted for varying effects; 4 teachers believe that portfolios would develop dialogue and collegiality among trainees and supervisors, help reach agreement about programme outcomes, i.e. exit criteria, and give a common language about the framework of the trainees' training experience. Two teachers content that they would develop dialogue and collegiality among trainees and supervisors. Three see that portfolios would give a common language about the framework of the trainees' training experience. One added that they would promote trainees' ability to evaluate & reflect upon teaching practices.

Q18: What are the different difficulties encountered while developing the portfolio?

When asked about the difficulties encountered by the trainees while compiling their portfolios, teachers claim the following:

- Lack of time, besides that constructing the portfolio is time consuming.

- Absence of reflective teaching.

- Trainees' source of preparation and readiness, but also their devoting. Sometimes, they are not committed; they started something but never finished it.

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- For trainees, they find it a bit long.

Q19: What are the main complaints of your trainees when compiling the portfolio?

Categories	N° of Resp.
a	3
b	0
c	3
a & c	4
Others	0

Table 45: Trainees' complaints while compiling the portfolio
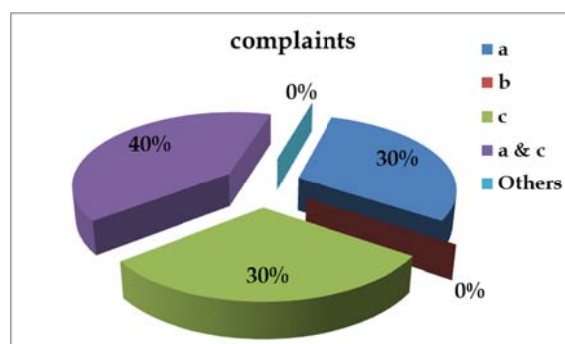
Figure 35: Trainees' complaints while compiling the portfolio

In order to be informed about trainees' most complains while developing their portfolios, most teachers reported that the main complains were time allotted to compile it and conceived as an extra-load in a crowded certification year.

From the above table we can infer that trainees indeed worked in very restricted environment where the portfolio is added to a full programme of the PTC between preparing reports, copybooks and research project that should be handed back at the end of the course.

Q20: Do you think that portfolios require:

Categories	N° of Resp.
a	2
b	0
c	1
a & b	3
All	3
Others	1
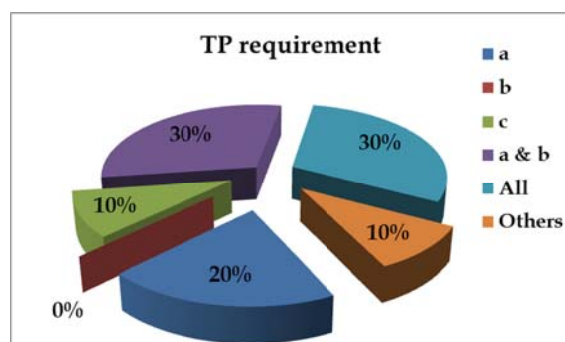
Table 46: Portfolio requirements   **Figure 36:** Portfolio requirements

The above table shows varying options; 3 teachers believe that portfolios require time to be read carefully and thoughtfully so that they can assess them, preparing feedback to portfolios, and conferring with trainees in an organized schedule. Three other teachers claim that both time to read carefully and thoughtfully and feedback are the important requirement for the portfolio to be successfully implemented. Two teachers opted for time to read portfolios as the main requirement for successful portfolio implementation and only one believes that portfolios are to be well implemented if conferring with trainees is put as key requirement.

From the results described before, we can deduce that teachers are aware of the main requirements for successful portfolio enactment in any TEP.

Q21: When using performance-based assessment form, do you opt for:

Categories	N° of Resp.
Portfolios	**7**
reports	**3**
Total	10
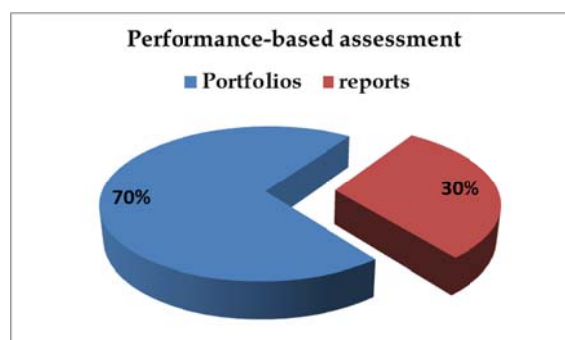
Table 47: Opting for the performance-based assessment

Figure 37: Opting for the performance-based assessment

The majority of the respondents opted for portfolios as a performance-based assessment instead of reports. Three teachers prefer to remain keeping and using reports as a performance-based assessment tool in the PTC.

From the aforementioned results most teachers are comfortable with the use of portfolios in the PTC and prefer to work with this new means of reporting trainees' teaching experiences.

Q22: If you are asked to assess portfolios, what criteria would you use?

Categories	N° of Resp.
a	**0**
b	**0**
c	**0**
d	**0**
Others	**0**
a & b & d	**2**
b & d	**2**
All	**6**
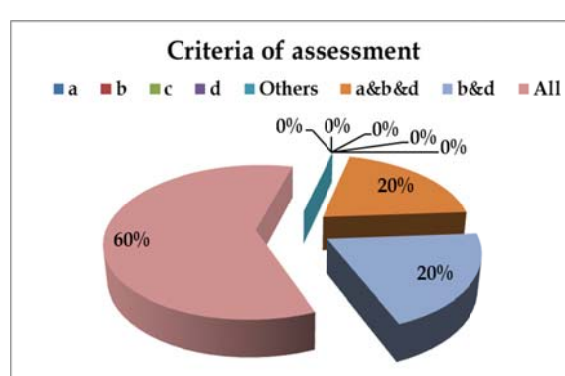
Table 48: Criteria for portfolio assessment

Figure 38: Criteria for portfolio assessment

From the above results, teachers prefer to combine criteria and not opt for a single criterion. Approximately half the respondents have chosen all the offered criteria to assess trainees' portfolios: grading growth and achievement, reflective thinking, quality of performance and product, and adequacy and relevance to content. Two teachers have chosen the first, second, and the forth criterion. The same number of teachers (2) opted for the second and the forth criterion.

We can infer from the above mentioned results that the criterion of reflection is emphasized or stressed by the entire sample. This means that the teachers are aware of the importance of reflection as an essential and integral part of the portfolio in developing trainees reflective practice and that their professionalism.

Q23: Do you think that portfolios are the appropriate means for the trainee to learn from his/her own teaching performance, to carry out teaching activities and reflect on his or her performance?

Categories	N° of Resp.
Yes	**10**
No	**0**
Total	10
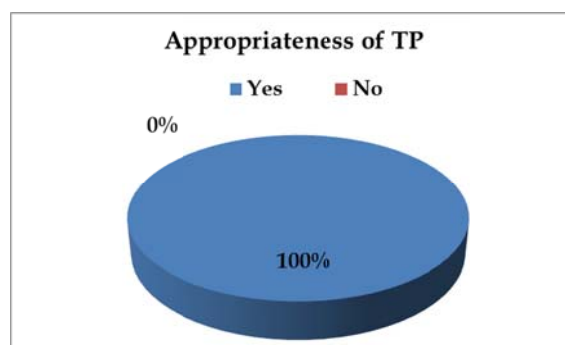
Table 49: Appropriateness of portfolios   **Figure 39:** Appropriateness of portfolios

All the respondents agree that portfolios are the appropriate means for the trainee to learn from his/her own teaching performance, to carry out teaching activities and reflect on his or her performance.

Q24: Justification

The teachers' justifications are as follows:

- Portfolio is self-assessment + self-improvement.

- Self-reflection; trainees will be thoughtful, punctual, and committed towards their tasks.

- Reflection and critical thinking are important for development, progress, and concrete achievement.

2.2.3. Further Suggestions

Few Training teachers and supervisors (4) provided suggestions:

Q25: Proposed suggestions

- Portfolios need to be implemented as a teaching aid.

- Keep the portfolio instead of training copybook and report.

- Evaluation of the portfolio is difficult; a heavy document to check frequently and evaluate. It needs time and framework or standard rubrics for evaluation.

- A very ambitious to regarding the overloaded trainees final year.

- The idea of the portfolio is good and summarizes the work of the trainee, the supervisor, and the training teacher.

- To concentrate only on the portfolio, I think trainees can produce very interesting portfolios, and to reduce the weight on the trainees.

2.3. Discussion of the results

The sample of both TT and S has a varied experience in both teaching and supervising trainees in their PTC. The results reveal that most teacher educators, (i.e. TT and S) are not pleased with the duration of the PTC to demonstrate trainees' development. The majority attributed their dissatisfaction to the short period allocated to the course, which is considered by most of them (c.f. Q 5) as contributing to the development of teaching skills and to let trainees put into practice and test the theories they have been introduced to in their education.

Although teacher educators considered that the PTC is essential for trainees to assume teacher role, they are not satisfied by their level of performing teaching, and when asked for further explanation, they claimed that trainees do not have the same level and that they need time to discover their teaching aptitudes.

All teacher educators (c.f. Q7) expressed their disagreement about time allotted to performing teaching. They regarded it as insufficient for the trainee to teach once a week and divide the time of teaching between three trainees; so it is neither enough to practice nor to show competences, for one of the supervisors "teaching is a life-long process". All TT and Ss considered the full time phase as an important phase for trainees to perform and develop teaching competences due to the fact that during this phase, trainees assume teacher's role.

Although their lengthy experience in teaching and supervising, most of the TT and Ss have a limited knowledge of the TP. When given the different usage of the TP, they opted for it as promoting learning, encouraging self-assessment and reflection, documenting growth, and providing evidence for assessment. For this reason, teacher

education programmes, for most of the teacher educators, adopt them to provide information about how their programme is preparing student teachers (c.f. Q11).

From their long experience in supervising, the majority of teacher educators agreed that portfolios demonstrate better trainees' abilities to practice teaching and could be a useful tool to reflect upon their performances (c.f. Q12 and 13) than the TR since for the majority of them the portfolio accompany the trainee throughout the training course and even in-service, and guide him/her on his/her day-to-day teaching experience.

In addition, the whole sample of teachers conceives portfolios to be more reflective, documenting growth, and articulating beliefs about teaching and learning. Again, the majority emphasize its importance and impact on the teaching practice (c.f. Q15 and 16) and expect that portfolios when implemented would have positive impact because they promote dialogue among trainees and Ss and TT, and promote trainee's ability to evaluate and reflect upon teaching practices.

Since any experience has moments of hardship, trainees found portfolio development time consuming (c.f. trainees' questionnaire). Teacher educators reported trainees' complains and emphasised on the point that they were overwhelmed by the load of preparing TR, TC, and research papers for some of them. In order to overcome all these difficulties, many S and TT proposed that portfolios would be successful if attributed enough time, organised regular workshops and seminars, and offered meaningful feedback.

For most teacher educators (c.f. Q21), if all requirements of portfolio development are fulfilled, they would be the suitable form of assessment for trainees' teaching performances accompanied with appropriate criteria. Few teacher educators have

offered further suggestion; one teacher emphasised on the issue that portfolios should be assessed adequately by designing a framework for evaluation. Another one suggested that it would be better if they concentrate on only portfolios right from the very beginning of the training course because trainees could produce very interesting portfolios, and at the same time reduce the weight for the trainees.

3. Summary of the findings

The analysis of the data from both questionnaires indicated that both pre-service teachers and teacher educators defined their perceptions on teaching portfolios development during the PTC to fall within five related and interactive themes: the teaching portfolio as (1) a reflective tool, (2) an evidence of growth and development, (3) a way to document and share learning and teaching experiences, (4) a useful assessment tool, and (5) a time-demanding process.

3.1. Portfolio as a reflective tool

Reflection is an important component in the portfolio. Foote and Vermette (2001, p. 34) maintain that "the process of reflection is what makes the portfolio a tool for life-long learning and professional development instead of merely a collection of work." By means of teaching portfolios, trainees can reflect upon the strengths and weaknesses of their teaching. They can show evidence of how and why their actions worked or did not work well for their pupils or class. This correlates with the trainees' questionnaire data, trainees (20) ranked reflection as the most important benefit of developing TPs, and the most important skill acquired and developed while constructing portfolios (19).

TTs and Ss (9), on the other hand, stressed the importance of reflection as one of the purposes of developing TPs. They all noticed that portfolios assisted trainees to reflect on their learning and teaching practices than with the TR (Q13). The portfolio has an impact on the trainees to be more reflective on their teaching practices (Q14, Q15, and Q16).

3.2. Portfolio as an evidence of growth and development

A recent study by Hismanoglu (2010) shows that among the effective professional development strategies that English language teachers prefer are teaching portfolios. Also, Campell et al (2000) view the portfolio as an organized, structured document that is achieved with the evidence of teachers' professional growth and achievement. Another valuable feature that correlates with the previous research highlighted by the majority of trainees (20. 9% strongly agreed and 48. 8% agreed) is its potential to facilitate professional development. They noted that it is a tool for supporting teacher learning over time; i.e., to life-long learning and that portfolio construction contributed to their growth as teachers.

Moreover, data retrieved from TTs' and Ss' questionnaire indicate that one of the multi-purposes of the TP is to promote trainees' learning and development (Q10). They also perceive it as a tool to trace trainees' development in their teaching experiences, and as evidence of professional growth (Q14).

3.3. Portfolio as a way to document and share T/L experiences

Shulman (1998) demonstrates that teaching portfolios are carefully selected artifacts of supervised T/L events shown by evidence of student work and reflective writings. In

the trainees' questionnaire data, (65%) of the trainees both strongly agreed and agreed that portfolios encouraged them to discuss the teaching practices with the others. They were positive to share their learning with peers (16.2% strongly agreed, 60.4 agreed). In responding to Q14 and Q16 respectively, many trainees ranked both "documenting learning about teaching" (19 trainees) and "sharing learning with others" (12 trainees) as the third most important benefit and advantage of TP. They also found TTs and Ss as the third most important helpful resources for developing their portfolios (see Q18).

Questionnaire data from TTs and Ss shows that they believed the main purpose of TP in TEP is to inform about trainees' education and training experiences throughout the course. In Q12, the majority of teachers perceived the portfolios to demonstrate better trainees' abilities in teaching, and motivate them to be more tuned to document their professional growth. Teachers also believed that portfolios encourage and develop dialogue and collegiality among trainees and their teachers (Q17).

3.4. Portfolio as a useful assessment tool

Wolf (1996) defines the portfolio as a "selective collection of teachers' work and standardized assessment....The primary purpose of this type of portfolio is to evaluate teacher performance for certification licensure or professional advancement" (p. 34). It is for this purpose that portfolios are useful in assessing pre-service teachers' achievement and development within a TEP. Data retrieved from trainees' questionnaire correlates with Wolf's research and shows that approximately 72% of the trainees (25. 5% strongly agreed and 46. 5% agreed) considered that portfolios would be a useful authentic assessment tool for their teaching training course and suggest integrating it in TEP. Trainees alluded that by self-evaluating their teaching performances, they can

improve their teaching skills. Besides, the widely chosen beneficial aspect in portfolio completion is the evaluation sheet (Q22). They found those sheets as detailed feedback to their teaching experience continuously enabling them to see their weaknesses and strengths, "a traced souvenir".

From the TTs' and Ss' point of view, teaching portfolios are perceived to provide evidence for assessment and to encourage self-assessment as two important purposes of developing them (Q21). Also, the majority of them found portfolios as appropriate performance-based assessment tool than the TRs and put criteria for this assessment (Q22).

3.5 Portfolio as a time-demanding process

As suggested by Okhremtchouk, Newell & Rosa (2013, p. 23), when addressing the issue of timing, "Delaying the exit assessment will result in more skilled authentic portfolios and a more accurate evaluation of teaching skills."

The researcher's recent finding correlates with Trainees' attitudes toward the process of developing TP being negative in terms of time. In responding to Q17, trainees ranked 'time-demanding', 'extra-load', and 'inadequate supervision' as the strongest disadvantage in developing TP. Within the PTC, without adequate supervision, combined with a lot of course work and field experience (e.g. TR, TC, and research paper), they felt overwhelmed and could not give much attention to portfolio development and reflection.

For the suggestions to improve the TP project, TTs and Ss emphasised on 'reducing the workload', 'introduce portfolios at the very beginning of the year', and 'make it an obligatory task'.

Trainees	Teacher educators
Reflective tool	
• Acquisition of reflection. • Collection of reflection to show L/T performances.	• Connecting theory and practice. • Encouraging reflective practice. • Acquiring to self-reflect.
Evidence of growth / development	
• Tracking progress. • Acquisition of performance skills. • Presenting the trainee as beginner.	• Providing evidence for growth. • Demonstrating abilities. • Promoting trainees learning.
Document / share T / L experiences	
• Collection of teaching materials. • Discussing knowledge of T/L. • Seminars with TT, S, and peers.	• Providing feedback. • Stimulating discussion and reflective thinking.
Assessment tool	
• Useful authentic assessment tool. • Requirement in the PTC.	• Encouraging self-assessment. • Providing evidence for accountability.
Obstacles and difficulties	
• Time-demanding. • Inadequate supervision. • Study-load.	• Workload and time consuming. • Preparing feedback. • Organizing schedule for workshops.

Table 50: Overview of perceptions of portfolio development during the PTC

Conclusion

This chapter reviewed the student teachers' perceptions of developing teaching portfolios during the PTC to reflect on their teaching practices and analysed their perceptions, as well as their training teachers' and supervisors' perceptions of the trainees' experiences when using teaching portfolios, and of the teacher education programme as a whole using this tool for reflecting on teaching practices for pre-service teachers.

Analysis of the data from both trainees' and supervisors' and training teachers' questionnaires showed that portfolios when developed by trainees proved to be: a reflective tool for the trainees to develop an understanding of teaching, an evidence of growth and development, since it tracks the trainees' teaching abilities and skills in teaching, a way to document trainees' teaching/learning experiences and share them with others like peers, TTs and Ss. Also, portfolios are proved to be useful in assessing pre-service teachers' achievement and development within a TEP. However, trainees showed negative attitudes toward time required to develop the portfolio and offered solutions for that. In sum, we can say that the overall analysis of the questionnaires confirmed the second hypothesis that trainees, supervisors, and training teachers would engage appropriately and positively with teaching portfolios and perceive them as an instructional tool involving reflection, documentation of teaching performances and professional development.

CHAPTER SIX

Implications for Future Research

OUTLINE

Introduction

Further questions for research on the development of reflective practice and teaching portfolios for pre-service teachers emerge from this study. The following sections address questions for further research in the design and implication of pre-service teacher education programmes for both teacher educators (including both supervisors and training teachers), student teachers (or trainees), and the PTC; dispute the assessment and evaluation of student teachers; and see how this study may contribute to further research in teacher education.

1. Implications for teacher educators

Although it is not the focus of this study, the role of both training teachers and supervisors is crucial in assisting trainees to develop reflection. In order to promote reflective practice, teacher educators need to provide more time for opportunities to let trainees think about their practice. Teacher educators are able to help generate reflection opportunities through assignments, group discussion, workshops or seminars (cf. chapter one).

Providing varied opportunities for reflection would enable trainees to reflect on their practice, and therefore reflect at deeper levels than if they were only exposed to the same reflective activity again. The portfolio acted as a way to generate multiple opportunities for different settings for reflection to occur. As a result, reflective development was observed in all trainees. They were able to demonstrate their reflective practice in different sections in their portfolios (reflective checklists and workshop reports).

Teacher educators should be the models for reflective dispositions; as advanced by Loughran (1996, p. 26):

> [Trainees] need to be able to access my thinking about pedagogy if they are to genuinely understand the complexities of teaching and learning, and to draw their own conclusions about how they might apply their learning from my modelling to their own practice. I therefore incorporate a 'thinking aloud' about my teaching so that my students are given an opportunity to understand the thinking which accompanies my practice.

Trainees should meet on a weekly basis to reflect on their development as well as the development of the lesson. Training teachers should model or '*think aloud*' about their teaching experience, it is an attempt to give trainees a direct access to their thoughts, ideas, perceptions, and concerns which shape teaching in order to understand the perspective on their teaching. Loughran (ibid) claims that thinking back over teaching experience could occur immediately after a lesson, or could extend over time and be revised in a variety of different ways as reconsidering the experiences from that situation.

Supervisors on the other hand, should also organize weekly workshops and let trainees engage in conversations and discussions about their development, i.e., discuss individual as well as whole group developments as seen through the lesson.

2. Implications for trainees

Linking teaching principles and theories to one's actions is a big challenge, if one's focus in on survival. Reflection takes time, and these trainees did not have a lot of time to step back from their actions and think about what they were doing.

The tension between providing time for reflection and meeting the requirements for completing the PTC is tight. On the one hand, the portfolio main objective is to instil reflective practice in pre-service teachers; on the other hand, trainees must fulfil numerous tasks of learning and teaching in a period of only one semester. Reflective practice involves several mechanisms over their pre-service period to reflect-on-action in order for them to carry out this practice once they are on their own in the classroom.

In addition, reflective practice involves interdependency− the ability to work with someone else in a reflective manner on one's practice. Therefore, trainees need to learn to work cooperatively with colleagues. Despite these recommendations, one must ask whether or not trainees should be expected to develop enough during the PTC in order to engage in reflective practice.

3. Portfolio activities to promote reflective practice

The question that can be elicited from the literature is what would a teaching portfolio designed to promote pre-service teachers' reflective practice at the TTSC look like?

As indicated in chapter one, the activities of evidence of practice (artifacts), discussion with peers, supervisors and training teachers, and writing commentaries− all combined would help trainees to reflect on their T/L practices. The following figure

shows the components of the teaching portfolio in relation to the three reflective activities of evidence of practice, discussion, and writing commentaries and workshops that play an important role in demonstrating trainee's ability to be reflective in the PTC.

Portfolio components	Activities	Workshops
Teaching performances	Classroom observation, Alternate teaching, Full time teaching.	With training teacher and peers; with supervisor and peers.
Artifacts	Any representation of teaching performance; lesson plans, learners' assignments, etc.	With training teacher and peers; with supervisor and peers.
Discussion	Oral interaction with others based on teaching performances. Formal or spontaneous process oriented.	With training teacher and peers; with supervisor and peers.
Writing commentaries	Written reflections of individual actions or in reaction of a reviewer or peer's actions.	With training teacher and peers; with supervisor and peers.

Table 51: Portfolio components for promoting reflective practice.

During the process of developing the teaching portfolio, a combination of activities and workshops would help to encourage and promote reflectivity to a higher level in trainees over the PTC. The components of a typical teaching portfolio for pre-service

teachers would engage them to reflect on their teaching performances in order to critically examine their practice.

3.1. Teaching performances

The actual teaching performances are considered as the basis of the teaching portfolio's development. Trainees draw for their own teaching practices to discuss ideas about T/L. Their personal experiences provide the stimulus for these ideas to occur. The events and feelings that arise could never have been expected without actually having experienced the teaching situation. The way learners react, the teaching materials used, and unexpected learners remarks and misbehaviours; all these make up actual and real teaching. Therefore, through teaching performances, more questions and ideas emerge as a result of actual interaction in the classroom.

Trainees are able to reflect-on-action when observing these teaching performances either individually when observing their own or peer's performances, or through training teachers' and supervisors' observation. This type of reflection promotes continuous progress through recognition and modification of actions.

3.2. Selecting artifacts

Artifacts in the teaching portfolio are considered as a tangible evidence of teaching performances. They are used to identify these performances. For instance, the trainees may select a lesson plan of a given unit supported by written commentaries and notes after the lesson, or may select some learners' assignments in relation to the lesson. He/she may also opt to videotape a given lesson recording visual and aural representation of his/her performances as well as learners' reactions.

Artifacts are strengthened by the amount of variation in teaching materials provided to support the teaching performance. In that, the artifact that includes trainee's lessons, his/her reactions, observers' notes to the lesson, and learners' assignments enables the trainee or any viewer of the portfolio to gain a greater understanding of the overall lesson.

3.3. Discussion

Developing the portfolio may require trainees to have formal interactions about their teaching performances during workshops with both TTs and peers or Ss and peers. These formal interactions provide opportunities for reflection. Discussion can be raised with specific questions which lead to a greater understanding and awareness of practice.

A trainee, for example, who is reflecting on how the lesson on if-conditional went may have formal discussion with S, TT, and peers to identify strengths and weaknesses, to make links between previous experiences and theories, and to help him/her observe this teaching performance in a greater context of his/her philosophy of T/L.

Discussion of materials presented in the portfolio helps to enhance meaning for both the trainee and other participating in the portfolio like supervisors, training teachers, and peers. It can take place around a single teaching performance, or several ones, stimulating reflection.

3.4. Writing commentaries

The teaching portfolio framework is composed of artifacts (tangible evidence of practice) combined with reflective commentaries. The writing commentaries explain both to trainees and the audience of the portfolio why artifacts are selected, what they

show about the trainee's practice, and how these artifacts relate to trainee's development of a philosophy of T/L.

These writing commentaries function as a synthesis of the previous portfolio components since the trainee puts down in writing selected lessons and ideas gained through teaching performances, and discuss personal thoughts of T/L with peers, TTs, and Ss.

The components of the teaching portfolio, training performances, artifacts, discussion, and writing commentaries may act as a guide for trainees to follow during the PTC. These components not only stimulate reflection, they also encourage reflective development.

4. Assessment and evaluation of the trainees in the practical training

Portfolios are devices for seizing trainees' development over time. Through implementing teaching portfolios for evaluation, both teacher educators and trainees can see the latter's development over time. Approximately half of the trainees reported through the questionnaire that the portfolio helped them to see what they have learned over the PTC.

Portfolios help trainees to see things through the eyes of the novice. Teacher educators can observe what trainees view as important to developing as professionals through their portfolios. Trainees through this study were able to see the importance of the profession, lesson planning, classroom management, and assessment through their eyes. Although trainees had guidelines on how to select the artifacts and the general

form, there was variance within the portfolios. Some trainees used only their own work; others combined it with some pupils work to represent their learning over time.

In order to make the portfolio more meaningful to the trainees, it needs to turn around a personal interest in teaching. Trainees need to play a more active role in selecting artifacts for their portfolios in order for them to commit to the process of developing and not to perceive it as an extra load. Those trainees who did not find a personal interest on it reported that they were obliged and had the feeling that it was just a task to get through.

Portfolios can be evaluated by both teacher educators and trainees. The latter need the opportunity to learn how to critically assess their work. Other opportunities include using portfolios to discuss development over time and using portfolios to engage trainees in discussions about one another's practices during meetings and workshops. Having the opportunity to present the work in the portfolio helps trainees to articulate their work and personal development to a different audience. Also, trainees' portfolios might have been stronger if the instructors had worked with them along the way to select artifacts and to provide feedback on drafts of their reflective commentaries.

Despite this lack of interaction, portfolios served to clarify trainees' strengths, and helped them to make action plan for their future in the teaching profession. Most trainees reflected at the end of their portfolios about personal plan for the future based on perceived development. Trainees were able to use their entries as a way to survey their strengths and weaknesses.

Questions for further research include researching the self-sustaining influences portfolios have on developing as reflective practitioners over time. What happens when

there is no mentor? What purpose does he/she serve? This study looked at only English teacher education programme. How can portfolios be used in other pre-service programmes?

Conclusion

Looking for ways in which to further research the efficacy of reflection would help to identify whether or not it is applicable to pre-service teachers in general and within the confines of the Teacher Training school of Constantine programme. The portfolio is important to the TTSC English language trainees in that it gave them a focus and a place to collect their work and reflect on it. What the portfolios did provide was a way for trainees to look at their teaching experiences and make recommendations for change in the future. Whether or not they carry out their plan for improvement was not a part of this study.

Implications for using teaching portfolios in TEP suggest that portfolios can provide documentation of trainees' growth and development over the course of their training, and this documentation can be enhanced through frequent instructions between trainees and their teacher educators. With guidance and support trainees can begin to look at their practice at more than a technical level and learn to reflect on their developing practice as professionals.

GENERAL CONCLUSION

GENERAL CONCLUSION

The present study has been undertaken to identify the introduction of the teaching portfolio in teacher education training course. Teaching portfolios demonstrate one way of preparing pre-service teachers' reflective practice. The analysis of the trainees' reflective development along the three levels of reflection during the overall PTC reveals that the majority of the trainees developed from a technical understanding of teaching and learning towards a more practical understanding of teaching and learning. However, this study has revealed that their reflection did not reach critical levels.

The portfolio can facilitate pre-service teachers' understandings of teaching and learning by integrating several different purposes (reflection, documentation, sharing learning/teaching, and assessment), and involving different persons (pre-service teachers, peers, supervisors, and training teachers). Analysis of the data from both trainees' and supervisors' and training teachers' questionnaires showed that portfolios when developed by trainees serve multiple purposes:

- Portfolio as a reflective tool.

- Portfolios as an evidence of growth and development.

- Portfolio as a way to document and share learning/teaching experiences.

- Portfolio as a useful assessment tool.

- Portfolio as a time-demanding process.

Indeed, respondents in this study stated that the ability to serve multiple purposes was the strength of portfolios as an assessment tool as compared to the TR and TC. The

respondents stated also that portfolios have positive impact on their training experience. It can be represented in:

- Promotes reflection. (67%)

- Facilitates learning about teaching. (68%)

- Promotes knowledge about teaching portfolios. (51%)

First, as stated earlier, portfolios appear to encourage trainees to reflect and think about their practice in a more thoughtful way than they have with the TR. For example in the open question; one trainee claimed "Trainees seem to be more reflective of their teaching practice and more aware about documenting growth."

Second, portfolios are viewed as self-developing tool that encourage trainees to assume more responsibility for their learning. Trainees feel that those who use portfolios are more knowledgeable about matters concerning teaching, about the importance of portfolios as an assessment tool, and about considering learning about teaching as an on-going process. As one trainee advanced "Trainees need to be continuously assessed on their own practice."

Third, portfolios provide trainees with the opportunity for documenting their on-going learning and teaching during their real teaching experiences. The requirements to provide evidence of teaching practice involve trainees in examining their performances. Portfolios emphasise the importance to reflect on action.

The introduction of teaching portfolios should be considered as a developmental process since each step in the portfolio activities makes them proficient. Trainees first observe and search relevant teaching materials; then, plan, document, and organize the

content which enables them to gain more skills from each activity. Besides, making them reflect on their practices, the teaching portfolios show them how they evaluate their own teaching. Ultimately, our goal is that pre-service teachers, through learning from the development of a teaching portfolio in their TEP, would be able to transform their learning into their teaching in the future.

Implications for using portfolios in TEP are twofold. First, they can provide documentation of trainees' growth and development over the course of their graduation. Second, this documentation can be enhanced through frequent workshops with their teacher educators. Trainees can then look at their practice at more than a technical level, and learn to reflect as professionals gradually.

As a result of this study, further questions for research on the development of reflective practice and teaching portfolios in TEP in Algeria emerge. First, this thesis raises questions for further research in the design and implementation of pre-service teacher education programmes using portfolios for student teachers. Second, it asks questions about the assessment and evaluation of student teachers. The implications for using teaching portfolios support reflection-on-action, creating time to engage in reflection, and documenting reflective development. Implications for teacher educators include providing necessary time and opportunities to engage in discussions with trainees about their performances. It has also implications for assessment and evaluation of student teachers. Portfolios create opportunities to help trainees view their current practice and make recommendations for professional development over time.

This study contributes to the literature on using teaching portfolios in pre-service teacher education programme in TTSC to enhance reflection and professional growth,

and endeavours to offer a framework for future implementation of the teaching portfolio within the TTSC for the assessment of the training experience of student teachers during the PTC to get their Licence Degree.

In order to investigate whether the pre-service teachers transformed their learning and experience with the teaching portfolio into their first year class teaching, future studies are needed to follow pre-service teachers for longer periods of time into their teaching. In addition, a follow-up classroom observation of their practice of constructing portfolios in the classroom is needed.

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Appendices

Appendix 1

Portfolio Seminar

Developing a Teaching Portfolio

Prepared and presented by: Mrs. S. Beleulmi

Teacher Training School of Constantine

Objectives

By attending this seminar, the participant will be able to:

➢ Know how to create a personal teaching portfolio.

➢ Articulate the various stages involved in the development of a trainee portfolio.

➢ Discuss how a teaching portfolio can be used as a reflection of one s' teaching skills.

➢ Understand how portfolio development can be an integral part of assessment and evaluation of one's growth and development as a teacher.

Definitions

"What is a teaching portfolio? It is a factual description of a professor's teaching strengths and accomplishments. It includes documents and materials which collectively suggest the scope and quality of a professor's teaching performance"

Seldin, P. (1997) The Teaching Portfolio.

It is a flexible, evidence-based process that combines **reflection** and **documentation**.

Zubizarreta, I. (2004) The Learning Portfolio.

A teaching portfolio is a collection of evidence of student teacher's experiences, goal setting, reflections, actions, and subsequent learning about teaching.

Zeichner, K. & Wray, S. (2001) The Teaching Portfolio in US teacher education programs.

Uses of a Teaching Portfolio

- Can guide the development and documentation of teaching skills.

- Can be used :

  - Internship/practicum. To assess the readiness to receive an initial teaching license.

  - As part of the job search and interviewing process.

  - In promotion and tenure.

Teaching Portfolio
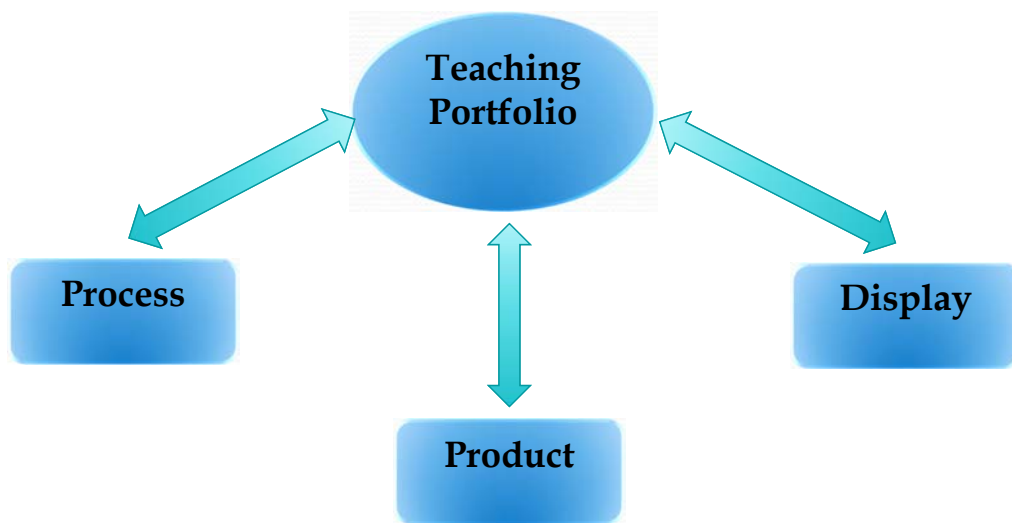
Stage of the portfolio development circle

Components

Attestation Documents

Material from Others

Material from Self
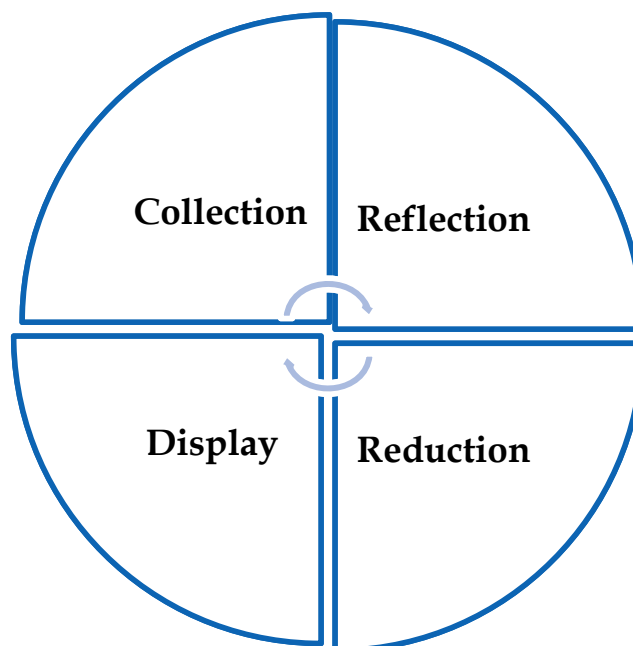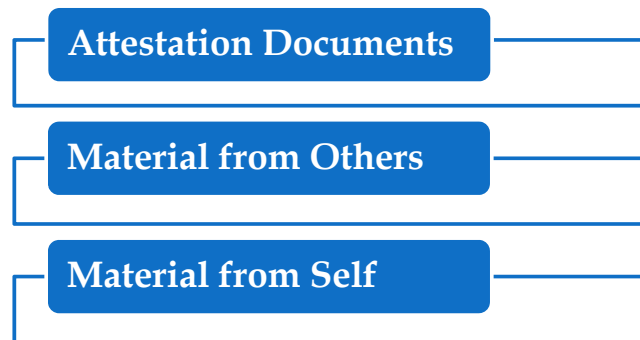
The components of a teaching portfolio are:

➢ A reflective narrative of a teaching philosophy.

➢ A narrative description of teaching experience.

➢ Examples of teaching materials.

➢ Appendices (selected documentation).

A self-reflection exercise in selecting artifacts

- Select an artifact for your portfolio.

- Mentally review the activity and reflect upon the process and product.

- Reflect on the greatest value of this activity or experience.

- Connect that value to one of the standards.

- Write a rationale about your selection. Be sure to explain the following

  and include it in your portfolio with the artifact:

    ➢ Why I chose this piece.

    ➢ What I learned and the competence I gained.

    ➢ My future goals.

Dorothy M. Campbell, et. al. (2000) Portfolio and Performance Assessment in Teacher Education.

Teaching Philosophy

- 1-2 pages.

- Narrative (reflective) about how you view teaching responsibilities and the philosophies that guide you:

  - Why you teach (overall purpose and personal motivation).
  - What you teach (the subject-matter).
  - Statement of how learning takes place.
  - Brief profile of your teaching activities.
  - Methods and techniques.
  - Responsibility toward the discipline.
  - Responsibility toward the students.

Teaching Philosophy

- Your definition of teaching and learning.

- Your view of learners, including their roles and expectations.

- Your goals and expectations of the student-teacher relationship. Address critical elements of the relationship such as trust, communication, formality, respect, etc. Use examples.

Teaching Philosophy

- A discussion of your teaching methods, including various ways of teaching in the content area.

- A discussion about evaluation, including various methods of student assessment.

Teaching Philosophy

► What is the function of higher education in our society? To train? To educate?

► What is the importance of my particular discipline? How is it significant to my students' futures?

► Should teaching styles be adjusted to accommodate different learning styles?

► How important is successful learning for all students?

► What is my responsibility and role in enhancing student learning? What is the role of the student?

Teaching Experience

- Narrative (reflective).

- Can vary in length but should generally be a *readable length.*

- Describes teaching accomplishments and strengths and your

  reflection on these activities.

- Supplemented by examples of teaching *products in* the appendix.

Teaching Experience

- Lessons you teach.

- Teaching strategies you use.

- Match between philosophy and strategies.

- Ongoing efforts to evaluate and improve teaching skills.

Teaching Materials

- Course Syllabus

- Course Handouts/ Lesson plans

- Student or peer evaluations

- Videotape of teaching

Some Key Questions When Developing Your Portfolio:

- What?: What is it I have included? What does it encompass or involve?

- So What?: Why have I included this evidence? What does it demonstrate? What element does it relate to?

- Now What?: How has the activity or experience represented by the evidence led me to change my thinking, my approach, my future plans and goals?

Table of Contents Example

- Table of Contents
- Introduction
- Trainee as Person
  A/Teaching Philosophy
  B/Resume
- Trainee as Professional
  A/Lesson Plans
  B/Summary of Training Report
- Trainee as Life-long Learner
  A/Career Goals
  B/Feedback from Supervisor and Training Teacher
- Appendices

Summary

- Steps in creating a personal teaching portfolio.

- Possible uses for a teaching portfolio in career development.

- Teaching portfolio as a guide to enhancing teaching skills.

- Portfolio development as an integral part of assessment and evaluation of the teacher's growth and development.

- Your portfolio will guide and record your professional development as a teacher.

Resources

1. Campbell, D. M. et. al. (2000). *Portfolio and performance assessment in teacher education*. Boston: Allyn and Bacon.

2. Hickman, T. P. (2002), *Creating a Teaching Portfolio.* Instructional Development Conference.

3. Seldin, P. (1997), *The Teaching Portfolio*. Boston, Ma: Anker Publishing Company.

4. Zeichner, K. & Wray, S. (2001) "The teaching portfolio in US teacher education programs: What we know and what we need to know". *Teaching and teacher education* 17 (2001): 613-621.

5. Zubizarreta, J. (2004). *The learning portfolio: Reflective practice for improving student learning*. Bolton: Anker.
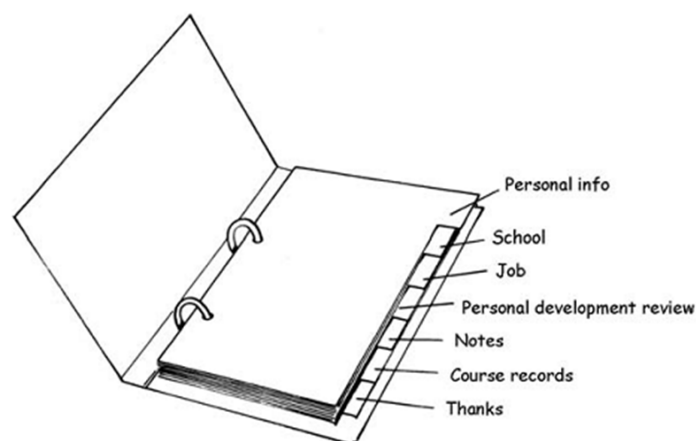
Thank you for your attendance

Appendix 2

Example Portfolio
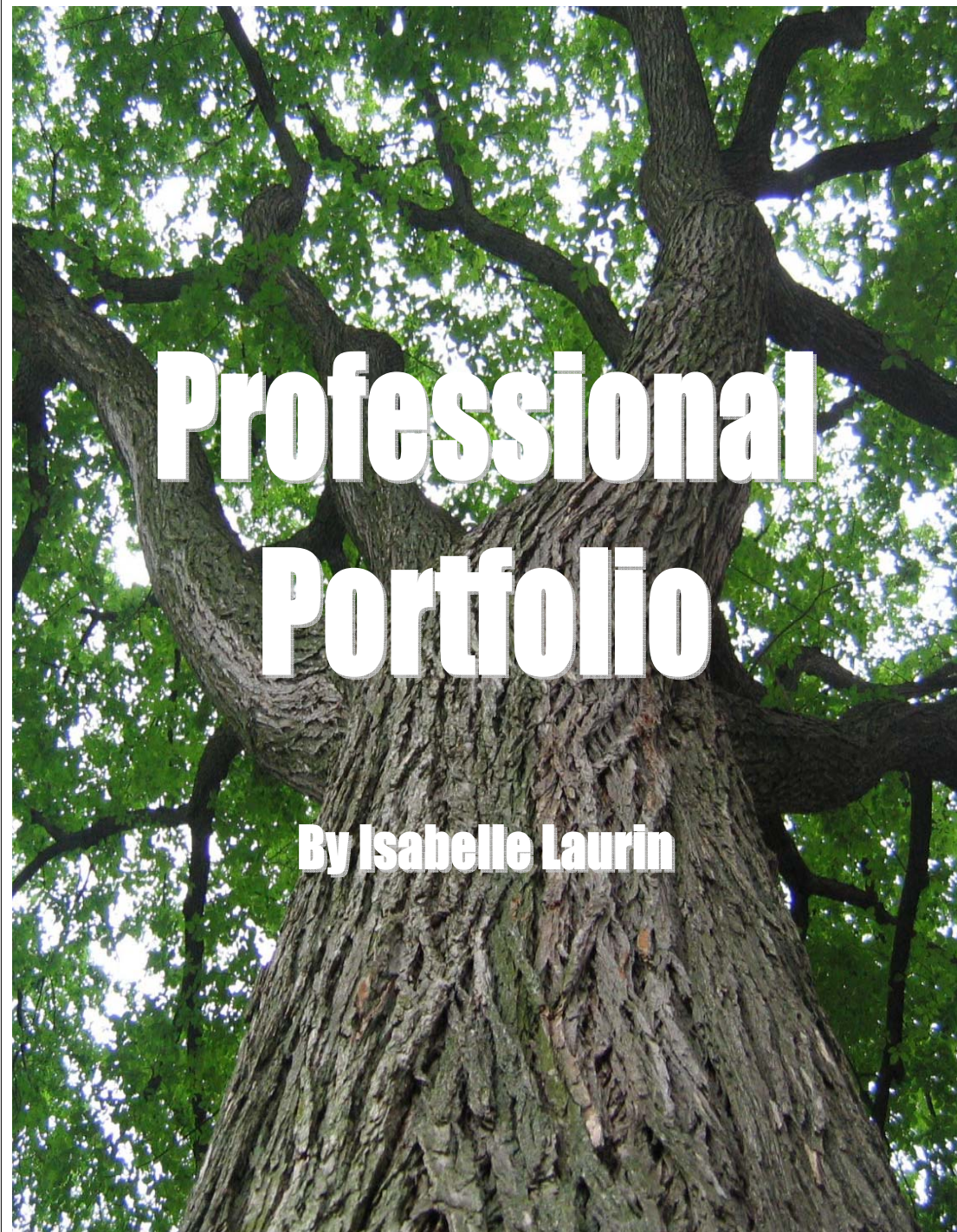
Professional Portfolio

By Isabelle Laurin

Table of Contents

1. Preface

More than mere pages about myself, this portfolio not only explains who I want to become, but also how I got to the point where I am now. It is about experiences that have confirmed my passion for teaching, that have helped me find my own teaching style, and, most importantly, that have helped me grow as a person.

Going through the pages of this portfolio, you will become familiar with my experience as a student teacher and how it has shaped my view of teaching and of a teacher's role.

2. Curriculum Vitae

Education

Quebec Certification, Teaching English as a Second Language, June 2005

Bachelor of Education, Teaching English as a Second Language, McGill University, Montreal, May 2005

Diplôme d'étude collégial, Lettres – Langues Modernes, CEGEP Lionel-Groulx, Ste-Thérèse, May 2001

Scholarships and Awards

Miriam (Khaner) Marcus Award, granted to a graduating student who demonstrated outstanding potential as a teacher and high academic standing in the graduating class, May 2005

Employment

Substitute Teacher, Commission Scolaire de la Seigneurie-des-Mille-Îles, Various schools, 2002 –
- Worked as a substitute teacher in English as a second language as well as general elementary classrooms, in which religion, arts, mathematics, science and French had to be taught, in grades 3 to 6 as well as in English and arts classes in secondary classrooms

English Instructor, Freelancer, Students' residences, 2001 –
- Taught beginner to advanced English as a second language private classes in which the focus was on conversation, grammar and vocabulary to children (grade 3 to secondary 3) and adults

Proofreader/Translator, SNC-Lavalin Pharma/Pellemon, Montreal, April 2003 –
- Proofread and corrected engineering-related documents in French and English
- Translated engineering-related documents from English to French, and from French to English

English Intructor, Commission Scolaire des Affluents, École de l'Étincelle, May 2005– June 2005
- Taught regular English as a second language classes in 16 groups, from grades 3 to 6

Translator, Cronatron Welding Systems, Montreal, 2001–2002
- Translated welding-related documents from English to French

French Instructor, CEGEP Lionel-Groulx, Ste-Thérèse, September 2000 – December 2000
- Taught French grammar to French CEGEP students

Field Experiences

Fourth Year Field Experience, École secondaire Rive-Nord, Bois-des-Filion, 2005
- 100% of the full teaching task
- Taught English in secondary 3

Third Year Field Experience, École du Bois-Joli (primary), Ste-Anne-des-Plaines, 2003
- 80% of the full teaching task
- Taught English in grade 6 in an intensive English program

Second Year Field Experience, Face School (secondary), Montreal, 2003
- 20% of the full teaching task
- Taught English in grade 4 as well as in secondary 2 and secondary 3

First Year Field Experience, École Horizon Jeunesse (primary), Laval, 2001
- 10% of the full teaching task
- Taught English in secondary 3 and secondary 4

Language Skills

- English   (Excellent)
- French   (Excellent)
- Spanish   (Beginner)

Computer Skills

- Power Point
- Word
- Outlook
- Photoshop

3. Letter of Reference

École secondaire
Rive-Nord

Nominee : Isabelle Laurin
Detailed comments :

Isabelle Laurin is a natural teacher. Right from the beginning of her « stage », she knew she had to make a good « first contact » with them to be able to teach them anything.

My students are weak, a lot come from broken families and there are many who have an attention deficiency. Isabelle had the instinct to recognize the leaders, negative or positive. She simply showed them that she really cared about them and they felt it immediately.

Isabelle started the whole « King Arthur » project on her own. I gave her the theme and I told her : They have to cover listening comprehension with the CD, reading comprehension with the book, written production with the preparation exercises you will create and the summative evaluation will be an oral production.

She took the book and the CD home and created a ten-class project that should be published in a workbook. Every activity was thoughtfully planned and tested group after group until she found complete satisfaction with her work.

She used a variety of methods to interest the students (a ball to make them read out loud, a multi-media projector to show a virtual tour of the Durham Castle, straws to determine when the students would present) and each class, she was able to calm down the most disturbing students with her unusual approach.

The evaluation was also very well planned. The students knew exactly what they were supposed to talk about and what they had to show to get all their points. She showed the students' evaluation part to make them participate more in the project. To top it all, she bought them crowns (Dollarama comes in handy in our area) for the final evaluation. Students are going to elect the new King or Queen to replace King Arthur. Brilliant until the very end.

Outside the class, she also showed her natural dedication when she brought her camera to take pictures of the students and the conference guest (an Alouette player); the students loved it.

This is the first time I nominate a student teacher for an award; I haven't seen that kind of natural dedication in 15 years. She has an extraordinary quality that a lot of teachers don't have in today's world : passion. If someone should get an award for outstanding work, I would certainly put her first on the list.

Sincerely,

Madeleine Ouellet
Cooperating Teacher

4. Statement of Philosophy of Teaching

"What do you want to be when you grow up?" Who has never been asked that question as a child? We have all had to answer that question a thousand times, but for as long as I can remember, I have always provided the same answer: "I want to become a teacher." At the age of 4, I already played a game in which I had the central role: I was a teacher. I used to place my stuffed animals and dolls on my bed, placed in front of these "students" a desk my parents had bought me especially for this purpose, and pretended I was teaching them something. I could spend hours explaining to my "students" how to groom a cat or how to play hide-and-seek, without ever getting tired of it. Of course, everyone thought I would change my mind a few times before I decided what I really wanted to do in life. Instead, my passion for teaching grew stronger as I grew older.

In school, I loved to learn new things, especially when teachers found new and stimulating ways of presenting us the material that had to be learned. It was, however, not until I began my third year in secondary school that I knew *what* I wanted to teach. During that year, I had one of the most amazing English teachers. She would always teach us things that were of interest to us and she had a way of making everything fun. I always looked forward to English classes because I knew we were going to learn in an enjoyable way. This is when I decided I wanted to become an English teacher.

It is those memories of my childhood that I always keep in mind while teaching. I spend a lot of time preparing for classes because not only do I want to have fun while teaching, I also want my students to enjoy learning. I always try to get to know my students as much as possible so I am able to choose topics that will interest the majority of them. It has been my personal experience that when students are presented with topics they like in English classes, they will enjoy everything they are taught about this topic, be it grammar, punctuation, vocabulary, or sentence formation.

Moreover, I believe it is important to have a good relationship with students. I always say "Hi" to my students when I see them in the hallway, I compliment them on their new haircut – overall, I am interested in them as people. Once in a while, during class, I give my students a few minutes to talk about what they did the previous weekend or what they will do after school. I never oblige students to talk about their personal life, but those who want to have the opportunity to do so, while the ones who prefer to keep their private lives to themselves can do so also. The purpose of this is to let students know I am interested in what they have to say and to let them know they can always talk to me when they feel the need to. I also like to share some parts of my life with my students so they feel we have a two-way relationship. In my field experiences, I have often had students talk to me after class about very personal matters. I gave them my opinion when they asked for it and kept silent when they only needed someone to talk to or a shoulder to cry on. Because I respect my students for who they are, they also respect me and we are able to build a relationship based on trust. However, I keep a professional distance between my students and me. They must know that they can always count on me to listen to them or help them when possible, but that I am not one of their personal friends.
I am a person who loves to laugh and make people laugh, or at least smile! This is the kind of teacher I have always wanted to be. For me, a good class period is one during which I have made my students smile, and an excellent one is one during which I have made them laugh. I want my students to understand that I, just like them, like to have fun and laugh, and I believe school is a great place to do so. Also, if one of my students says something funny, nothing will stop me from laughing. I do not encourage jokes to be made about anything at any time, but if it is a funny comment related to what we are doing, then I see no harm in laughing.

Another important part of teaching is the environment and ambiance in the classroom. I want my students to feel comfortable, so I stress the fact that everyone is equal in my class and that no one has the right to either discriminate against or laugh at someone else. This helps shy students to feel more at ease in class and to express themselves more freely. As for the physical environment, I do not believe white walls to be beneficial to students' education. I believe students should be stimulated visually as well as mentally. For example, when we worked on a project about King Arthur, I put up movie posters, pictures of what the world looked like in medieval times, images related to King Arthur, world maps showing places where King Arthur was thought to have been, and coats of arms on every wall in the classroom. In this way, what students saw around them reinforced what they were working on.

I like to vary the way I teach in order to meet as many different learning styles as possible. I have used balls to teach prepositions, movies to teach vocabulary words, the internet to teach the different parts of a castle and how to make a coat of arms, compact disks to practice listening comprehension, written texts to practice reading comprehension, games to learn plural formation, etc. This diversified way of teaching helps more students learn in a way most beneficial to them.

Finally, I do not believe that yelling at my students is a good way to get them to listen to me. When they disturb my class because they are talking, I either go and stand next to them, or say their name out loud; when they stop talking I smile and thank them. When they really disturb my class, I do as one of my teachers at McGill once suggested: "Breathe!" Not only does this give you time to think about what you are going to do, it also lets the students know that they have done something wrong. I have used this technique a few times in the past and when I did, most students understood that it was time for them to stop disturbing the class. Of course, some students have a hard time understanding subtlety. In such a case, I look directly into the disruptive student's eyes with a severe look and say: "Could you please stop? It's really not time." This usually works very well, and when it does, I try to make eye contact with this student at another time during class and smile at them so they know I am happy they stopped disturbing the class and that I had nothing against them personally, but rather that it was their behavior that I did not like. However, if none of these techniques work, I either ask the student to wait for me outside of class and I later go out for a moment and have a talk with them, or I send them to a reflection room, if there is one in the school. I only use the latter in extreme cases because I do not believe punishment to help behavioral problems. I prefer using positive reinforcement than threats or punishments.

Overall, my teaching style is based on respect: respect of one another, respect of students' learning styles and respect of their interests; my goal is to make their life at school, as well as mine, as enjoyable and constructive as possible.

5. MEQ Teacher Competencies

For each of the teacher competencies listed below on the left, examples on the right illustrate a way in which I have demonstrated this competency in an educational setting.

Foundations

Competency	Personal Experience
To act as professional inheritor, critic and interpreter of knowledge or culture when teaching students	I taught students about traditional English legends and folktales, especially about King Arthur and his knights.
To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching	When teaching English, I always make sure the words I use are relevant and grammatically correct. Before each class, I go over the vocabulary I am going to use and refer to grammar books when in doubt.

Teaching Act

Competency	Personal Experience
To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study	While talking about the legend of King Arthur and his knights, I incorporated a lesson about current "urban legends".
To pilot teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study	As a way to get my students to provide answers to various vocabulary activities, I used a soft ball that I would throw to one student. The student who received the ball had to provide the answer and then throw the ball to another student, who would provide the next answer, and so on. Students wanted everyone to participate so they always threw the ball to someone who had not received it yet. Students could not wait for their turn to come so they would get the chance to hold the ball and play with it for a few seconds.

Teaching Act

Competency	Personal Experience
To evaluate student progress in learning the subject content and mastering the related competencies	During each period spent working on a unit, I plan at least one activity, usually one that summarizes everything that was talked about during the period, that I will evaluate and/or correct in order to make sure students understand what we are doing so they are able to progress. I also do a lot of oral comprehension checks during a class period. I do so by asking content-oriented questions, such as "Should I say 'this ball' or 'that ball'? Why". I prefer using this kind of questions rather than asking students if they understand, because most of the time they will say they understand when very often, they do not but are too shy to say so.
To plan, organize and supervise a class in such a way as to promote students' learning and social development	While planning, I always keep in mind the educational competencies I want to work on, and I prepare activities that will reinforce these competencies. I also like to have clear goals in mind for each part of a lesson. This way, I can always lead my students in the right direction. Instead of using harsh discipline techniques or punishment, I try to use humour as much as possible. This way, I can let my students know I do not like their disruptive behavior without them being angry at me.

Social and Educational Context

Competency	Personal Experience
To adapt his or her teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps	I once had a student in my class that had dyslexia. Each time I explained an activity to the group, I then went to see this student, while the others began working, and made sure he had understood the instructions. I also gave this student more time to complete assignments.
To integrate information and communications technologies (ICT) in the preparation and delivery or teaching/learning activities and for instructional management and professional development purposes	In one project alone, I asked students to surf the internet to find information on coats of arms; I used a CD player for a listening comprehension activity on King Arthur; I used a television to show the movie "A Knight's Tale" so students could answer questions on the movie; and I used the internet and a projector to visit a castle online and show it to the students, who had to fill in missing information about the castle on a worksheet.

Social and Educational Context

Competency	Personal Experience
To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school	I participated in meetings with teachers who taught at the same level I taught. I also participated in whole-school meetings and meetings with principals to revise the rules of the school.
To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned	During my student teaching and substitute teaching, I consulted with English teachers who taught at other levels to make sure I was asking my students to work on things that were going to be useful to them in future classes.

Professional Identity

Competency	Personal Experience
To engage in professional development individually and with others	I attended and helped at two conferences of SPEAQ-CAMPUS (Societé pour l'enseignement d'anglais langue seconde).
To demonstrate ethical and responsible professional behaviour in the performance of his or her duties	I have had numerous conversations with students with behavioural or emotional problems in order to find ways to help them.

6. Sample Lesson Plans

Unit on Food (Grade 6, Intensive English)

Background Information

- Wednesday, December 10, 2003
- Grade 6 Intensive English
- 15 boys, 13 girls, all more advanced than regular grade 6 students. They have made a lot of progress in the last few weeks, probably because I encouraged them to speak English all the time. They are getting better at speaking, but they still need a lot of practice. Their written skills also need more practice.
- During the last lessons, we talked about Christmas, we learned some new songs and poems, and we practised forms of the verb "to be".

Lesson Objectives

- The theme of the activity will be gingerbread (cookie) houses.
- The general aim will be for the students to understand instructions, specifically about how to make a gingerbread house.
- By the end of the lesson, students should be able to understand how to make a gingerbread house.
- The language focus will be verbs related to recipes, such as *dip*, *hold*, *add*, etc.

Materials and Aids

- Cookies
- Frosting (already made by the students)
- Candies
- Plates
- Napkins
- Instructions on how to make the gingerbread (cookie) house

Structure of the lesson

	Time	What the teacher does	What the students do
Pre-	2 minutes	• Ask them to clean their tables so that there is nothing left on them. As they do so, write the instructions on the board.	• They clean their tables.
While-	1 minute	• Ask them to get their frosting if they don't already have it with them.	• They get their frosting.
	3 minutes	• Explain the instructions to them. Make it clear that if they don't follow the instructions, it will not work. Remind them that it is very important that they be careful while making their gingerbread houses because I have just the right number of cookies, so they can't have more cookies.	• They listen to the instructions.
	1 minute	• Give each table their cookies and candies to decorate their house. Remind them NOT to eat the cookies and candies because they will not get more.	• They take the cookies and the candies.
	30 minutes	• Tell them they may begin their gingerbread house. (Walk around the class to make sure everything is going well.)	• They make their gingerbread houses.
Post-	3 minutes	• Ask them to clean up their tables. If some students are finished before the others, give them some Christmas handouts to do.	• They clean up their tables and the floor if they dropped anything.

Homework, test or follow-up activity

No homework for this activity.

Guided Questions on a Picture (secondary 3 advanced)

Teacher's Note

This activity focuses on describing a picture by answering questions. For the activity to be successful the students should already know how to answer questions and how to write in paragraph form.

I suggest doing this activity towards the middle of the unit because students should know a little about Salvador Dalí but they should also use their imagination a lot, which means not describing the picture by using only what they know about Dalí. Students will work individually for this activity.

After the activity is finished, ask each student to read their description out loud. After every student has read their text, collect the texts in order to correct them later on. This activity gives the students a lot of freedom while writing but still guides them in the right direction. This way, they will not be victims of the blank page syndrome.

Materials

• "Guided Questions on a Picture" sheet
• Picture of Salvador Dalí
• "Guided Questions on a Picture – Answer sheet"
• Blank sheet

Student Instructions

1. Look at the picture for at least one minute.
2. When you are given the "Guided Questions on a Picture – Answer sheet", read the three (3) groups of question.
3. When you are finished reading the questions, answer each of them on a separate sheet. Make sure you write your answers in the same three (3) groups.
4. When you have answered all the questions, use your answers to write a three-paragraph text based on the picture.
5. It is important that you keep all the answers from group 1 together to form the first paragraph, all the answers from group 2 together to form the second paragraph, and all the answers from group 3 together to form the third paragraph.
6. When you write your paragraph, refer back to the activity on expanding description to make your text more interesting.

MEQ Competencies

• Interacts orally in English
• Writes and produces texts

Guided Questions on a Picture

Instructions:

- Look at the following picture for at least one minute.
- Then read the three (3) groups of questions that follow the picture.
- After having read all the questions, answer each of them on a separate sheet of paper.
- When you have answered all the questions, use your answers to write a three-paragraph text based on the picture.
- It is important that you keep all the answers from group 1 together to form the first paragraph, all the answers from group 2 together to form the second paragraph and all the answers from group 3 together to form the third paragraph.
- When you write your paragraph, refer back to the activity on expanding description to make your text more interesting.

Reference: http://www.fantasyarts.net/Salvador_Dali/Salvador_Dali_Photo.jpg

Questions:

Group 1	Group 2	Group 3
• What is the building Salvador Dalí is in? • In which country is this building? • Who lives in this building? • Why is there no furniture in the room?	• What is Dalí doing in this room? • Is Dalí happy to be in this room/building? Why or why not? • For how long has Dalí been in this room? • Why is Dalí dressed this way?	• Who took the picture? • Why does Dalí have that look on his face? • What is going on behind the camera? • What happened right after this picture was taken?

Text (in three (3) paragraphs)

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King Arthur - Class 1 (secondary 3 regular)

Factual information

- Tuesday March 8 and Wednesday March 9, 2005
- Secondary 3, regular
- Most students have a lot of difficulty understanding spoken English and they rarely speak in English.
- This is the first class of the unit on King Arthur.

Objectives and Anticipated Problems

- The theme is King Arthur.
- The general aim of this class will be for students to understand that they will be working on King Arthur for the next 10 classes. They will also have to read and listen to a text and answer questions on what they will have read and heard.
- By the end of the lesson, students should know a little about King Arthur and legends.
- The language focus is words related to King Arthur and the medieval time (e.g. *legend, century, Britain, knights, battles, castle*).
- A problem might arise because some students might have never heard about King Arthur ,while others might know everything about him. In this case, I will have to spend a lot of time explaining who he was for the students who know nothing about him, which the students who know him a lot might find boring. I will also probably have to spend some time after reading each chapter to explain what was said because most students will not have understood everything.

Materials and aids

- Images of King Arthur and the Medieval Time
- Medieval music
- Handouts on King Arthur
- Handout for oral presentation
- Detailed plan for the upcoming weeks
- Audio text (CD) and a CD player

Structure of the lesson

	Time	What the teacher does	What the students do	Competency
Pre-	1 min	• Ask students to take the vocabulary activities handout without working on it. Tell them that this is complementary material and that they must put it in the "vocabulary" section in their binder.	• They take the handout, listen to the explanations and put the handout in the "vocabulary" section in their binder.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Reacts to what the other says • Listens to the message • Grasps the meaning of the message
	6 min	• Greetings. Talk about the holidays.	• Greetings. They talk about what they have done during the holidays.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Actively participates • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way
	4 min	• Play medieval music and ask the students to take 3 minutes to look at the images on the wall in silence while trying to guess what we will talk about.	• They listen and look at the images.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Reacts to what the other says • Listens to the message • Grasps the meaning of the message
	5 min	• Ask the students to go back to their places and to say what they think we will be talking about for the next few classes.	• They raise their hands to give ideas.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Actively participates • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way
	10 min	• After all of them have given their ideas, tell them we will be talking about King Arthur and the medieval period. Talk briefly about King Arthur, but remind the students that they will learn a lot more about him in the weeks to come.	• They listen.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Listens to the message • Grasps the meaning of the message

Time	What the teacher does	What the students do	Competency
Pre- 6 min	• Give the students a detailed plan of what we will be doing for the next 10 classes. Explain briefly each class and allow time for questions.	• They read the plan and ask questions when necessary.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Explores a variety of popular, literary and information-based texts • Takes into account text type and components • Reacts to the text
6 min	• Talk about the oral presentation. Tell them that the oral presentation will be in the form of a contest. Each of them will have to present themselves in order to become the Queen or King that will replace King Arthur. They will have to talk for 2 minutes and they will be allowed to bring their sheet in front. In the presentation, they must talk about their coat of arms, their castle, five of their qualities and why they should be the next King or Queen. As part of the contest, each student must create an home-made cape (they are not allowed to buy one).	• They read the plan, listen to the explanation and ask questions, when necessary.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Explores a variety of popular, literary and information-based texts • Takes into account text type and components • Reacts to the text
5 min	• Give out the handout explaining the evaluation of the oral production and talk about it.	• They receive the handout, listen to the explanations and ask questions, when necessary.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Explores a variety of popular, literary and information-based texts • Takes into account text type and components • Reacts to the text

Time	What the teacher does	What the students do	Competency
While- 2 min	• Give out the handout on King Arthur.	• They receive the handout.	
4 min	• Listen to and read "Was King Arthur Only a Legend?", then answer students' questions on the text.	• They read and listen to the text and ask questions, when necessary.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Explores a variety of popular, literary and information-based texts • Takes into account text type and components • Reacts to the text
3 min	• Do activity 1 as a group.	• Students raise their hands to provide the answers orally.	**Interacts orally:** • Listens attentively • Actively participates • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Selects, organizes and adapts the information and language through reinvestment tasks
4 min	• Listen to and read "Before Arthur's time" then answer students' questions on the text.	• They read and listen to the text and ask questions, when necessary.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Explores a variety of popular, literary and information-based texts • Takes into account text type and components • Negotiates meaning • Reacts to the text

Time	What the teacher does	What the students do	Competency
Post-			
5 min	• Do activity 1 individually. When everyone is finished, ask the students to raise their hands to provide their answers.	• They do the activity individually and then raise their hands to provide their answers when everyone is finished.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Pronounces words in an understandable way **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Negotiates meaning • Selects, organizes and adapts the information and language through reinvestment tasks **Writes and produces texts** • Adapts the process to the task • Produces the media text
12 min	• Read "Before Reading". Ask students what their own definition of a legend is. Ask them to name some legends they know. Tell them about some legends I know.	• They provide their definition of a legend and name some legends they know.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Negotiates meaning • Selects, organizes and adapts the information and language through reinvestment tasks
6 min	• Wrap-up. Ask questions about King Arthur. (Who wrote the book *Historia Britonum*? During which centuries was King Arthur alive? What was the name of King Arthur's castle?)	• Students raise their hands to answer the questions orally.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Selects, organizes and adapts the information and language through reinvestment tasks
2 min	• Tell students what we will be doing next class (begin with a vocabulary activity and do chapters 1, 2 and 3). Ask for comprehension.	• They listen, and provide evidence of comprehension.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message

Reflection on King Arthur - Class 1

Although I had mentioned that they should not work on the vocabulary activities right away, some students still began working on them. This means that I will eventually need to have extra work ready for those students because they will probably have finished all the activities in the document before the other students.

Also, when I gave students three minutes to walk around the classroom to have a look at the images that were on the walls, I had a hard time getting some of them to actually stand up and walk around. There were also students who preferred talking to each other rather than looking at the images. I therefore had to walk around myself and ask those students to have a look at the images. I gave them no more than 2 minutes because by that time some students were already back in their places.

Most students were really excited about the fact that we were going to talk about King Arthur and some of them already knew a lot about the subject. I will write down the names of the students who know about King Arthur to call on them once in a while so they can add to the information I am providing in class. I will make sure I check with those students beforehand if it is alright for me to call on them for this sometimes.

Students had some problems understanding the CD in the beginning because it was recorded in England and they were not used to the accent. However, by the end of class, the British accent was not an issue anymore for most of them.
Students also loved talking about legends. We actually ended up, with most classes, spending a lot more time than I had originally planned talking about legends, so we didn't have a lot of time left for the questions I had prepared as a wrap-up.

Overall, the lesson went extremely well with all six groups and no student told me he did not like that topic. It seems like a good start!

King Arthur – Class 2 (secondary 3 regular)

Factual information

- Thursday March 10, Friday March 11 and Monday March 14, 2005
- Secondary 3, regular
- Most students have a lot of difficulty understanding spoken English and they rarely speak in English.
- This is the second class of the unit on King Arthur.

Objectives and Anticipated Problems

- The theme is King Arthur.
- The general aim of this class will be for students to understand how King Arthur became king, to read and listen to texts and answer questions on what they will have read and heard, and to be able to use the simple past, personal pronouns, and demonstrative pronouns.
- The language focus is the simple past, personal pronouns, and demonstrative pronouns.
- Some problems might arise because some students might have more difficulty than others to understand the grammar points. My explanations will therefore have to be very clear and I will have to make sure they understand before letting them do the work.

Materials and Aids

- Vocabulary activity handouts
- Handouts on King Arthur
- Audio text (CD) and a CD player

Structure of the Lesson

	Time	What the teacher does	What the students do	Competency
Pre-	2 min	• Greetings.	• Greetings.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Actively participates • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way
	18 min	• Explain demonstrative pronouns as well as personal pronouns. Ask students to work on one vocabulary activity in the handout for 10 minutes.	• Students listen to the explanations and work on the vocabulary activity handout for 10 minutes.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Pronounces words in an understandable way **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Negotiates meaning • Selects, organizes and adapts the information and language through reinvestment tasks **Writes and produces texts** • Adapts the process to the task • Produces the media text
	4 min	• Correct the vocabulary activity with students. Ask them to raise their hands to provide the answers.	• Students raise their hands to provide the answers.	**Interacts orally:** • Listens attentively • Actively participates • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Selects, organizes and adapts the information and language through reinvestment tasks

	Time	What the teacher does	What the students do	Competency
While-	3 min	• Ask students what they remember about last class (what they learned).	• Students raise their hands to say what they remember from last class.	**Interacts orally:** • Listens attentively • Actively participates • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Selects, organizes and adapts the information and language through reinvestment tasks
	2 min	• Ask students to take out the handout on King Arthur they were given last class.	• They take out their handout.	
	3 min	• Listen to and read "Young Arthur (chapter 1)" then answer students' questions on the text.	• They read and listen to the text and ask questions, when necessary.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Explores a variety of popular, literary and information-based texts • Takes into account text type and components • Negotiates meaning • Reacts to the text
	3 min	• Do activity 1 individually. When everyone is finished, ask the students to raise their hands to provide their answers.	• They do the activity individually and raise their hands to provide their answers when everyone is finished.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Pronounces words in an understandable way **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Negotiates meaning • Selects, organizes and adapts the information and language through reinvestment tasks **Writes and produces texts** • Adapts the process to the task • Produces the media text
	2 min	• Give the handout.	• They receive the handout.	

Time	What the teacher does	What the students do	Competency
6 min	• Explain the simple past activity and do activity 2 individually. When everyone is finished, ask the students to raise their hands to provide their answers.	• They do the activity individually and raise their hands to provide their answers when everyone is finished.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Pronounces words in an understandable way **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Negotiates meaning • Selects, organizes and adapts the information and language through reinvestment tasks **Writes and produces texts** • Adapts the process to the task • Produces the media text
3 min	• Listen to and read "The Sword in the Stone (chapter 2)" then answer students' questions on the text.	• They read and listen to the text and ask questions, when necessary.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Explores a variety of popular, literary and information-based texts • Takes into account text type and components • Negotiates meaning • Reacts to the text
3 min	• Do activity 1 as a group.	• Students raise their hands to provide the answers.	**Interacts orally:** • Listens attentively • Actively participates • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Selects, organizes and adapts the information and language through reinvestment tasks

(Left bracket label: **While-**)

Time	What the teacher does	What the students do	Competency
7 min	• Do activities 2 and 3 individually. When everyone is finished, ask the students to raise their hands to provide their answers.	• They do the activity individually and raise their hands to provide their answers when everyone is finished.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Pronounces words in an understandable way **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Negotiates meaning • Selects, organizes and adapts the information and language through reinvestment tasks **Writes and produces texts** • Adapts the process to the task • Produces the media text
3 min	• Listen to and read "Britain has a King (chapter 3)" then answer students' questions on the text.	• They read and listen to the text and ask questions, when necessary.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Explores a variety of popular, literary and information-based texts • Takes into account text type and components • Negotiates meaning • Reacts to the text
3 min	• Do activity 1 as a group.	• Students raise their hands to provide the answers.	**Interacts orally:** • Listens attentively • Actively participates • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Selects, organizes and adapts the information and language through reinvestment tasks

(Left bracket label: **While-**)

Time	What the teacher does	What the students do	Competency
While- 4 min	• Do activity 2 individually. When everyone is finished, ask the students to raise their hands to provide their answers.	• They do the activity individually and raise their hands to provide their answers when everyone is finished.	**Interacts orally:** • Takes into account the other speaker(s) or audience • Listens attentively • Begins interaction • Pronounces words in an understandable way **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Negotiates meaning • Selects, organizes and adapts the information and language through reinvestment tasks **Writes and produces texts** • Adapts the process to the task • Produces the media text
Post- 6 min	• Wrap-up. Talk about some urban legends, then ask questions about King Arthur. (Who brought baby Arthur to Sir Ector and his wife? What did Arthur do to become king? What did Arthur break when he was fighting with Sir Pellinore?)	• Students raise their hands to answer the questions.	**Interacts orally:** • Listens attentively • Actively participates • Begins interaction • Keeps the conversation going • Pronounces words in an understandable way • Grasps the meaning of the message **Reinvests understanding of texts:** • Uses prior knowledge of topic, text and language • Reacts to the text • Selects, organizes and adapts the information and language through reinvestment tasks
3 min	• Tell students what we will be doing next class (begin with a vocabulary activity and do chapters 4, 5 and 6).	• They listen.	**Interacts orally:** • Listens attentively

Reflection on King Arthur - Class 2

Although none of the students said anything about the vocabulary activities, it showed on their faces that they did not enjoy working on them. They nevertheless did the activities I had asked them to do without complaining. I might want to try and diversify some of the activities to make them a little more exciting and challenging.

As for the listening comprehension activities, I had planned to let students work on most of them individually, but it seemed a little too hard, so I often gave the first answer and then let them work with their neighbor.

For the end of class, I had brought some examples of urban legends and I had answers as to whether these urban legends were true or false. After reading each urban legend, I asked students to raise their hands to vote on whether they thought it was true or false. I can honestly say this has been, with every group, the best part of the whole lesson. I could see and they even expressed that they were really interested in urban legends, so I will try to keep a few minutes a the end of each class to continue talking about urban legends.

7. Reflective Journal Entries

September 25, 2001 (First day of First-Year Field Experience)

Today was my first day at "Horizon-Jeunesse" and I LOVED my day! The teacher I'm with is really nice! He's about 35 and he's been teaching for 10 years now. He has secondary 3 classes and secondary 4 advanced classes. There is a huge difference between students in secondary 3 and those in secondary 4! Secondary 3 students don't really understand English that well, so they ask a lot of questions in French and they don't want to speak English because they're shy they will make mistakes.

What I liked about the way the teacher teaches is that he really takes time to walk around and make sure his students understand. For example, he went to each team to see what they had done and ask them if they had any questions. I think that is a good way to make sure they understand, because they don't have to ask questions in front of everybody, they can ask the teacher only. The teacher also made them read the questions and their answers in English, which is a good way to make them practice their communicative skills. Also, when students didn't understand a word, the teacher explained it in English, using simple words until they understood. The students have a list of vocabulary words for which they have to remember the meaning and spelling for upcoming exams. I noticed they have problems remembering the difference between "sheet" and "sheep" as well as the difference between "stool" and "school".

As for the secondary 4 advanced group, there is a huge difference! They like to talk a lot. They even speak English among themselves! As an activity, this group worked on a listening comprehension. The teacher didn't correct the answers all at once: he corrected 5 at a time and then played the tape again to find the answers to the following questions. They also made another activity for which they had to write 2 lines about the place where they are the most happy, fold the top of the paper so as to hide what they had written, then pass it to the student behind them who had to continue the story. This student then folded the paper again and gave it to the student on their left, and so on. This resulted in very funny stories and the students really enjoyed this activity!

I hope I will have a fun day like this one on Thursday !

Response to the Reading "A Student Teacher's Journal"
Hawkey, William S. (1996). *Phi Delta Kappan,* 77 (5), *352-359*

October 2001 (First Year)

I am really glad I got to read this article because I believe it really shows what it feels like being a student teacher, teaching for the first time. Reading this article kind of scared me though because the author wrote about some things I had never really thought of. For example, the fact that James, his co-operating teacher, was always telling him what he did wrong and never congratulated him for the things he did right. I would be totally discouraged and I would feel like I could never make it as a teacher if that ever happened to me. I mean, it's your first experience as a teacher and the teacher you are with, who theoretically should know just about everything there is to know about teaching, keeps putting you down and never tells you you do anything right, what are you going to think? That you are not meant to be a teacher! I seriously hope this type of situation will not happen to me. Other than that, I found some really interesting parts, like the part where he was told: "The faculty lounge can be a terrific source of information. Keep your ears opened and your mouth closed!" It reminded me of my stage because very I would often sit in the teachers' room and listen to their conversations. It's true that I learned a lot there! I also agree with him on the fact that much of the anxiety is self-imposed. I guess that this whole anxiety and stress period is something that all teachers go through, but I would honestly prefer not having to go through it!

I was very nervous about this assignment and I was even more nervous when I had to watch the videotape! I actually feared the moment when I would have to sit down on my couch and press "play" on the remote control. The reason is I knew the day my CT filmed me was far from being my best day. I was very sick that day – I had lost my voice the night before – so I did not feel comfortable teaching. Nevertheless, some things don't change whether you are sick or not, so I thought it might be helpful to watch anyway. So, with all the courage I could find, I finally pressed "play" and this is what I found.

Lesson Beginning (0:50 – 3:07)
As they do every morning, I asked my students to do "Salut! Bonjour!", which is when they ask who eats at school and who eats at home. After they had done so, I immediately asked them if they had practised the poem they were supposed to practice for today's test. They said yes, so I told them I would ask them to say the poem along with the students sitting at their table.

As I watched it, I thought "Whoa! Let them breathe first!". I don't usually begin my lessons this abruptly, but many factors might have affected that: I was sick, I was videotaped and it was the first time I had to teach them in the morning. I usually teach them in the afternoon, so normally, I have been talking to them all morning before I get to teach them. So as I began my lesson, I didn't talk to them more than I usually do, which I should have done because they were all still very sleepy. Next time I teach them in the morning, I will try to have a warm-up activity of some kind to get them going.

Questioning Strategies and Wait Time (11:00 – 12:20)
I described a thunderstorm and I then asked them to describe a thunderclap. They had a lot of difficulty describing it in English, so I had to ask them more questions like "Is a thunderclap something you can see or is a thunderclap something you can hear?". I should, however, have given them more time to think about it themselves because I know they knew how to describe it but could not find the right words at that moment. However, I thought it was a good idea for me to ask them to make the sound a thunder makes because it showed them that they don't always need to use words to describe something: they can mime it or make sound. I think I will focus more on giving them time to think for themselves and I will continue to encourage them to use any way they can to get their message across.

Personal Topic: Praise (4:55 – 8:15)
I decided to talk about praise, more precisely during the test on the song, when they had to sing the song "Brother John" by heart. After each group had finished singing the song, I made a comment on their performance. I was very lucky that week because they had all memorised the song well. Everything I told them was positive, but my comments ranged from "Very good!" to "Excellent!". I was really proud of them and thought it was important for me to let them know.

I strongly believe that praise is one of the most important parts of learning and teaching because students need to know when they are doing well. When they are praised, it gives them the extra push they need to go a little further so you will be proud of them again next time. I like praising my students, but only when they deserve it, because if they are praised even though they are not doing well, they will think it's OK. I believe I used praise well during this period.

I can finally press "Stop" and relax! I knew before I watched the videotape that I could have done better. I now I know my assumption was right, but I also feel as though a lot of the things I did went well, which I am very happy about. I am glad I watched myself because I now know which aspects of my teaching I need to work on. It was very helpful to watch myself, although I didn't want to! It is not by refusing to admit that we have some things to improve that we will get any better, right? So ahead I go toward improvement!

8. Statement of Career Goals

Having discovered my passion for the English language in secondary school, my goal for the moment is to teach at this level. It is a personal challenge for me because at this level, most students have made up their minds about English: they either like it or they don't. Unfortunately, it seems that English is not a favorite subject among today's students. My goal is therefore to show students that learning English can be a lot of fun if taught in an interesting and stimulating way. I have learned a lot from English teachers I had in secondary school and I have kept a mental record of which techniques made learning English fun and which didn't. I strongly believe that with the good techniques I have learned while I was still in secondary school as well as those I have learned during my training at McGill, I will be able to make some students begin to like English more.

As a longer-term goal, I want to go back to university in order to get a Master's degree, the reason being that I eventually want to teach in CEGEP. When I was studying Modern Languages in CEGEP, my English teachers seemed to have a lot more freedom while teaching than did my English teachers in secondary. I also loved the atmosphere of a CEGEP: students are there because they want to be there, not because they have to. I also find that teaching in CEGEP is a lot more about actually teaching than it is about dealing with discipline problems.

We can never be sure where life will take us. The goals I have set for myself might change or evolve over time, but whatever happens, my primary goal is to have the chance to teach.

9. My classroom – Elementary
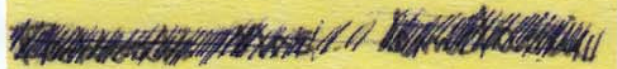
Appendix 3

Trainee's Teaching Portfolio

Teaching Portfolio

By

Training Teacher: ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

Training School: Kateb Yacine

Supervisor: ▓▓▓▓▓▓▓▓▓▓▓▓

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Trainee as Person

Resume/CV

My name is ████████ I am a student at the Teachers' Training School in Constantine. I am in the 5th year "a graduate student". I have never been given the opportunity to teach in the secondary school before this year. All what I had in mind about teaching remained theoretical and abstract until the training. Now I can use what I have learnt at the E.N.S in order to effectively teach and present my lessons. My experience with teaching is very limited and short. However; it gave me clear insight into the world of teaching. It also granted me the opportunity to feel the greatness of being a teacher.

Statement of Philosophy of Teaching

I had an ideal dream about teaching, I had my own imaginary world of the classroom environment: A perfect teacher delivering very interesting lessons to highly motivated pupils. Later on I have been given the chance to realize my ideal dream, unfortunately I discovered that the reality is away different from my imagination. Teaching doesn't mean perfection, it is a rather a profession of passion and dedication. Teaching requires the person "the teacher" to be intrinsically motivated to do his job, otherwise he / she will never succeed to deserve the title of a teacher.

I think that teaching is creating an academic world within a social friendly group in which the teacher is the master of his friends. The word master here means that the teacher is the more knowledgeable person who guides and mentors his pupils, and not an authoritative severe teacher who controls the pupils.

Statement of Training Goals

After receiving enough amount of theoretical knowledge concerning all what is related to education and teaching, a chance to re-invest this knowledge should be provided. This chance is the practical training during which the students are introduced the teaching profession. The major goal of the training then is to help the trainees get involved in the school environment as well as the classroom atmosphere including the teacher-learner relationship and classroom time management. The training also provides the trainees with the opportunity to learn from their mistakes and from their colleagues' mistakes. It shows how a lesson can be presented starting from the warming up until the evaluation.

Trainee as Professional

Exemplary Lesson Plans

Background Information
- Date: .....08./.04./..2013.............
- Level: ....1A7...............................
- Unit: ....Back To Nature....................

Lesson objectives

..........By the end of the lesson, pupils will be able to express...... the cause effect relationship using conjunctions of subordination and connectors such as because, thus, since...........

Materials & Aids

.....Pictures via data show, white board, activity using cards.........

Structure of the Lesson

Steps	Teacher's Task	Learner's Task	Time
Warm - up	• T greets PPs and asks someone to write the date on the board • T asks "what have you seen yesterday?" • "what was the text about?" • T presents some pictures and asks PPs to identify the type of pollution and whether it is a cause or effect.	• PPs answer: "a text" • PPs: "Urban and rural pollution"	10 minutes
Lesson Presentation	• T invites PPs to write their answers on the board. • T asks "what does the first sentence express?" • T "how was it expressed?" • T "what about the second sentence?" • T explains that: Cause + sentence connector + effect ⇒ Cause-effect relationship.	• PPs write their answers • PPs: "result" • PPs "Using as a result" • PPs "It expresses cause"	

	effect + Conjunction + Cause Effect cause relationship • T asks PPs to give some sentence connectors they know ○ T organizes the answers in a table	• PPs : " consequently, thus as a consequence, is because of " • PPs copy down the table.	35 minutes
Evaluation?	• T writes some clauses on the board and distributes cards for PPs. ○ T explains that PPs should complete each clause using the cards and join the clauses using a sentence connector. ○ T invites PPs to give their answers and rewards them.	• PPs do the activity • PPs give their answers.	18 minutes

Background Information
- Date: .....to / 04 / 2013......................
- Level: ....1 A.....................................
- Unit: ......Back To Nature........................

Lesson objectives
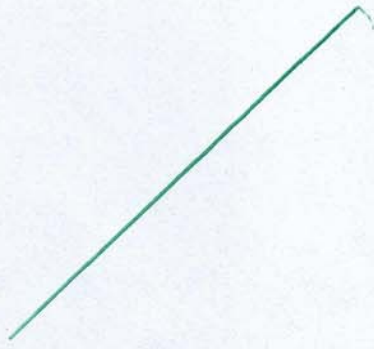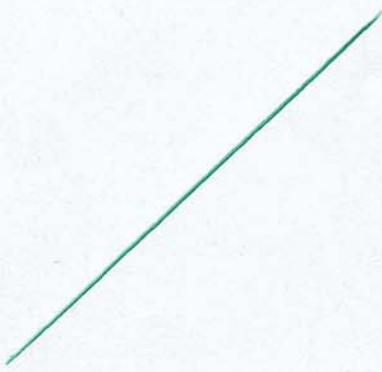
.................By...the...end...of...the...lesson,...pupils...will...be...able...to...express.......

.....condition...using...if...conditional...type...zero...and...type...01,....................

Materials & Aids

........pictures...via...data show...+...white board...

Structure of the Lesson

Steps	Teacher's Task	Learner's Task	Time
	• T makes a brief revision of the previous lesson. • T informs Ps that they will play a game called "The if-game" • T presents pictures containing some questions	• Ps look at the pictures and answer the questions	15 M
	• T invites each P to write his answers on the board • T uses the answers to introduce the if-conditional type 01. • T explains the if-clause and the result clause • T asks about the tense in each clause.	• Ps : " Present simple, future -?	45 M

• T asks : "Do you know when do we use this type?"	• PPs : " ? "	
We use if-conditional type d to talk about something that can happen in the future. It is a real possibility. If + Present simple + will/ won't		
• T asks for examples	• PPs give their examples.	
• T says & F and when we are not sure that something will happen. What do we use?"	• PPs : " we use type zero"	
• T writes an example on the board, and asks about the tense in both clauses.	• PPs : " It's present simple?"	
• T explains the use of this type and asks for examples	• PPs give their examples.	
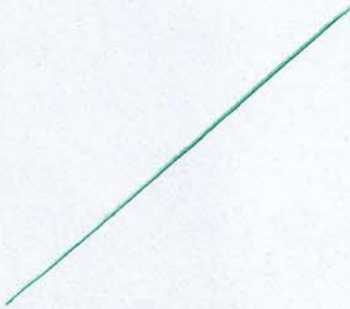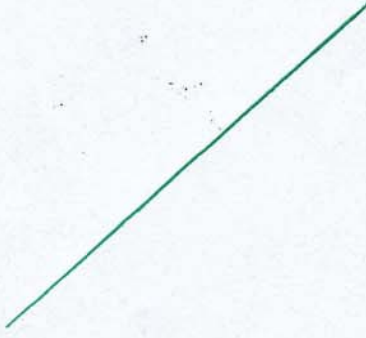
Background Information
- Date: ....11...04....2013..................
- Level: ......3..4P..................................
- Unit: ......Schools.:..Different..and..Alike................

Lesson objectives
.........By..the..end..of..the..lesson,..pupils..will..be..able..to..write..an..essay
..........about..the..scientific..stream..and..the..literary..stream..using..while,..unlike ---
....

Materials & Aids
.... / ....
.... / ....
....

Structure of the Lesson

Steps	Teacher's Task	Learner's Task	Time
	• T greets PP • T asks "what have you seen last time?" • T:"Did you write the essay at home?" • T: asks PP to read his introduction • T explains how to write an introduction.	• PP: "you asked us to write an essay" • PP: "yes but I did not finish it" • PP reads.	10
	• T asks PP to change some words and structures such as "to educate" • T asks PP to read the first paragraph. • T: "give other words to express addition" • T corrects some mistakes and asks PP to think about the second paragraph	• PP: "to study" • PP reads the paragraph. • PP: "moreover, also, furthermore" • PP writes the second paragraph.	50

- T help PP to organize his ideas.
- T: " what are the words that we use in order to compare two things?"
- T: " what are you going to include in the conclusion? ".
- T: " what are the words that we use to express opinion?"
- T asks PP to write the conclusion of the essay.
- T asks PP to read the whole essay.

- PP: " whereas, unlike on the other hand."
- PP: " I express my opinion."
- PP: " I think, personally in my opinion."
- PP writes the conclusion
- PP reads.

	T: "How did you know that they are adjectives?" T tells PPs that we can form adjectives from English words using suffixies • T says : "Today we are going to do something good to our environment, If want to do sth good what will you do?"	PPs : " the use of able ous, al ?" • PPs : " we we recyclable Products ?"	
Evaluation	• T tells PPs to write an advert about a cloth bag or something else they choose using the adjectives they have learnt.	• PPs write the adverts, and read them loudly	20 minutes

Training Workshop Reports

Date: 08 . 04. 2013 .

Persons Present and Position:

The Trainees.	
The training teacher.	
Me.	

Purpose of the workshop:

To give some remarks and to point out the negative aspects in addition to the positive ones.

Topics discussed:

1. Time mangement.
2. Content.
3. Classroom mangement.

What I Learned:

1. I should give the opportunity to speak for all the pupils.

Growth and Achievement noted: (feedback from others)

1. I can face pupils.
2. high voice.
3. smooth movement from one aspect to another.

Goals Set for Further Development: (what I need to work on now)

1. Class management.

Training Workshop Reports

Date: 10.04.2013.

Persons Present and Position:

The Trainees	Me.
The training teacher.	
The Supervisor.	

Purpose of the workshop:

u

Topics discussed::

1. The activity
2. The pictures.

What I Learned:

1. games are really motivating for the pupils.
2. The pictures attract the pupils' attention.

Growth and Achievement noted: (feedback from others)

1. good classmanagement; the pupils were calm and motivated

Goals Set for Further Development: (what I need to work on now)

- Time management: because I planned an activity and I did not have enough time to launch it.

Training Workshop Reports

Date: 11.04.2013.

Persons Present and Position:

The trainees	
The training teacher	
Me.	

Purpose of the workshop:

- To see how did I deal with one pupil.

Topics discussed:

1. The presentation of the lesson.

What I Learned:

1. Teaching one pupil is (much more) easier than teaching a whole class but it doesn't make you feel as a real teacher.

Growth and Achievement noted: (feedback from others)

- I didn't feel that I benefited from this session and my colleagues were not paying attention to me because I was with the student in the same table discussing in a low voice.

Goals Set for Further Development: (what I need to work on now)

/

Training Workshop Reports

Date: 14. 04. 2013.

Persons Present and Position:

The trainees	
The training teacher.	
Me.	

Purpose of the workshop:

To discuss the negative and the positive points.

Topics discussed:

1. The content.

What I Learned:

- Sometimes the teacher needs to be very severe in order to manage the class.
- giving the pupils the opportunity to work on what they like brings better results.

Growth and Achievement noted: (feedback from others)

- I managed both the class and time
- I succeeded to motivate shy students to participate.
- Presenting the objectives through the activity was done in a very smooth way.

Goals Set for Further Development: (what I need to work on now)

- Students at the back. How can I keep them silent and motivated?!

Weekly Reflection Checklist

Trainee: Tabbak Manel.	Level: Middle / Secondary ✓
School: Kateb Yacene.	Subject(s): English.
Training Teacher: Bemdaoui Amera.	Week of training:

1. The main discoveries I made from teaching this week are:

   1. The ideal world of teaching and the real world are completely different.

2. When I think about my teaching, I am most concerned about (write at least three statements)
   a) time management
   b) class management.
   c) How to deal with all pupils in class.

3. I feel

4. Questions I have after teaching this week are:

   1. How can deal with negative behaviours in a smart way?
   2. How can keep an eye on all my pupils?

5. I rate my experiences this week as: (place a "X" by the area that best describes your experiences this week)

   Inadequate   ......   Marginal   X...   Excellent   ......

6. Describe one significant event that occurred this week on the back of this page.

The same week.

Weekly Reflection Checklist

Trainee:	Level: Middle / Secondary
School:	Subject(s):
Training Teacher:	Week of training: 08 → 11.

1. The main discoveries I made from teaching this week are:

2. When I think about my teaching, I am most concerned about (write at least three statements)

    a)

    b)

    c)

3. I feel

4. Questions I have after teaching this week are:

5. I rate my experiences this week as: (place a "X" by the area that best describes your experiences this week)

    Inadequate   ......   Marginal   ......   Excellent   ......

6. Describe one significant event that occurred this week on the back of this page.

The Same week.

Weekly Reflection Checklist

Trainee:	Level: Middle / Secondary
School:	Subject(s):
Training Teacher:	Week of training: 08 → 11.

1. The main discoveries I made from teaching this week are:

2. When I think about my teaching, I am most concerned about (write at least three statements)

    a)

    b)

    c)

3. I feel

4. Questions I have after teaching this week are:

5. I rate my experiences this week as: (place a "X" by the area that best describes your experiences this week)

    Inadequate   ......   Marginal   ......   Excellent   ......

6. Describe one significant event that occurred this week on the back of this page.

Weekly Reflection Checklist

Trainee: Tarkouk Manel.		Level:	Middle / Secondary ✓
School: Kateb Yacene.		Subject(s):	English.
Training Teacher: Bendaoui Amira.		Week of training:	14.04.2013.

1. The main discoveries I made from teaching this week are:

   • Time management depends on learners motivation and interest.

   • If learners are interested in what I am doing, they will keep calm, so I can manage my class.

2. When I think about my teaching, I am most concerned about (write at least three statements)

   a) The understanding of my pupils.

   b) The adequacy of the activities

   c) The behaviour of the pupils.

3. I feel

   I feel that I have succeeded to deliever good an interesting lesson and I could see that in the pupils' accomplishement of the activities.

4. Questions I have after teaching this week are:

   1. Do my learners consider me a good teacher?

   2. Did I achieve my objective of the training?

5. I rate my experiences this week as: (place a "X" by the area that best describes your experiences this week)

   Inadequate   ......   Marginal   ......   Excellent   ✗

6. Describe one significant event that occurred this week on the back of this page.

Summary of Training Report

The training report is an academic document that each trainer should write to describe and reflect his/her experience during the training. It divided into three main parts.

The Observation Phase: In this part, I reported how my training teacher delivered her lesson, the different teaching techniques and evaluation activities, how she dealt with the negative behaviour and all what happened in the classroom.

The Alternate Phase: I included the description of my first experience with teaching and how felt before and after the presentation of the lesson as well as the feedback provided by my training teacher.

The Full time Phase: It is the final part in the report in which I described two lessons. The first with first year pupils and the second with third year class. Again, it included the reflections of my training teacher in addition to my supervisor.

All in all, the report reflected my teaching in terms of content, behaviour, feelings, mistakes and good achievements.

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Trainee as Life-Long Learner

Career Goals

After fulfilling the practical training, I have set a major goal for my career as a teacher. I will be a friend of my pupils & won't be an authoritative severe teacher so that they will not hate me as a person and as a teacher. Moreover, I will vary the way of presenting the lessons to keep my pupils motivated and interested.

Training Teacher's & Supervisor's Feedback

Trainee Teaching Formative Assessment

Trainee: ……………………………………............…....   Level: Middle / Secondary

School: ……………………………………………....   Subject(s): ……………………………….

Training Teacher/Supervisor: ……………….....…………   Phase of training: ……………..….…..

VG=Very Good   G=Good   S=Satisfactory   N=Needs Improvement   U=Unsatisfactory   X=Not Applicable

PROFESSIONAL COMPETENCES	VG	G	S	N	U	X
Foundations						
The language teacher:						
Communicates clearly -Orally						
Communicates Clearly – in writing						
Expresses herself / himself with ease, precision and accuracy						
Uses voice effectively in the classroom						
Teaching Act						
*Structures the subject matter appropriately for learner learning						
*Encourages learners to work well						
*Maintains routines that ensures the smooth running of the classroom						
*Identifies and corrects learner's errors						
Professional identity						
Shows enthusiasm, humour and caring						
*Identifies and provides appropriate resources related to teaching						
*Organizes learners effectively						
*Organizes materials effectively						
Responds well to feedback and suggestions						
Identifies her / his own strengths and limitations						
Engages in rigorous reflective analysis						
Is appropriately dressed and well groomed						
Is punctual and reliable						
Behaves in a manner expected of a teaching professional						

*With help from the training teacher

COMMENTS: ……………………………………………………………………………………….…

…….

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Training Teacher/Supervisor: …………………………………………… **Date:** ………………..…..

Trainee Teaching Summative Assessment

Trainee: ....

Level: Middle / Secondary

School: ....

Subject(s): ....

Training Teacher/Supervisor: ....

Phaseof training: ....

Please indicate: **S=Satisfactory**   **U=unsatisfactory**

	S	U	Please describe the details of the trainee's performance
Preparation			
Implementation			
Management			
Professional Qualities			

COMMENTS: ....
....
....
....
....

Overall Rating: Satisfactory ☐   Unsatisfactory ☐

Training Teacher/Supervisor: .... Date: ....

Training Teacher's & Supervisor's Feedback

Trainee Teaching Formative Assessment

Trainee: ...Takouk Manel.........   Level: Middle / Secondary

School: ......Kateb Yacine................   Subject(s): ....

Training Teacher/Supervisor: ...~~Mss Bougoula~~... Phaseof training: ....

VG=Very Good   G=Good   S=Satisfactory   N=Needs Improvement   U=Unsatisfactory   X=Not Applicable

PROFESSIONAL COMPETENCES	VG	G	S	N	U	X
Foundations						
The language teacher:						
Communicates clearly -Orally		✓				
Communicates Clearly – in writing		✓				
Expresses herself / himself with ease, precision and accuracy			✓			
Uses voice effectively in the classroom		✓				
Teaching Act						
*Structures the subject matter appropriately for learner learning			✓			
*Encourages learners to work well			✓			
*Maintains routines that ensures the smooth running of the classroom			✓			
*Identifies and corrects learner's errors			✓			
Professional identity						
Shows enthusiasm, humour and caring		✓				
*Identifies and provides appropriate resources related to teaching		✓				
*Organizes learners effectively		✓				
*Organizes materials effectively		✓				
Responds well to feedback and suggestions		✓				
Identifies her / his own strengths and limitations			✓			
Engages in rigorous reflective analysis			✓			
Is appropriately dressed and well groomed	✓					
Is punctual and reliable	✓					
Behaves in a manner expected of a teaching professional	✓					

*With help from the training teacher

COMMENTS: ....
.... The trainee can be said to be above average,
.... she showed a great deal of interest, motivation
.... and enthusiasm for teaching...

Training Teacher/Supervisor: ...~~Mss Bougoula~~... Date: ..12./.0.6./.2013

Trainee Teaching Summative Assessment

Trainee: ......Tabouk Manel..........   Level: Middle / Secondary

School: ......Kateb Yacine...............   Subject(s): ....

Training Teacher/Supervisor: ▓▓▓▓▓   Phase of training: ....

Please indicate: S=Satisfactory   U=unsatisfactory

	S	U	Please describe the details of the trainee's performance
Preparation	✓		good preparation : lesson plans, materials (sometimes she designed her own texts and activities) media (pictures, power point presentation
Implementation	✓		good use of the text book, and other media like pictures, data show
Management	✓		some difficulties with classroom management as the pupils were very noisy, but good time management
Professional Qualities	✓		good overall.

COMMENTS: ....
.... overall, the Trainee showed many characteristics of a successful teacher of English ....
....
....

Overall Rating: Satisfactory ✓   Unsatisfactory ☐

Training Teacher/Supervisor: ▓▓▓▓▓ .... Date: 18./.06./ 2013

Training Teacher's & Supervisor's Feedback

Trainee Teaching Formative Assessment

Trainee: ....   Level: Middle / Secondary

School: ....   Subject(s): ....

Training Teacher/Supervisor: ....   Phase of training: ....

VG=Very Good   G=Good   S=Satisfactory   N=Needs Improvement   U=Unsatisfactory   X=Not Applicable

PROFESSIONAL COMPETENCES	VG	G	S	N	U	X
Foundations						
The language teacher:						
Communicates clearly -Orally						
Communicates Clearly – in writing						
Expresses herself / himself with ease, precision and accuracy						
Uses voice effectively in the classroom						
Teaching Act						
*Structures the subject matter appropriately for learner learning						
*Encourages learners to work well						
*Maintains routines that ensures the smooth running of the classroom						
*Identifies and corrects learner's errors						
Professional identity						
Shows enthusiasm, humour and caring						
*Identifies and provides appropriate resources related to teaching						
*Organizes learners effectively						
*Organizes materials effectively						
Responds well to feedback and suggestions						
Identifies her / his own strengths and limitations						
Engages in rigorous reflective analysis						
Is appropriately dressed and well groomed						
Is punctual and reliable						
Behaves in a manner expected of a teaching professional						

*With help from the training teacher

COMMENTS: ....

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Training Teacher/Supervisor: .... **Date:** ....

Trainee Teaching Summative Assessment

Trainee: .... Level: Middle / Secondary

School: .... Subject(s): ....

Training Teacher/Supervisor: .... Phase of training: ....

Please indicate: **S=Satisfactory**   **U=unsatisfactory**

	S	U	Please describe the details of the trainee's performance
Preparation			
Implementation			
Management			
Professional Qualities			

COMMENTS: ....

....

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....

Overall Rating: Satisfactory ☐   Unsatisfactory ☐

Training Teacher/Supervisor: .... Date: ....

33

Training Teacher's & Supervisor's Feedback

Trainee Teaching Formative Assessment

Trainee: ....   Level: Middle / Secondary

School: ....K.e.teb...Ya.ci.ne.   Subject(s): ....

Training Teacher/Supervisor: ....   Phase of training: ....

VG=Very Good   G=Good   S=Satisfactory   N=Needs Improvement   U=Unsatisfactory   X=Not Applicable

PROFESSIONAL COMPETENCES	VG	G	S	N	U	X
Foundations						
The language teacher:			✓			
Communicates clearly -Orally			✓			
Communicates Clearly – in writing			✓			
Expresses herself / himself with ease, precision and accuracy		✓				
Uses voice effectively in the classroom						
Teaching Act						
*Structures the subject matter appropriately for learner learning			✓			
*Encourages learners to work well			✓			
*Maintains routines that ensures the smooth running of the classroom			✓			
*Identifies and corrects learner's errors			✓			
Professional identity						
Shows enthusiasm, humour and caring		✓				
*Identifies and provides appropriate resources related to teaching			✓			
*Organizes learners effectively			✓			
*Organizes materials effectively			✓			
Responds well to feedback and suggestions			✓			
Identifies her / his own strengths and limitations			✓			
Engages in rigorous reflective analysis			✓			
Is appropriately dressed and well groomed		✓	✓			
Is punctual and reliable		✓				
Behaves in a manner expected of a teaching professional		✓				

*With help from the training teacher

COMMENTS: ....

............The trainee controls the classroom and

............Communicates well with the learners

....

....

Training Teacher/Supervisor: ....   Date: ..16/.06/.2013

Trainee Teaching Summative Assessment

Trainee: ....~~████████~~......   Level: Middle / Secondary

School: ....~~████████~~....   Subject(s): ....

Training Teacher/Supervisor: ..~~████████~~..   Phaseof training: ...full.....Time

Please indicate: S=Satisfactory   U=unsatisfactory

	S	U	Please describe the details of the trainee's performance
Preparation			The Trainee encourages pair work and a serious preparation of the lessons.
Implementation			Implements well most of the teaching materials.
Management			Controls the classroom.
Professional Qualities			Possesses self confidence.

COMMENTS: ....

....

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....

Overall Rating: Satisfactory ✓   Unsatisfactory ☐

Training Teacher/Supervisor: .... Date: ...16./06/.2013

Feedback from Supervisor/Training Teacher

Date ....

Trainee ....

Supervisor/Training Teacher ....

Your portfolio gives the impression of a trainee who

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I was impressed by

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The area(s) of development needing your attention is/are

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Other comments

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Signed: ....

Feedback from Supervisor/Training Teacher

Date ....

Trainee ....

Supervisor/Training Teacher ....

Your portfolio gives the impression of a trainee who

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I was impressed by

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The area(s) of development needing your attention is/are

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Other comments

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Signed: ....

Appendices

Appendices

Appendix 4

Trainees' Questionnaire

Trainees' Questionnaire

The purpose of this study is to investigate trainees' perception and experience of developing teaching portfolios during their practical training period. The outcome of this study will contribute to reach the goals as how teaching portfolios enhance trainees' reflection and professional growth.

Please, tick (√) in the appropriate box (es) or give full answers whenever necessary. Your response to this survey is solely used for the thesis and will be kept confidential.

I wish to thank you in advance for your answers to this research. Your time and effort are greatly appreciated.

<div align="right">

Mrs. Saliha Beleulmi
Doctoral Candidate
Department of Foreign Languages
Constantine 1 University

</div>

I. General Information & Characteristics:

1) level

   B4 ☐   B5 ☐

2) To what extent are you motivated to be a teacher?

   Highly motivated ☐   motivated ☐   Not so motivated ☐

3) Do you think that the practical training has an effect on your readiness to teach?

   Yes ☐   No ☐

4) How helpful would the training report be for your future career?

   Very helpful ☐   Not so helpful ☐   not helpful ☐

5) How important is the contribution of the training teacher in your training?

   Important ☐   less important ☐

6) How important is the contribution of the supervisor in your training?

   Important ☐   less important ☐

7) Did you find writing the training report an easy task?

   Yes ☐   No ☐

   Please, explain why?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

8) How do you categorize writing the training report?
   a) As a narrative essay ☐
   b) As a descriptive essay ☐
   c) As a reflective essay ☐

9) Do you think that the period given for the training is enough to perform all teaching activities?

Yes ☐   No ☐

10) According to your experience, the important purposes of the training experience were:
   a) Preparing lessons ☐
   b) Using appropriate teaching methodology ☐
   c) Responding to students' needs ☐
   d) Assessing learners' performance ☐
   e) Preparing to face school environment ☐
   f) Others ……………………………………………………………………………

11) Rank the most important phases in the training (1 is most important; 2 is next important; etc.)
   a) Observation phase ☐
   b) Alternate phase ☐
   c) Full time phase ☐
   Please, Explain why?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   …………………………………………………………………………………………….

II. Experience with Portfolios

12) Do you have any prior experience with portfolios?

Yes ☐   No ☐

If yes, specify?
…………………………………………………………………………………………

13) Please respond to the following statements based on whether you Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

As a trainee developing the teaching portfolio *in the practical training period,*	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a. I was interested in developing my portfolio at the beginning.					
b. I was comfortable to complete the assignments in my teaching portfolio.					
c. I enjoyed the process of developing my teaching portfolio.					
d. Supervisor and training teacher in the training were willing to help me in developing my portfolio.					
e. I valued the portfolio as an authentic assessment tool.					

f.	I learned sufficient reflective skills to develop my portfolio.				
g.	I acquired sufficient performance skills to help my teaching.				
h.	The instructions of portfolio completion helped me develop my portfolio.				
i.	I felt personalizing the teaching portfolio.				
j.	The portfolio was an important aspect of the practical training experience.				
k.	The portfolio helped me be open-minded to share my learning experience with others.				
l.	I learned how to create a portfolio in the future.				
m.	Portfolios should be a requirement in teacher education programme completion.				
n.	I was proud of my teaching portfolio.				
o.	The portfolio helped me to reflect on my learning experiences in the training period.				
p.	The teaching portfolio helped me to be aware of whom I am as a beginning teacher.				
q.	The portfolio helped me to see my progress throughout the whole training period.				
r.	The portfolio presents my best capabilities as a beginning teacher.				
s.	I learned how to use reflection to enhance my teaching and learning.				
t.	The portfolio helped me to become a reflective thinker.				

In the following statements, please rank your 3 highest choices (1 is most important, 2 is next important, etc.)

14) The important benefits for developing my teaching portfolio were:

　　　___ show my growth and change.
　　　___ document/collect my learning experience
　　　___ self-reflect upon my teaching and learning
　　　___ complete the training period requirements
　　　other ………………………………………..

15) The important skills I learned from developing my teaching portfolio were:

　　　___ reflective skills
　　　___ teaching methods and learning strategies
　　　___ teaching portfolios construction
　　　other ………………………………………….

16) The important advantages of developing a teaching portfolio:

　　　___ presenting my knowledge, skills, and materials through multiple tasks
　　　___ convenient way to track learning, change, and growth
　　　___ more powerful and convenient than a traditional training report and copybook
　　　___ showing the qualification of teaching and learning
　　　___ useful tool/assessment approach in my future teaching
　　　___ portable and easy to update
　　　___ sharing my learning with others easily
　　　other …………………………………………………

17) The important disadvantages of developing a teaching portfolio were:

    ___ time demanding
    ___ extra-load
    ___ inadequate knowledge about portfolio's development
    other …………………………..

18) The helpful resources for helping me to develop my teaching portfolio were:

    ___ relevant example
    ___ directed instructions
    ___ supervisors' assistance
    ___ training teachers
    other ……………………………

III. In the following questions, please give your comment as detailed as you can.

19) What suggestions would you give to future students to develop a successful teaching portfolio?

    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………

20) Do you have any suggestions for improving the teaching portfolio project in the practical training period?

    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………

21) Would you recommend this form of evaluation as an alternative for the training report; if yes, why?

    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………

22) What was the most beneficial aspect of completing the portfolio and why?

    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………

23) What would you change in this process you participated in and why?

    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………
    ……………………………………………………………………………………………………….

24) Would you keep using the teaching portfolio, after graduation, in your future career?

    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………

Thank you

Appendix 5

Supervisors' and Training Teachers' Questionnaire

Supervisors' & Training Teachers' Questionnaire

Dear colleagues,

This questionnaire is designed to gather information about implementing the teacher portfolio, the process of developing it during the practical training as well as trainees' perception and experience with the portfolio.

Please tick (√) the appropriate box(es) or give full answer(s) whenever necessary .

May I thank you in advance for your cooperation and for the time devoted to answer the questionnaire.

> Mrs. Saliha Beleulmi
>
> Doctoral Candidate
>
> Department of Foreign Languages
>
> Constantine 1 University

I. Qualification and Experience

1. Degree: ……………………………….

2. How long have you been teaching?

    …………..Year(s)

3. How long have you been supervising trainee's practical training?

    …………...Year(s)

4. Do you think that "the practical training" is enough to improve trainees' teaching practice?

    Yes   No

 If "No", please, explain why?

………………………………………………………………………………………...……
………………………………………………………………………………………….…
………………………………………………………………………………………

5. Does training contribute to the development of the teaching skills?

    Yes   No

If "Yes", please explain how?

……………………………………………………………………………………………………
…..……………………………………………………………………………………….……
………………………………………………………………………………………

6. Are you satisfied with your trainees' level in performing teaching?

    Yes   No

If "No", please, explain why?

……
……
…………………………………………………2…………………………………………………

7.   Do you think that time given to trainees is enough to illustrate their teaching competences?

          Yes   No

If "No", please, explain why?

....

....

8.   What part of the training process do you think is more beneficial for the trainees to perform and develop their teaching?
a)   Observation
b)   Alternate
c)   Full time

Please, explain your choice.

……
……
……

II.   General experience with the portfolio

9.   How do you assess your knowledge of "*the teaching portfolio*"?

          Adequate   limited   inadequate

10. Do you think that portfolios are used for the purpose of:

    1) Promoting student learning and development

    2) Encouraging student self-assessment and reflection

    3) Providing evidence for assessment and accountability

    4) Documenting growth and development

    5) All of them

 Justify your choice.

……
……
……

11. The Purposes of using Portfolios in Teacher Education Programme are:

a) To provide information about how their programme is preparing pre-service teachers
b) To provide evidence of their ability to exhibit those in the classroom
c) To prepare them for pre-service teachers' search for employment
d) Others………………………………………………………………………………….

12. Do you think that through portfolios, trainees would demonstrate better their abilities to see teaching as on-going inquiry?

       Yes   No

13. Have you noticed that portfolios assist trainees to reflect and think about their work in deeper and more thoughtful way than with training reports?

       Yes   No

If "No", justify.

………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………………..

14. Through portfolios, trainees are:
  a. More reflective of their practice.
  b. More tuned into the importance of documenting professional growth.
  c. Articulating their philosophy and beliefs about teaching and learning.
  d. All of them

15. Using portfolios has an impact on the teaching practice:
  a) Being more student-centred
  b) Clearly defined by professional standards
  c) Reflective

16. Do you think that portfolios, when implemented, will have a positive impact on teachers' education?

       Yes   No

17. If "Yes", then what effect would they have?
  a) Develop dialogue and collegiality among trainees and supervisors
  b) Help reach agreement about programme outcomes, i.e. exit criteria
  c) Give a common language about the framework of the trainees' training experience.
  d) Others………………………………………………………………………………….

18. What are the different difficulties encountered while developing the portfolio?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

19. What are the main complaints of your trainees when compiling the portfolio?
  a) Time allotted to compile it
  b) Understanding the concept underlying it
  c) An extra-load in a crowded certification year

d) Others………………………………………………………………………………….

20. Do you think that portfolios require:
    a) Time to be read carefully and thoughtfully
    b) Preparing feedback to portfolios
    c) Conferring with trainees
    d) Others……………………………………………………………………………..……

21. When using performance-based assessment form, do you opt for:

    Portfolios   Reports

22. If you are asked to assess portfolios, what criteria would you use?
    a) Grading growth and achievement
    b) Reflective thinking
    c) Quality of performance and product
    d) Adequacy and relevance to content
    e) Others, please specify……………………………………………………………

23. Do you think that portfolios are the appropriate means for the trainee to learn from his/her own teaching performance, to carry out teaching activities and reflect on his or her performance?

    Yes   No

24. Justify your answer

    …………………………………………………………………………………………………
    …………………………………………………………………………………………………
    ………………………………………………………………………………………………..

III.   Further Suggestions

25.   Please, add any suggestions you see relevant to the aim of the questionnaire

    …………………………………………………………………………………………………
    …………………………………………………………………………………………………
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    ………………………………………………………………………………………………..

                                        Thank you

Résumé

Récemment, de nombreux chercheurs se sont appuyés sur la mise en œuvre des portfolios d'enseignement dans les programmes de formation des enseignants afin de développer les compétences et de promouvoir la réflectivité des futurs enseignants. Cette étude de cas exploratoire et qualitative envisage l'introduction du portfolio de l'enseignement comme un outil de réflexion dans le cadre de la formation pratique des stagiaires de l'Ecole Normale Supérieur de Constantine (ENS). Le but de l'étude a été d'analyser la réflexion sur leurs pratiques pédagogiques en utilisant les portfolios d'enseignement et d'explorer les perceptions des enseignants stagiaires, des superviseurs et des enseignants formateurs sur leur développement. L'étude a utilisé le paradigme de recherche qualitative pour répondre aux questions suivantes: 1) est ce que les portfolios d'enseignement servent comme un outil pour les stagiaires afin de s'engager et développer leur réflexion pratique? 2) Quelles sont les perceptions de ces enseignants stagiaires du développement des portfolios d'enseignement au cours de leur stage pratique? 3) Quelles sont les perceptions des superviseurs de l'ENS et des enseignants formateurs dans les écoles moyennes et secondaires de Constantine envers l'utilisation des portfolios d'enseignement dans le cadre de la formation? L'étude a utilisé à la fois l'analyse de documents (les portfolios des stagiaires) et des questionnaires (pour stagiaires, superviseurs et enseignants formateurs) en tant que moyens de recherche.

L'analyse des données a révélé que les futurs enseignants ont utilisé leurs portfolios pour illustrer leurs idées sur l'enseignement et l'apprentissage. Leur perception était que les portfolios constituent un outil pédagogique; il s'agissait de la réflexion et de la documentation de l'enseignement et de l'apprentissage. Selon l'analyse qualitative de leurs écrits réflexifs, ces stagiaires ont développé un niveau technique de réflexion – une simple description des événements d'enseignement, vers un niveau plus pratique de réflexion – utilisant des expériences pratiques en classe pour réfléchir à l'enseignement et l'apprentissage dans les trois phases de stage pratique. Le questionnaire des superviseurs et enseignants formateurs ont également révélé que ces futurs enseignants approuvent le portfolio de l'enseignement à la fois comme un processus et produit pour être un type de document digne de considération future.

Mots clés : la formation des enseignants, pratique réflexive, portfolios d'enseignement, la formation pratique des stagiaires, les stagiaires en anglais, cours de stage pratique.

ملخص

عكف العديد من الباحثين مؤخرا على ادخال محافظ التدريس في برامج إعداد المعلمين من أجل تطوير مهارات التعليم، وتعزيز التفكير للمعلمين قبل الخدمة. تبحث هذه الدراسة الاستكشافية و النوعية على إدخال محفظة التدريس كأداة للتفكير في دورة الدروس التدريبية للمتربصين في المدرسة العليا للأساتذة بقسنطينة. الغرض من هذه الدراسة هو تحليل التفكير في الممارسات التعليمية الخاصة بهم باستخدام محافظ التدريس، واستكشاف التصورات من أجل تطويرها من طرف الطالب، المعلمين المدربين والمشرفين. استعملت الدراسة نموذج البحث النوعي لايجاد اجوبة للاسئلة التالية: 1) هل تعمل محافظ التعليم كوسيلة للمتدربين للمشاركة وتطوير التفكير العملي؟ 2) ما هي تصورات المعلمين المتربصين حول تطوير محافظ التدريس خلال التدريس العملي؟ 3) ما هي تصورات المشرفين في المدرسة العليا للأساتذة والمعلمين المدربين في المدارس المتوسطة والثانوية بقسنطينة حول استخدام المحافظ التعليمية في الدورة التدريبية؟ كمااستخدمت الدراسة تحليل الوثائق (محافظ المتدربين) و الاستبيان (استبيان للمتدربين؛ استبيان للمشرفين و للمعلمين المدربين) كأدوات بحث. كشف تحليل البيانات أن المتدربين استخدموا محافظهم التعليمية لإثبات أفكارهم حول التعليم والتعلم. كما أنهم رأوا أن تطوير المحافظ التعليمية يكون تعليما، و أنه ينطوي على التفكير ووثائق التعليم والتعلم. وفقا للتحليل النوعي لكتاباتهم التفكيرية، فان المعلمين المتدربين تقدموا من مستوى التفكير التقني (مجرد وصف لأحداث التدريس)، إلى مستوى أكثر عملية (استخدام الخبرات العملية الفصلية للتفكير في التدريس والتعلم على طول المراحل الثلاث للتدريب العملي). كما كشف استبيان المشرفين والمعلمين المدربين أيضا، أن هؤلاء المعلمين المستقبليين يحبذون محفظة التدريس على حد سواء باعتبارها عملية ومنتجة لتكون نوعا من الوثائق الجديرة بالدراسة في المستقبل .

الكلمات المفتاح : إعداد المعلمين, الممارسة التفكيرية, المحافظ التعليمية, تدريب المعلمين, المتدربين في اللغة الإنجليزية, دورة الدروس التدريبية.