



Exploring the Impact of In-Service Teacher Training: A Case Study of Secondary School English Teachers in Bechar

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Abstract

The research paper examines the effectiveness of in-service training programs for secondary school English teachers in Bechar, Algeria, focusing on how professional development enhances teaching quality. It identifies challenges such as limited resources, geographic isolation, and heavy workloads that hinder the training's effectiveness. Data from 42 teachers reveal that although they are motivated and appreciate the training, many find it insufficiently relevant due to a lack of follow-up, poor adaptation to local contexts, and difficulties related to students' low motivation and proficiency. Despite these obstacles, the study concludes that in-service training plays a significant role in teachers' professional growth and can positively influence student learning outcomes.

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1. Introduction

Researchers in the field of education all agree that the latter is the cornerstone of the development of nations worldwide. The quality of education is intrinsically determined by that of teaching, which eventually affects the success or failure of the learning process (Hattie, 2009). Teachers are often subjected to various professional development opportunities, such as: pre-service and in-service training, continuous workshops, and educational programs... All of which enhances the educator's pedagogical skills, subject knowledge, and teaching skills in general, which ensures the effectiveness of the teaching process in the midst of an ever-evolving educational landscape (Desimone, 2009). Many developing countries, including Algeria, face persistent difficulties in designing and sustaining effective teacher training programs, while more affluent nations benefit from well-structured and continuous systems of teacher professional development (Boudersa, 2018). The Algerian educational system has undergone several reforms over the past two decades, highlighting the growing need for teacher training programs to be aligned with contemporary pedagogical methods and learner-centered approaches (OECD, 2009). However, the effectiveness of these programs, especially in remote and underserved regions such as Bechar (where this research took place), remains under-researched and requires further investigation. Bechar, a province located in the southwest of Algeria, faces socio-

economic and infrastructural constraints that may hinder the effective implementation of teacher training initiatives, particularly in remote and underserved regions (UNESCO, 2016). Therefore, understanding the challenges results in tangible improvements in the process of learning.

This study explores the impact of in-service teacher training programs on secondary school teachers of Bechar and their effect on the process of learning. By analysing the teachers' professional development and its relation with the enhancement of the students' performance, this research seeks to further investigate whether the in-service teacher training leads to improvements in teaching and eventually fosters English learning for secondary school students in Bechar. The findings of the current research play a key role in the contribution to enhancing teacher professional development in Algeria and provide evidence-based recommendations for policymakers to improve the design and the delivery of future training programs.

The research aims to assess the effectiveness of in-service teacher training programs in improving pedagogical skills among secondary school teachers in Bechar; furthermore, it seeks to examine the relationship between teacher participation in professional development and student academic performance. This study further explores the challenges that can hinder the effectiveness of in-service teacher training programs in the region of Bechar. Last but not least, the study provides recommendations for optimizing

in-service teacher training programs so as to maximize their impact on student learning.

2. Literature review

2.1 Introduction

The quality of teaching often determines the extent of the students' achievement. As a result, in-service teacher training programs have emerged as a means to promote and further enhance the teachers' professional growth, which eventually enhances instructional effectiveness. Due to curriculum reforms, the spread of ICTs, and the complexity and evolution of language education, secondary school English teachers need constant professional development programs. With a particular insight into English teachers and educators at the level of secondary school, this literature review critically examines earlier studies on the role, efficacy, difficulties, and implications of in-service teacher training programs.

2.2 Understanding In-service teacher training

In-service teacher training basically refers to the structured professional development activities that occur after teachers have begun their career. Guskey (2002) defines in-service training as "those activities engaged in by teachers following their initial professional certification, designed to enhance their professional skills and knowledge." Unlike pre-service education, which aims to prepare and anticipate, in-service education is intended to address real-world teaching challenges and foster lifelong professional learning (Villegas-

Reimers, 2003). Furthermore, in-service teacher training programs may include workshops, seminars, collaborative research, online conferences...etc. instructors and researchers in the field of education consider that effective in-service training must be characterized by the ongoing and continuous nature, the responsiveness to the teachers' needs, fostering reflective practices, as well as the connection to the student learning outcomes (Avalos, 2011).

2.3 The necessity of in-service training for English teachers

Secondary school English teachers require a set of professional characteristics, they are expected to teach complex linguistic skills, such as: vocabulary, grammar, pronunciation... etc. Furthermore, they are supposed to foster critical thinking to help the students deal with real-world situations and overcome life-related problems. Moreover, one of their core responsibilities and tasks is to integrate technology into language instruction, and accommodate increasingly diverse student populations (Richards & Farrell, 2005). In addition, national and international curriculum reforms often mandate the implementation of communicative language teaching approach, requiring teachers to shift from traditional grammar – translation method to more interactive and learner – centered models (Burns & Richards, 2009). Freeman (2016) argues that effective and enhanced English language teaching requires ever-going exposure to evolving theories of second and foreign language learning, new pedagogical techniques, and, of course, the implementation of modern

digital tools, also referred to as ICTs. Without constant professional development, teachers risk becoming isolated from current teaching methods and techniques which eventually hinders them to meet the learners' needs. As a result, in-service teaching programs play a pivotal role in equipping teachers with updated competencies, and ultimately improving student learning outcomes.

2.4 Models and approaches to in-service training.

The review of previous studies and researches has indicated that there are different approaches to in-service training, and that they are not equal as far as the effectiveness is concerned, Joyce and Showers (2002) propose a training model based solely on four components: theory presentation, demonstration, practice, and peer coaching. This model has been proven to bridge the gap between the training and the classroom practice, unlike the traditional lecture – based workshops, which have proven their insignificance and their inappropriateness in accordance with the modern developed technological tools and the vivid impact of social media platforms and internet in general.

In the other hand, Desimone (2009) identifies five core features associated with successful professional development among teachers; first, there is the **content focus**, which emphasizes the subject matter and how students learn it. second, there is the **active learning**; which stands for the opportunities for teachers to engage actively in meaningful discussions and practice. Third, the **coherence** and the alignment with teachers' goals and school

improvement initiatives. Fourth, the **duration**, which means the sustainability over a significant period of time. Finally, Desimone stresses the pivotal role of **collective participation**, and the collaboration among teachers mainly from the same school or department. However, as far as English teachers are concerned, Burns and Richards (2009) advocate for reflective approaches such as action research, lesson study, and peer observations. Such approaches allow teachers to assess, evaluate, and therefore, learn collaboratively. As technology advances, there's a growing demand on integrating ICTs in teaching/learning practices, recently, online workshops, training sessions, and professional development have become increasingly prevalent. Sun and Yang (2015) stress the efficiency of online communities, webinars, and the massive quantity of open online courses in giving the teachers in different areas equal chances to get flexible and accessible learning opportunities.

2.5 The impact of in-service training on teaching practices.

Investigating previous researches shows that well-structured and designed in-service training eventually leads to an enhancement in the teachers' skills and methods. King (2016) conducted a study involving English teachers in a professional development program. He observed clear and noticeable improvements in the learning process, precisely in distinguished instructions, classroom management, and the use of communicative activities. Likewise, Opfer and Pedder (2011) highlight that

professional development has beneficial effects on teachers' attitudes, instructional methods, and student engagement. Educators who participate in regular, contextually appropriate training, unlike those who don't, report increased confidence, employ a broader range of teaching strategies, and showcase improved adaptability in meeting student needs. Nevertheless, researchers in the field of education emphasize that the impact of in-service training is highly influenced by the teachers' beliefs, motivation, and the culture of the school (Guskey, 2002). It has also been reported that training programs that do not consider the teachers' approaches to teaching and learning are less likely to lead to significant changes.

2.6 Challenges in implementing effective in-service training

Previous researches and studies have proven the significance and the importance of in-service teacher training; however, it still faces plenty of challenges and impediments. One major issue is the “one-size-fits-all” approach, as many studies emphasize that standardized training often doesn't take into account the difference of teachers' needs, experiences, and contexts (OECD, 2009). More particularly, secondary school English teachers may find typical, generalized, and theory-oriented workshops irrelevant to their specific linguistic and pedagogical needs. Furthermore, the logistical limitations, such as the lack of funding, time constraints, heavy workload, and the inadequate administrative support can also hinder effective participation (Wedell, 2009). In addition, in many cases, we may notice an insufficient follow-up after

attending the training sessions, as what happens after the training is merely as important as what happens during it, for it is very crucial to reflect on the training session afterwards, to guarantee maximum profit, thus teachers may miss opportunities to implement new strategies, limiting the sustainability of professional growth (Borko, 2004)

Another significant challenge is the “transfer of training” issue, which is according to (Guskey, 2002) the difficulty teachers experience in applying new knowledge and skills within their unique classroom environments. This is due to many factors, such as class size, student different proficiency levels, curriculum restrictions and limitations, and the institutional struggle to accept and embrace change.

2.7 Contextual factors influencing training effectiveness

Studies increasingly emphasize the importance of context to the success of in-service training programs. Avalos (2011) argues that professional development must be based on teachers' real-world contexts, addressing local issues and leveraging available resources. Programs that are sensitive to context and programs that promote teacher agency are more likely to succeed and have longer-term impacts.

In developing countries, for instance, professional development programs often aim to assist teachers in coping with fundamental issues such as resource and material limitations, multilingual classrooms, and policy instability (Wedell,

2009). Failing to consider these factors, even well designed and carefully structures in-service teacher training programs are deemed to fail to achieve their intended objectives.

2.8 Conclusion

The reviewed literature confirms that in-service teacher training and professional development are very categorically important for improving the teachers' professional competence, which in due course enhances their teaching methods and techniques. Furthermore, it has been established that effective programs ought to be constant, content-specific, contextually relevant, and dynamically engaging. Nevertheless, there are some challenges and impediments that are related to logistics, relevance, and practicality. As a consequence, institutional provision and support must be addressed to mitigate those challenges, so as to maximize the impact of professional development efforts. Additionally, future research and investigation ought to emphasize designing flexible, teacher – centered professional development models that facilitate the complexity of teaching English to secondary school students and before that support the teachers in their ever-going professional journey.

3. Research Methodology

As far as professional development is concerned, the in-service teacher training is a valuable way to enhance teaching. Investigating its importance, and challenges is our main objective behind this research. Therefore, this chapter sheds light on the methodological framework of

the study. It includes a brief description of research instruments and the overall process followed in an attempt to collect valid and correct data. Results were based on the teachers of the secondary schools in Bechar, as well as the cooperation of the Inspector of National Education of English.

This section also serves as a follow up to the previous one, as it gives a clearer idea about in-service teacher training. The investigation focused particularly on the teachers in Bechar, as mentioned earlier.

An essential phase of any successful research work is to select effective research tools. It is of crucial importance to choose adequate instruments that will guarantee an efficient data collection process. In this study an online questionnaire was carried out in order to facilitate gathering data, and it has proven its efficiency and its profitability.

The questionnaire aimed to collect in-depth data in order to investigate the in-service teacher training, its effectiveness with regards to English learning in the province of Bechar, how it affects teaching and learning English, if teachers consider it as valuable and effective, and how it can be moulded to meet the teachers' expectations.

After finalizing the questionnaire using Google forms, it was posted on the Facebook group of the secondary school teachers of English in Bechar, which is supervised and administered by the inspector of national education of English, who is responsible for the province of Bechar. Collecting data was difficult at first when trying to visit the schools and having to contact teachers in person, therefore, using Facebook was more convenient and

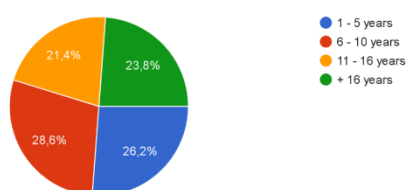
a better alternative. The questionnaire was posted along with

a short description of the theme of the research and its purpose.

The questionnaire is online and is composed of four sections. The first section contains 04 questions that aim to collect general information about the informants, of the in-service teacher training. whereas, the fourth section contains questions that deal with specific information and insight on teacher training.

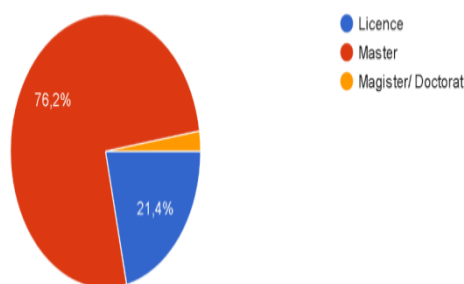
There are 42 participants in this study, 21 are males (50%) and 21 are females (50%), they are secondary school teachers from the province of Bechar. The following pie-chart shows their different years of experience.

Fig.1. Teachers' experience



The pie-chart shows that there is a variety of the years of experience among the participants, some are novice teachers, others are in their mid-career phase, and there are those who are more experienced.

As far as their degree is concerned, most of the participants (76 %) hold a **Master** degree as the pie-chart below shows.



3.1 Results and Findings

the second section contains questions about the content and the relevance of the training. The third section, is about the effectiveness and the challenges

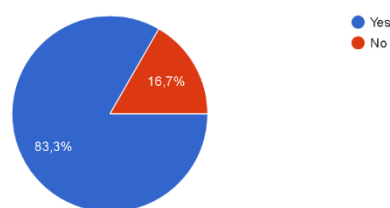
Fig.2.Participants' degree

The collected data was analysed through a mixture of pie-charts, and bar-graphs.

01. Question one:

Have you attended any in-service training specifically for English teachers in the past 3 years?

Fig.3. The participants' in-service training attendance during the last three years

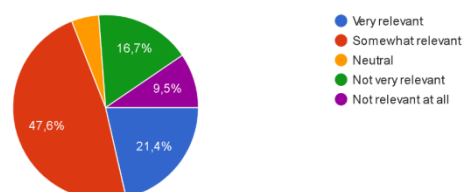


The pie-chart shows that the majority (83 %) have attended in-service training for English teachers only during the past three years, and only 16.7% haven't.

02. Question two:

How relevant were the training topics to your needs as an English teacher? (e.g., grammar instruction, speaking skills, literature teaching, etc.)

Fig.4.The in-service training relevance to the needs of the teacher



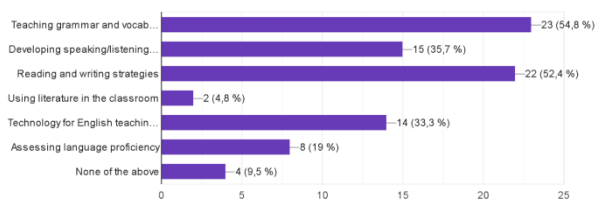
The results show that a great number of teachers (47.6%) find the training topics

somewhat relevant, and others (21.4%) find them very relevant. Only few teachers (9.5%) believe that the training topics are not relevant at all.

03. Question three:

Which areas of English teaching did the training focus on? (Multiple answers possible)

Fig.5. The areas which the previous in-service trainings focused on

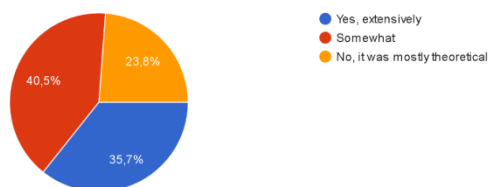


The bar-graph shows different varied figures, but we notice that the trainings focused more on teaching grammar and vocabulary (54.8%) and then on reading and writing strategies (52.4%) we notice that the least one (4.8%) is for using literature in the classroom.

04. Question four:

Did the training include practical classroom strategies for English teaching?

Fig.6. Whether previous trainings included practical classroom strategies for English teaching



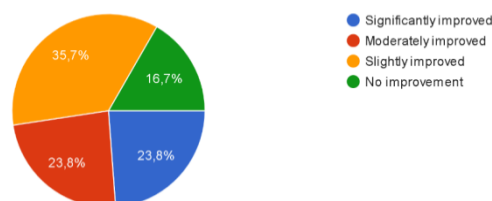
The results show close figures, 40.5% of the teachers think that the training somewhat includes practical classroom strategies for teaching English, then 35.7% of the teachers believe that the training is extensively practical, and only 23.8% of

them consider the training as mostly theoretical.

05. Question five:

How much did the training improve your English teaching methods?

Fig.7. The training efficacy on the participants' English teaching methods

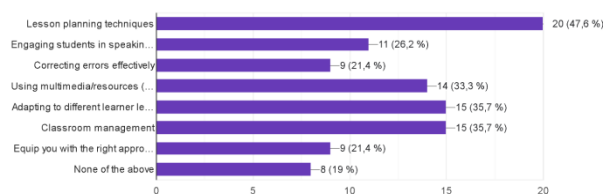


The results show that most teachers (47.6%) state that the trainings they received improved their teaching methods and techniques (23.8%) significantly; and (23.8%) moderately. 35.7% of the participants believe that the trainings slightly improved their English teaching methods, and the minority (16.7%) state that there is no improvement at all.

06. Question six:

What was the most useful aspect of the training for your English classes? (Multiple answers possible)

Fig.8. The most useful aspects of the training for the participants' English classes



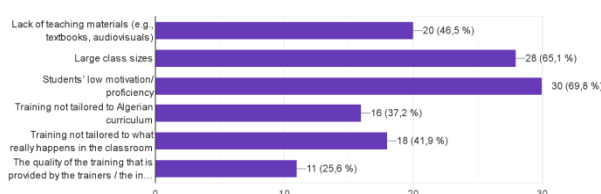
The bar-graph above shows that the majority of the participants (47.6%) state that the most useful aspect of the trainings for their English classes is the lesson planning techniques, 35.7% of them opt for the classroom management, and the same percentage (35.7%) choose adapting to

different learner levels. The minority (19%) of the participants think that none of the choices are useful for their English classes.

07. Question seven:

What challenges did you face in applying the training to your English classroom? (Multiple answers possible)

Fig.9. The challenges that faced the participants in applying the training to the class

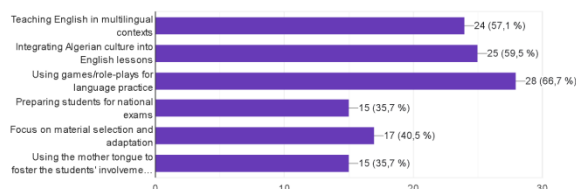


The results show that most teachers (69.8%) struggle with the students' low motivation and proficiency, also 65.1% of them find large class size as a challenge that prevents them to apply the training to their English class. Only few, however, (25.6%) state that the issue is in the quality of the provided training.

08. Question eight:

What English-specific topics should future training prioritize? (Multiple answers possible)

Fig.10. The specific topics that future trainings should focus on



10. Question ten:

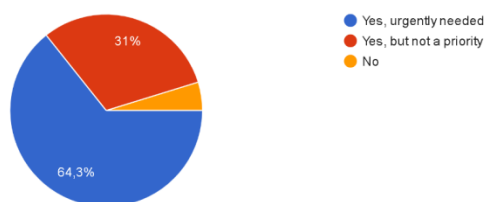
According to you, what would make in-service training more useful for English teachers in Bechar?

The bar-graph above shows that most participants (66.7%) want to have future trainings on using games / roles – plays for language practice. 59.5% of them state that the in-service training should integrate Algerian culture into English lessons, 57.1% believe that teachers need to be trained on how to teach English in multilingual contexts. Only few (35.7%) suggest that the training should prepare the students for national exams, and involve using the mother tongue as a strategy to foster the students' involvement.

09. Question nine:

Would you benefit from training on technology for English teaching (e.g., language apps, AI tools)?

Fig.11. Whether the participants would benefit from training on technology



The pie-chart above illustrates that the majority would want to benefit from training on technology, (64.3%) Urgently, and 31% state that they want to have that kind of training, but it's just not a priority. Only the minority (4.7%) believe that they do not need any kind of training on using technology for English teaching.

Table 1: What would make in-service training more useful for English teachers in Bechar?

Participants	Answers
01	offer training to new teachers as a priority
02	1/ Context-Specific Content. I mean training take in consideration the cultural back ground of students of this region. 2/Evaluating and Adapting the Training. If a particular method or tool isn't working for them, the training program should be flexible enough to adapt.
03	focus on real classroom needs
04	To modernize it, and boost it
05	I think in-service training can be more useful for English teachers of Bechar, because it helps them grow professionally and improve pupils' outcomes. Especially, the teachers have a chance to collaborate, share experiences and learn from each other.
06	I think that experienced teachers need to be more involved in the training process
07	more practical workshops, local classroom examples, follow-up support
08	I see a very irrelevant trainings, and it is high time the quality of in-service training radically improved. to meet the challenges of today's classroom setting.
09	Materials.
10	Custom-designed training for Algerian context
11	more frequent and updated training sessions
12	Moving to the practical side rather than theory
13	In service Training in Bechar would be more effective if it takes in consideration the special area characteristics and the local problems in addition to the national tendency of the Becharian students rather than tackling general classroom management issues that can be found in any online source...
14	We are in need for expert teachers who can train the novice teachers to benefit from their experience
15	the motivation of students and the availability of materials
16	I think that it should be relevant to the current mindset of the learners, i feel that there's a gap, between the training program's content and the true expectations of the learners, as the learners today are constantly changing and evolving as a result to internet, technology and Artificial intelligence, so in order to cope with the situation, teachers' mindset should be evolving accordingly. in other words, a training that doesn't provide digital tools and doesn't encompass the wide variety of current technological tools and materials is, unfortunately, deemed to fail.
17	for me in-service training would be more useful if it focuses on practical strategies, local classroom challenges and peer collaboration.
18	We need local trainers, especially teachers with experience who understand school realities.
19	make training more mandatory and continuous.
20	To make in-service training more useful for English teachers in Bechar, several key improvements could be made. First, the training should focus on solving real problems that teachers face in their classrooms, mainly how to teach large groups of students and how to handle mixed levels of English proficiency and how to make lessons interesting. The training should also include activities and examples that fit the culture and daily life of students in Bechar, so teachers can easily connect the lessons to their students' experiences. After the training,

	there should be follow-up support, where teachers can ask questions, share ideas, and get advice when they run into challenges. Since schools in Bechar may not have reliable internet or modern technology, the training should also show teachers how to use simple, low-tech tools like mobile apps that work offline, flashcards, or games that don't require expensive materials.
21	It would benefit both teachers to create a safe space and engage learners in the process.
22	As far as in-service training is closely attached to teachers daily teaching learning concerns.
23	Students' needs should be taken into consideration. Finding ways to deal with teaching issues such as lack of materials, old curriculum....
24	To make in-service training more useful for English teachers in Bechar, it should be tailored to the local context and practical classroom realities. Here are several key improvements that could make it more impactful: 1. Needs-Based Design: Training should begin with a real needs assessment—ask teachers what they struggle with (e.g., large class sizes, lack of materials, mixed-ability learners) and build the training around those challenges. 2. Practical, Classroom-Focused Content: Focus on techniques teachers can immediately apply, like managing speaking activities, integrating technology with limited resources, or encouraging learner autonomy. 3. Peer Collaboration: Encourage teacher collaboration through lesson study, co-teaching demonstrations, and peer observations. Bechar has a strong sense of community, and peer learning can be empowering. 4. Ongoing Support and Follow-Up: Instead of one-off workshops, provide continuous support—such as mentorship programs, monthly check-ins, or teacher discussion groups. 5. Incorporating Local Success Stories: Highlight and learn from successful teachers in Bechar and nearby regions to make the training more relatable and inspiring. 6. Integration of Project-Based Learning: Given your own success with this method, training teachers to implement PBL can help make English more engaging and meaningful. 7. Use of Arabic/Berber as Supportive Tools: Acknowledge the value of L1 in scaffolding English instruction, especially for beginner levels.
25	_ Incorporating Artificial Intelligence (AI) into in-service training for English teachers opens new possibilities for professional growth and classroom innovation. _ Showing real lesson plans, student samples, or recorded teaching sessions. _ Including workshops, peer discussions, role-plays, and group problem-solving. _ Training should be based on what teachers actually need. _ Offering follow-up support such as coaching, mentoring, or online communities to keep helping after the session ends. _ Updating the teaching techniques and strategies. Nb: These are some of the most important tips we have learnt (as inspectors) from foreign skilled experts.
26	Changing training programs in terms of methods and techniques and areas.
27	It should focus on bridging the gap between theory and practice.
28	In my opinion I think that the most useful suggestions are: Integrating of training with daily school activities, gathering feedback from teachers, and involving teachers in the planning process.
29	Trainers need to be trained to teach and prepare trainee teachers.

30	Probably it should focus more on preparing the students for the national exams. because after all, it is what the students need and want.
31	It should increase flexibility, trigger creativity and ensure quality education.
32	Taking into consideration the atmosphere of Algerian schools to act according to the actual situation.
33	More training sessions, especially learners' autonomy, differentiated instructions and technology and AI tools integration.
34	It would be a way to help teachers to be up dated in their classes.
35	To make in-service training more useful for English teachers in Bechar, it should be tailored to the local context, addressing the unique cultural and educational needs of the region. Training programs could incorporate local themes and examples that resonate with students, promoting engagement. Additionally, including strategies for teaching English in a multicultural classroom can help teachers better connect with their diverse student populations. Workshops on integrating technology and interactive teaching methods would also be beneficial, as they can enhance language learning and make lessons more dynamic. Finally, fostering collaboration among teachers to share best practices and resources would strengthen the overall teaching community in Bechar.
36	No idea.
37	I think that online follow-up is highly needed, we as teachers should use digital tools in our favour, inspectors and trainers should use them as well to foster teaching, and to do online workshops as often as possible.
38	Give more attention to English language laboratories and provide them with useful materials that can encourage the process.
39	Focusing on the practical skills.
40	Its adaptability with what happens in the classroom. I kind of feel there's a gap between the training provided and the reality we, teachers, face in the classroom.
41	More collaborative work.
42	I have no idea that I can help with.

4. Discussion

This study involved 42 secondary school English teachers from the province of Bechar, with an equal gender distribution: 21 males (50%) and 21 females (50%). Participants had varying years of teaching experience, ranging from novice to highly experienced educators. Most respondents (76%) held a Master's degree. A significant majority (83%) reported attending in-service training specifically for English teachers within the past three years. Regarding content relevance, 47.6% of participants considered the training topics

“somewhat relevant” to their teaching needs, while 21.4% found them “very relevant.” However, 9.5% of the teachers indicated that the topics were not relevant at all. When asked which areas the training addressed, the most common responses were grammar and vocabulary (54.8%), followed by reading and writing strategies (52.4%). The least addressed area was the use of literature in the classroom (4.8%). Regarding the inclusion of practical classroom strategies, 40.5% of the participants reported that the training included such strategies to some extent,

while 35.7% stated the training was extensively practical. A minority (23.8%) considered the training mostly theoretical. The data showed that 23.8% of participants experienced significant improvement in their teaching practices due to the training, while another 23.8% saw moderate improvement. A considerable portion (35.7%) reported only slight improvement, and 16.7% indicated no improvement at all. The most useful aspects of the training, according to participants, were lesson planning techniques (47.6%), followed by classroom management (35.7%) and adapting to different learner levels (35.7%). Only 19% found none of the aspects particularly useful. The main challenges in applying training strategies included students' low motivation and proficiency (69.8%) and large class sizes (65.1%). Only 25.6% cited poor training quality as a major obstacle. In terms of future priorities, teachers showed strong interest in training that incorporates games and role-plays (66.7%), Algerian culture in lessons (59.5%), and strategies for multilingual classrooms (57.1%). Regarding training on educational technology, 64.3% of participants expressed an urgent need, and 31% considered it useful though not a priority. Only 4.7% stated they did not require training in this area.

All 42 participants provided written suggestions for improving in-service training. Key recurring themes included the need for:

- More practical, context-specific content tailored to Bechar's educational environment.

- Follow-up support and ongoing mentorship.
- Increased use of technology and AI tools.
- Greater focus on learner needs and classroom realities, especially mixed-ability groups and large classes.
- Inclusion of local trainers with real teaching experience.
- Emphasis on collaboration and peer learning.

The results of the study demonstrate some key findings regarding the effectiveness of in-service teacher training for the secondary school teachers of English in Bechar. To begin with, the high attendance rate at training indicates that the teachers are enthusiastic and willing to participate in professional development. However, the perceived effectiveness and relevance of the training continue to be variable and inconsistent, the research, thus, suggests to adjust and fine-tune both the content and the delivery.

The majority of teachers indicated that the primary focus of the training programs was teaching grammar and vocabulary, with less focus, however, on teaching literature, we also remark that the reading and writing skills often get more devotion than speaking and listening skills. Surprisingly, the results show that there's less emphasis on assessment, which plays a pivotal role in learning enhancement.

Although 50% of respondents stated that the in-service teacher training had at least moderately enhanced teaching, a considerable percentage indicated dissatisfaction. The comparatively even

answers concerning the practicality of training content affirm the demand for more practice – oriented workshops and realistic classroom methods that teachers can apply directly.

Most teachers stated that lesson planning was the most useful aspect of the trainings that they'd had, which affected their English classes. Nevertheless, only few teachers related error correction with the provided in-service trainings. This also indicates that there's a gap as far as assessment is concerned, as the results showed that there's a missing link in the correlation between the trainings' content and assessment.

Moreover, when discussing the challenges, the study shows that most participants agree that the students' motivation comes first, therefore, the trainings need to consider this particular point precisely, and the both the trainers and the trainees should collaborate to work this issue out. Then, there is the challenge of large class size, so the trainings should ponder providing the teachers with the right tools, techniques, and methods to actually benefit from the class size rather than considering it a hurdle. In addition, the results stress out the necessity of training that is attuned to the specific teaching environment, such as culturally appropriate contexts.

The research shows that the participants welcome the idea of including technology and AI tools in future trainings. It also suggests the teachers' keenness to evolve along with new education trend, yet, require additional support. The research illustrates the teachers' demand for constant, continuous, and collaborative

professional development where teachers learn from each other and exchange their experiences. The qualitative data validate these results; teachers who participated in the research plainly indicated their need for professional development, which should be: context-sensitive, flexible, and interactive.

Moreover, the participants' emphasis on peer and collaborative training, follow-up support, and customized content demonstrates their deep understanding of the factors that characterize effective professional development.

Briefly, the study shows that while the current in-service training programs are good as far as the attendance is concerned, their content, approach, and function need to be enhanced significantly, adequate training should effectively bridge the theory-practice gap. Moreover, it should take into consideration the local context, by which we mean to adapt the content according to the Algerian context. In addition, the training ought to give importance to students' needs and motivation, after all, it's all about the learner, doing so, will significantly improve the quality of learning. This can be achieved through equipping the teachers with the right tools, including methods, techniques, confidence, and creativity to meet the day-to-day classroom needs. In addition, when it comes to the large class size, the teachers should be trained to manage the class efficiently through varying techniques and activities based on the class size and the quality of the learners. Furthermore, one of the important key findings of the study is that the trainings often lack merging assessment and

evaluation in their education programs for in-service teachers. Thus, the future trainings must consider integrating assessment as an integral component of the in-service teachers' training program. Last, but not least, the in-service teacher training

5. CONCLUSION

In summary the purpose of this study is to examine for secondary school English teachers in the province of Bechar, Algeria, the efficiency, difficulties, and consequences of in-service teacher training programs. The results show that although most teachers have access to current training programs, their relevance, practicality, and impact differ greatly. While some teachers claimed modest to significant changes in their teaching strategies—especially in lesson planning, classroom management, and adjusting instruction—others noted little or no impact, mostly due to contextual issues including crowded classrooms, low motivation of the students, and limited resources.

The literature review and field data taken together support the fact that improving teaching quality and, hence, student learning results depends on well-designed, context-sensitive, and teacher-centred

should meet not only the expectations of the teachers, but also the students' because based on the conducted study, teachers struggle when it comes to the motivation of their students, as well as their level of proficiency.

professional development. Still, this study also revealed persistent problems including limited practicality in training materials, inadequate follow-up, and institutional restrictions inside the classroom. In-service training needs to be constant, reflective, and exactly matched with teachers' actual classroom requirements if it is to be really successful. Furthermore, essential to guarantee the applicability and sustainability of professional development initiatives are institutional support, logistical resources, and a more flexible, participatory approach of training. In the end, this study underlines the need of re-evaluating current training models and using a more localized, need-based approach that empowers teachers and addresses the particular reality of the Algerian classroom—especially in remote areas like Bechar—for legislators, education authorities, inspectors, and teacher trainers.

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