

Exploring EFL Teacher Trainers' Perceptions on the Practicum: Realities and Future Directions



Received: 19/03/2025; Accepted: 19/04/2025

Racha ZEGHMAR^{1*}, Leila DJOUIMA²

¹ ENSC (Algeria), email. [zeghmar.racha@gmail.com] RELTEL laboratory E2880600

² ENSC (Algeria), email [djouima.leila@ensc.dz] RELTEL laboratory E2880600

Abstract

Practicums are considered to be essential in English as a Foreign Language (EFL) pre-service teacher training programs, allowing emerging teachers to use and practice their newly gained pedagogical knowledge. This study investigates the perceptions of EFL teachers at Ecole Normale Supérieure de Constantine (ENSC) and Ecole Normale Supérieure de Bouzareah (ENSB) on their trainees' practicum experience as well as the current state of the pre-service teacher training practicum in EFL education. Furthermore, it examines how these teachers perceive the practicum's role in enhancing their trainees' pedagogical knowledge and teaching abilities and seeks to identify the challenges trainees encounter throughout their practicum experience. Further, it collects recommendations from these teachers on potential improvements to optimize the training program for future cohorts. To achieve the aforementioned objectives, an online survey was conducted with a purposive sample of eight ENSC and five ENSB teachers, uncovering a range of insights regarding the practicum. While some educators embrace the current practicum, others report some limitations that need to be taken into account. Their valuable insights underscore the potential impact that a wider contribution from the teaching community could have. Given all that, the findings reveal that while the practicum is valuable for trainees, there are several areas for potential improvement. This highlights the necessity for Algerian practicums to be revised and updated, so as to bridge the gap between theory and practice and reassure a successful teaching experience that meets learners' needs.

Keywords

Pre-service teacher training;
Practicum;
Perceptions;
Realities;
Future directions;
EFL education.

الكلمات المفتاحية

استكشاف تصورات مدربي معلمي اللغة الإنجليزية كلغة أجنبية حول التدريب العملي: الواقع والاتجاهات المستقبلية

ملخص

تتبرّر التدريبات العملية عنصراً أساسياً في برامج تدريب معلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة، حيث تتوجّل للمعلمين الناشئين فرصة استخدام ومارسة معارفهم التربوية المكتسبة حديثاً. تهدف هذه الدراسة إلى استكشاف تصورات معلمي اللغة الإنجليزية كلغة أجنبية في المدرسة العليا للأساتذة قسنطينة والمدرسة العليا للأساتذة ببوزريعة حول تجربة التدريب العملي لطلابهم، بالإضافة إلى تقييم الوضع الحالي لتدريب معلمي ما قبل الخدمة في مجال تعليم اللغة الإنجليزية كلغة أجنبية. علّوة على ذلك، تسلط الدراسة الضوء على كيفية إدراك هؤلاء المعلمين لدور التدريب العملي في تعزيز المعرفة التربوية والقدرات التربوية للمتدربين، وتنسّع إلى تحديد التحديات التي يواجهها المتدربون خلال تجربتهم الميدانية. كما تجمع الدراسة توصيات من هؤلاء المعلمين حول التحسينات المحتملة التي يمكن إدخالها لتحسين برنامج التدريب لصالح الدفعات المستقبلية.

ولتحقيق هذه الأهداف، تم إجراء استبيان عبر الإنترنّت على عينة هادفة مكونة من ثمانية معلمين من خمسة مدارس عالياً للأساتذة قسنطينة والمدرسة العليا للأساتذة ببوزريعة، مما أسفر عن مجموعة من الرؤى حول التدريب العملي. وبينما يتبنّى بعض المعلمين النظام الحالي للتدريب، يشار آخرون إلى وجود بعض القيود التي يجب أخذها بعين الاعتبار. تعكس رؤاهم القيمة التأثير المحتل الذي يمكن أن تحدثه مساعدة أوسع من مجتمع التدريس. وبينما على ذلك، تكشف النتائج أن التدريب العملي يُعد تجربة قيمة للمتدربين، إلا أن هناك عدة جوانب تحتاج إلى تحسين. وهذا يبرّر ضرورة مراجعة وتحديث التدريبات العملية في الجزائر من أجل سد الفجوة بين النظرية والتطبيق وضمان تجربة تدريس ناجحة تلبي احتياجات المتعلمين.

* Corresponding author. E-mail : zeghmar.racha@mail.com
Doi:

I- Introduction:

Within the realm of English language teaching and learning, teacher education programs are considered to be significantly important in preparing future educators to meet the multifaceted and evolving demands of 21st-century classrooms and workplaces. In order to achieve this, such programs must equip pre-service teachers with the knowledge, skills, and professional qualities that enable them to teach effectively. In this pursuit, an integral component of this preparation is a well-designed practicum, which indeed provides pre-service teachers with supervised, proper, and practical experience to understand the diverse role of teaching.

In Algeria, where English is gaining prominence as a lingua franca, there is a pressing need to evaluate and enhance teacher training programs, recognizing them as an important element in bridging the gap between academic training and the practical demands of classroom teaching, as well as ensuring that future educators are well-prepared to meet the challenges of diversified classrooms. Therefore, it is critical to understand the viewpoints of people who are directly involved in the training process, as their views and perceptions might help identify strengths and areas for growth within the current training framework.

Amidst this backdrop, this paper undertakes a comprehensive exploration into the understanding of the impact of the practicum on trainees' professional growth and development of teaching skills, as well as the primary concerns that should be taken into account. Drawing on the foundations laid by other studies in the same field, the study aims to influence future initiatives that can enhance the quality and effectiveness of pre-service teacher training programs, better preparing future educators to level up in their teaching performances and develop the competencies needed to succeed in academia. In order to achieve these objectives, the following questions are addressed:

Q1: How do the ENSC and ENSB teachers view the practicum's effectiveness in improving their trainees' pedagogical knowledge and teaching abilities?

Q2: What challenges do the trainees face during their practicum experience?

Q3: What recommendations do they have to enhance the practicum program?

I.1. Overview of Pre-Service Teacher Training

According to Doyran (2012), as cited by Kadri and Benmouhoub (2024), education is identified as a worldwide challenge, noting issues such as poor teaching practices and insufficient teacher preparation. To solve such challenges, adequate training should be provided. Training refers to the preparatory programs completed before entering the teaching profession. Indeed, Collins English Dictionary (1994) defines teacher training as "training that a student must undergo to qualify as a teacher." This suggests that being a teacher requires extensive training and qualifications. According to Freeman (1989, p. 39), pre-service teacher training is a direct intervention technique designed to prepare instructors for classroom practice. This intervention entails learning and mastering the fundamental knowledge and abilities required for teacher certification. In essence, pre-service training is a basic course designed to foster professional development and classroom success.

I.1. Practical Training Phases

The practical training is a "field internship" that the trainees must undergo during their graduation year. It lasts for about 16 weeks, and it is considered to be the first step towards professionalism.

According to the practical training guide (n.d), the training consists of three phases:

The Observasion Phase

The Observation Phase is regarded as a very important stage in pre-service teacher training because it emphasizes the importance of regular attendance and appropriate professional behavior. During this phase, trainees are guided on how to observe classroom activities effectively and utilize the observation grid for structured analysis. This entails that trainers should hold weekly meetings with trainees to review their observations, discuss challenges, and prepare for upcoming fieldwork. In addition, trainers must be prepared to intervene whenever necessary to resolve any issues that arise to ensure a smooth learning experience for the trainees.

The Alternate Phase

In the Alternate Phase, also known as the participation phase, trainees gradually take on more active roles in the teaching process. In this phase, trainers should attend at least one lesson delivered by each trainee to provide constructive feedback. At this stage, monitoring student attendance through training copybooks remains essential. Furthermore, trainees should be encouraged to begin drafting the first part of their training report, which will be reviewed for feedback. This phase also prepares trainees for full-time teaching by fostering their confidence and readiness to take over class management. This is why trainers must stress the importance of teacher and supervisor feedback in improving teaching performance. Holding at least one working session with both trainees and the training teacher ensures alignment in expectations and progress tracking.

The Full-Time Training Phase

The Full-Time Training Phase is the final phase that marks the transition where trainees take complete responsibility for lesson delivery. As for the trainers, they must attend at least two lessons per trainee for formative evaluation so that they ensure continuous guidance. As a matter of fact, monitoring students' progress and attendance remains critical, with regular verification of teaching records and reported lessons. During this phase, trainees should complete the second part of their training report and refine their work based on supervisor recommendations. Proper professional conduct within the training institution should also be emphasized. This entails that trainers should encourage variety in lesson planning by coordinating with the training teacher to allow trainees to teach different levels and topics. Finally, evaluative meetings should be conducted with the presence of both trainees and the training teacher to discuss the learning process, assess teaching behaviors, and provide final recommendations for improvement.

I.2. Components of a Teacher Training Program

Kadri, N. & Benmouhoub, L. (2024) state that although numerous training programs exist, academics agree on four crucial components: discipline knowledge, theoretical concerns, instructional skills, and duration.

First, Berry (1990, p.97) claims that disciplinary knowledge in EFL teacher education means studying the subject matter, which includes the language itself, its culture, literature, and associated subfields. In fact, Tardif (2001) underlines the need to add subjects like societal changes and multiculturalism into teacher education. Similarly, Rottman and Rabidoux (2017) identify the impact of social injustice on the educational setting as an important topic for debate in training programs. Mercado (2013) advocates for the use of topic presentations and lesson demonstrations in pre- and early-service teacher development, with an emphasis on what and how to teach. This highlights the importance of subject-area knowledge in teacher training programs.

Second, pre-service teachers must have a thorough understanding of teaching and learning theories, which cover a wide range of topics such as curriculum, instruction, assessment, and classroom management. This component attempts to increase instructors' awareness and understanding of the theoretical foundations that support teaching and learning practices (Berry, 1990, p.97).

The third critical component of any training program is the development of the skills required for effective instruction. Pre-service training comprises direct instruction, skill modeling, and opportunity for practice and mastery (Richards & Farrell, 2005, p. 6). Mergler and Spooner (2012) highlighted reflection, diversity, listening, and questioning as critical abilities for values-based education. Prospective teachers must learn to reflect on their teaching procedures and personal values, as these affect their teaching approaches and relationships with colleagues. They must also self-evaluate their teaching methods and acknowledge student uniqueness by carefully listening to their questions. Furthermore, language proficiency is an important skill for aspiring teachers, especially in non-native settings. Berry (1990, p.97) emphasizes that training should center on acquiring the linguistic and communicative features of the language used in the classroom. This will increase instructors' self-confidence and allow them to use the target language more effectively in the classroom.

Last but not least, Ries, Cabrera, and Carriedo (2016) underline the importance of duration in teacher preparation. Trainers must arrange the training schedule ahead of time, which includes conversations with both trainers and trainees. Researchers such as Ashcraft and Ali (2013) established a curriculum called "The Continuing Professional Development Practicum," which was gradually presented each autumn and spring. For example, in the first semester, Ashcraft met with students once a week, but in the second semester, Ali took over and held training sessions twice a week. The writers point out that the period of training varies to accommodate the learners' changing demands and objectives.

II– Methods and Materials:

II.1. Study Design

A study that concerns itself with collecting data about a current phenomenon or population to describe its characteristics, attitudes, opinions, behaviors, or past experiences is known as a survey research design (Creswell, 2014). In this study, the use of a survey design offers a thorough approach to investigating the teacher trainers' perceptions of the effectiveness of the practicum on pre-service teachers. In fact, this methodology enables an in-depth exploration of teachers' experiences and expectations regarding the practicum. Given the broad study population and encompassing EFL instructors from two recognized schools in Algeria, the survey design provides an efficient way to gather diverse perceptions and insights, thereby enriching the study's findings.

II.2. Setting and Participants

This study was conducted in July 2024, shortly after the completion of the second semester teaching practicum in both ENSC and ENSB. Both schools are specialized institutions that provide pre-service teacher training through three programs. The first is a three-year Diploma program developed for prospective primary school English teachers, the second is a four-year Diploma program for middle school English teachers, and the last is a five-year Diploma designed to prepare secondary school English teachers, which is equivalent to a Master's degree in TEFL.

The study sample consists of twelve (12) experienced EFL teachers at ENSC and ENSB. They have varying degrees of teaching experience, ranging from several years in middle schools and secondary schools to tertiary education, accumulating a broad range of experience in teaching the English language. Most of the participants are women, aged 35 to 60, and their first language is Arabic. Their professional histories typically include higher qualifications in the teaching of English as a language and pedagogy training that have shaped their instructional methods.

II.3. Research Design

In this study, a quantitative research method was employed to examine the responses provided by the participants. Through descriptive statistics, frequencies, and percentages, the study quantitatively provides extensive information about how these teachers interpret the practicum within the larger context of both ENSC and ENSB's teacher training programs. This in itself will allow the identification of patterns and variations in teachers' knowledge, attitudes, and thoughts when it comes to the practicum.

A quantitative approach was adopted because it facilitates a deeper understanding of the different viewpoints of Algerian ENSC and ENSB teachers on their students' practicum experiences, as well as enhancing knowledge and insight into the social world. Researchers use quantitative methods to observe phenomena and produce objective data that can be effectively understood and interpreted through statistics and numbers.

II.4. Data Collection/ Research Procedure

To obtain data for this study, a closed-ended questionnaire was issued via Google Forms and sent through email to teachers. The survey was chosen because of its user-friendliness, allowing comprehensive participation regardless of geographical location, and that it provides anonymity. Questionnaires are common instruments used in second and foreign language learning, allowing for the collection of crucial information with regard to opinions, skills, motivation, and interests of the participants.

The questionnaire consists of two sections. The first section deals with the teachers' demographic information; the second examines their thoughts about the current practicum, its strengths and weaknesses, and even the challenges facing pre-service teachers during their training.

III- Results

Section 01: Demographic Information

III.1. Gender Distribution of Respondents

Table 1: "Gender Distribution of Survey Participants"

Gender	Frequency	Percentage
Female	12	92%
Male	1	8%

The sample consisted predominantly of female respondents (92%). This in fact may reflect the gender demographics within the teaching field in this context, which potentially impacts views and perceptions regarding the practicum's effectiveness and aspects that may require improvement.

III.2. Years of Teaching Experience

Table 2: "Teaching Experience"

Years of Experience	Frequency	Percentage
More than 10 years	13	100%

The result indicates that most teachers have more than 10 years of experience as professionals in teaching, which implies that the response comes from experts working in line duties. The many years of experience may indeed present helpful feedback and specific thoughts which can be influenced by years of professional experience.

III.3. Qualification Level of Respondents

Table 3: "Educational Qualifications of Survey Participants"

Qualification Level	Frequency	Percentage
M.C.(B)	6	46%
M.C.(A)	4	31%
Professor	2	15%
Unspecified	1	8%

The results reveal that the most dominant qualification level is M.C.(B), followed by M.C.(A) with a few at the professorial level. This diverse range of qualifications might offer varied perspectives on the practicum phases and their effectiveness in the EFL context.

III.4. Specific Training for Teaching Pre-Service Teachers

Table 4: “Training Received for Teaching Pre-Service Teachers“

Received Training	Frequency	Percentage
No	12	92%
Yes	1	8%

Only one respondent indicated they had received specific training for teaching pre-service teachers. In fact, the lack of formal training among experienced teachers may indicate a gap in the training supervision which may affect the performance of teachers.

Section 02: About the Practicum

III.5. Most effective Practicum Phase

Table 5: “Perceived Effectiveness of Practicum Phases“

The Most Effective Phase	Frequency	Percentage
All Phases	12	92%
Full-Time Training Phase	1	8%

The results of this question reveal that the majority of respondents believe that all phases are effective. This would probably mean that teacher trainers believe practicums encourage reflection on teaching practices, which promotes ongoing professional development.

Only one respondent singled out the full-time training phase, suggesting that the full-time training phase needs to be attributed more time as it is the most effective.

III.5. Effectiveness of the Observation Phase

Table 6: “Effectiveness Ratings of the Observation Phase“

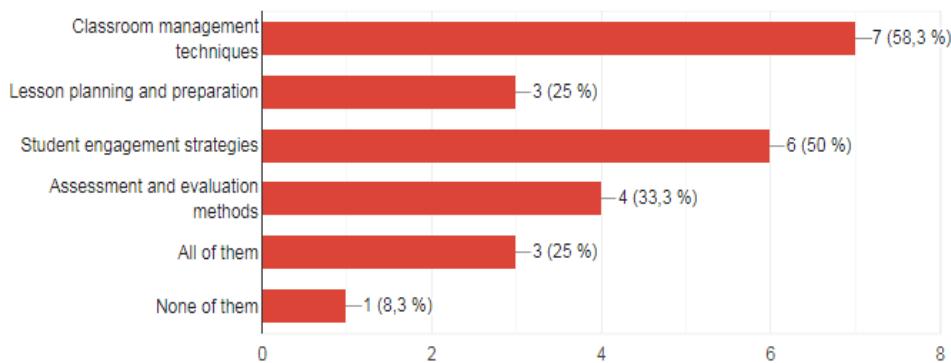
Effectiveness Rating	Frequency	Percentage
Very Effective	7	54%
Effective	4	31%
Somewhat Effective	2	15%

Mean Rating: 2.38 (on a scale where 1-Somewhat Effective, 2-Effective, 3-Very Effective)

Most respondents rated the observation phase as either effective or very effective, with a mean score leaning towards high effectiveness (2.38). If anything, this indicates that the observation phase is generally valued by respondents, though there may be areas where further enhancements can be achieved.

III.6. The Most Effective Skills to be Developed During the Observation Phase

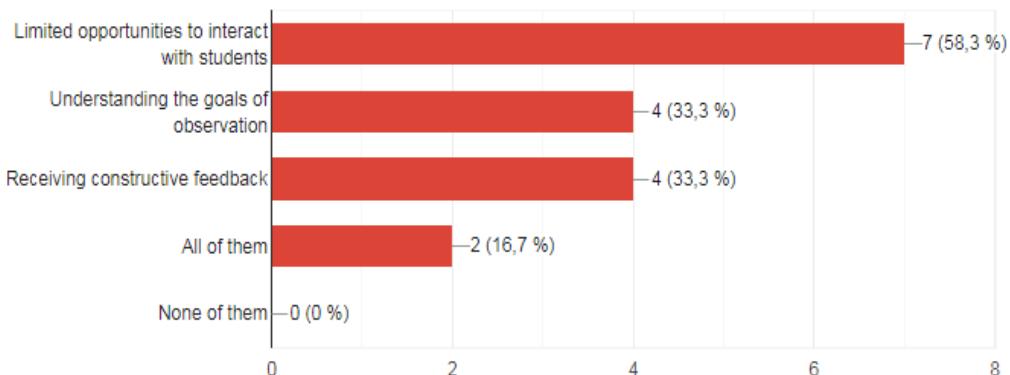
Figure 1: “Key Skills to Develop During the Observation Phase“



The results reveal that classroom management techniques were the most frequently cited skill, followed by student engagement and lesson planning. This indeed reveals that experienced teacher trainers believe that classroom management is critical for pre-service teachers, potentially reflecting the challenges they may face in strengthening an effective classroom environment.

III.7. Common Challenges Faced by Pre-Service Teachers during the observation phase

Figure 2: “Challenges Encountered by Pre-Service Teachers in the Observation Phase“



The results reveal that the most mentioned challenge is the limited opportunities to interact with students. This indeed suggests that active teaching may be insufficient within the current practicum. As a matter of fact, the emphasis on interaction highlights the need for more practical engagement to build pre-service teachers' confidence.

III.8. Effectiveness of Alternate Phases in Enabling Skill Development

Table 7: “Effectiveness Ratings of the Alternate Phases“

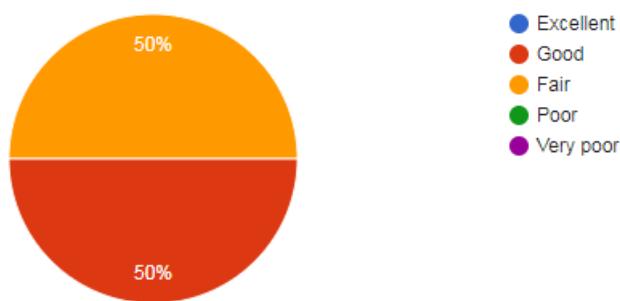
Effectiveness Rating	Frequency	Percentage
Very Effective	7	54%
Effective	4	31%
Somewhat Effective	2	15%

Mean Rating: 2.38 (on a scale where 1-Somewhat Effective, 2-Effective, 3-Very Effective)

Similar to the observation phase, the alternate phase was viewed positively, with a mean score reflecting its effectiveness. This consistency across phases indicates general satisfaction, though feedback may highlight areas for refinement in order to optimize skill development further.

III.9. Quality of mentorship and guidance provided during the alternate phase?

Figure 3: "Perceived Quality of Mentorship During the Alternate Phase"



Results reveal that the responses are evenly split, with 50% rating the mentorship as "Good" and the other 50% as "Fair." This in fact suggests that while half of the respondents view the mentorship positively, the other half find it only adequate. Surprisingly, no respondent selected "Excellent," "Poor," or "Very poor," implying that while the mentorship was satisfactory, there may be room for improvement to enhance the guidance provided to a higher standard.

III.10. Confidence Level after completing the full-time training phase

Table 8: "Confidence Levels of Pre-Service Teachers Post Full-Time Training"

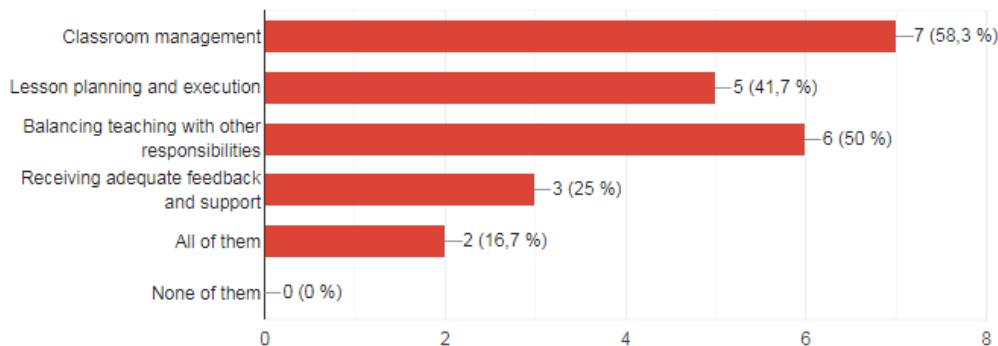
Confidence Level	Frequency	Percentage
Confident	7	54%
Somewhat Confident	5	38%
Not Confident	1	8%

Mean Confidence Score: 2.46 (on a scale where 1-Not Confident, 2-Somewhat Confident, 3-Confident)

The results indicate that the majority of respondents believe that pre-service teachers are confident or somewhat confident. Still, this can suggest that additional support may be beneficial to boost trainees' confidence in teaching contexts. It should be noted that no details were provided as to how teacher trainees have assessed their confidence, indicating that it was subjective.

III.11. The most significant challenges faced by trainees during the full-time training phase

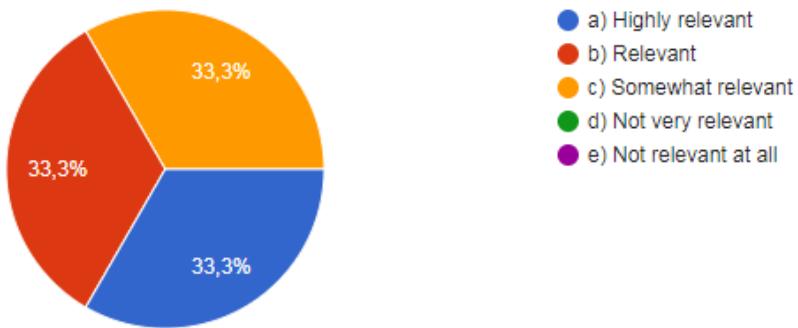
Figure 4: "Key Challenges During the Full-Time Training Phase"



Most teachers reported that Classroom management is the most difficult challenge the pre-service teachers may face during the full-time training phase. This might be due to large classrooms, a common phenomenon in Algeria, which adds to the complexity of maintaining order and engagement. Following classroom management, the next significant challenge is balancing teaching with other responsibilities. After that comes lesson planning and execution. This indicates that pre-service teachers often struggle to manage the demanding workload of teaching while simultaneously fulfilling other duties.

III.12. Relevancy of the practicum to real-world teaching scenarios

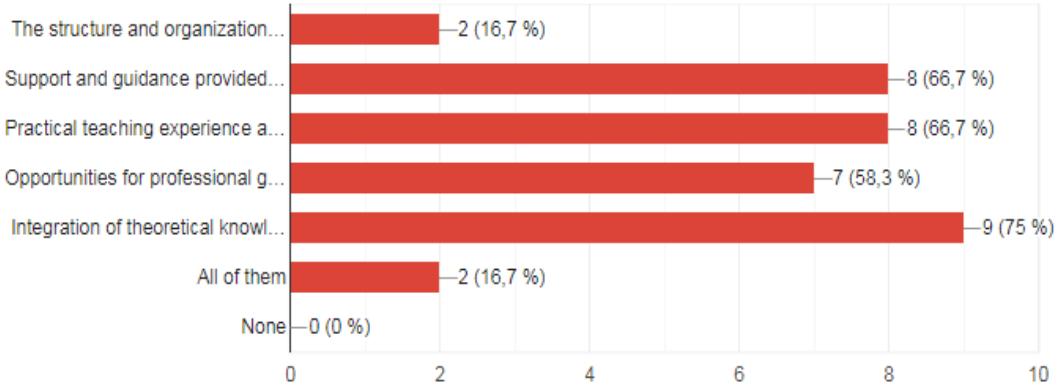
Figure 5: "Perceived Relevancy of the Practicum to Real-World Teaching"



The findings reveal an overall positive impression of the practicum's relevance, with responses being equally divided among "Highly relevant," "Relevant," and "Somewhat relevant" at 33.3% each. This, as a matter of fact, implies that although all the respondents perceive some level of relationship between the practicum (theory) and actual teaching (practice), there are differing opinions as to its strength. Quite surprisingly, not a single participant deemed the practicum irrelevant, which underscores its perceived value as a component of teacher preparation. However, the split opinions indicate that there are also aspects in which the practicum can better reflect classroom teaching realities.

III.13. The major strengths of the current practicum

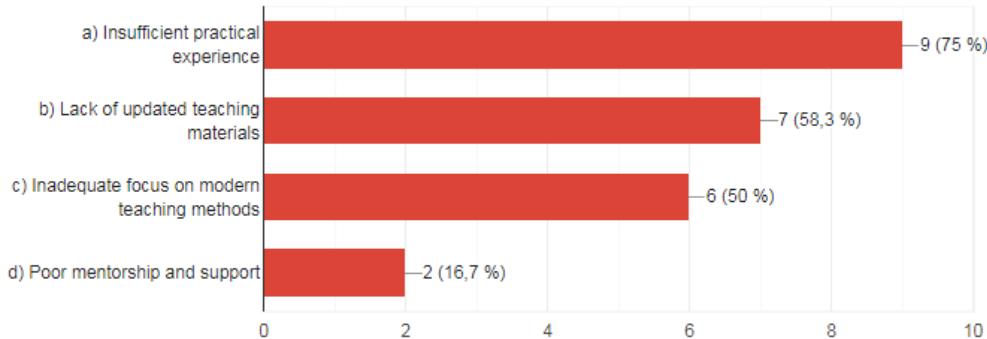
Figure 6: "Strengths of the Current Practicum Program"



The most highly rated strength is the "Integration of theoretical knowledge with practical experience" with 75% of the respondents selecting this category. This suggests that the practicum is effective in closing the divide between theory and practice, which is of ultimate concern to teacher preparation. "Guidance and support received" and "Practical class teaching experience and exposure to live classrooms" were both selected by 66.7% of the sample, the value of practice and mentoring highlighted as key benefits of the practicum. "Experience of professional development and growth" was selected by 58.3% of the sample, that the practicum is considered a worthwhile learning experience for future professional development by most. Finally, "The structure and organization" and "All of them" each got 16.7%, while "None" got none, which means that respondents overall perceive value in more than one aspect of the practicum.

III.14. Limitations of the current practicum

Figure 7: "Perceived Limitations of the Current Practicum"



According to the results, most teachers reported that insufficient practical experience is the biggest drawback of the current practicum (75%), followed by the lack of updated teaching materials (58.3%) then the inadequate focus on modern teaching methods (50%). Poor mentorship and support is the last one, with only 16.7% of votes. This indicates that no matter how important the practicum is for many teachers, it may still need updates, refinements or even adjustments to fit pre-service teachers' needs.

III.15. What improvements would you suggest for any of the practicum phases?

The teachers overwhelmingly recognize the importance of the practicum and showcase a desire for a better immersive and more comprehensive experience. As a matter of fact, their responses reveal a strong consensus on the need for extended duration. Nearly all respondents emphasized the importance of devoting more time to each phase, with suggestions for observation to begin earlier in the training program, ideally starting in the first or second year. In truth, several responses recommended devoting a whole semester exclusively to the practicum, especially the full-time training phase, implying that the duration is short and trainees need more time. Moreover, a few respondents

highlighted the need for improvements in mentorship, such as increasing mentor observation sessions to provide trainees with more personalized feedback. There were also suggestions for incorporating digital literacy and using updated methods, as well as implementing objective assessment criteria to ensure fair and consistent evaluation.

IV- Discussion

The findings of this study highlight key areas of concern and potential improvements in EFL teacher training practicum phases. As a matter of fact, the results reveal that teacher trainers face challenges due to four main factors, namely the lack of formal mentorship training, difficulties in practicum phases, essential skills' gaps, confidence issues, and variable effectiveness of the practicum.

IV.1. Lack of Training for Mentorship

First, the fact that most teacher trainees identified the lack of training highlights a noticeable challenge for these teachers. It is, without doubt, extremely important to mentor trainers before their training experience, as training requires specific skills to guide and support novice teachers effectively (Feiman-Nemser, 2001). In fact, without structured mentorship training, many teacher trainers may rely on personal experiences, potentially limiting their academic development. This finding suggests a need for efficient mentorship programs within teacher training institutions. Through well potent programs, mentors learn how to engage in reflective dialogue, set clear goals, and provide constructive, actionable feedback. This, in turn, creates a more supportive learning environment and fosters impactful professional growth (Clarke, Triggs, and Nielsen, 2014).

IV.2. Challenges in Practicum Phases

Challenges of theory-practice transition and classroom management in practicum phases were dominantly reported by the participants. These findings correlate with the work of Zeichner (2010), who illustrated that practicum challenges are more likely to be caused by a theory-practice gap. In the EFL context, Farrell (2007) reminds us that pre-service teachers need additional help in bridging this gap, particularly in language classes where students' diverse needs add complexity to the situation. Challenges revealed reveal a need for supported assistance during practicum phases, mostly through increased mentor involvement and phased responsibility for pre-service teachers.

IV.3. Confidence Levels of Pre-Service Teachers

The reported lack of confidence among pre-service teachers is a common challenge in teacher education and is often linked to limited hands-on experience (Tschannen-Moran & Hoy, 2001). In addition, Bandura (1997) self-efficacy theory believes that mastery experience, such as practicum, plays a significant role in influencing the confidence level of an individual. Bandura reveals that pre-service teachers may benefit from extended or repeated practicum periods to develop confidence and teaching efficacy. Regarding regular feedback from mentors, this is also significant because this would boost trainees' confidence by providing constructive feedback regarding their teaching practices.

IV.4. Effectiveness of the Practicum

The findings suggest that the practicum may be improved through the incorporation of more reflective practice and innovative pedagogical approaches. This, in fact, supports Farrell's (2008) argument that reflective practice in education fosters self-awareness and continuous improvement. In the study, the volunteers recognized that emerging methods, like digital literacy and responsive pedagogy approaches, can help pre-service teachers feel more physically fit and psychologically capable of dealing with today's classroom environments. Darling-Hammond (2006) also emphasizes that highly structured practicum experiences contribute to the effectiveness of teachers in classrooms directly, meaning that new methods must be incorporated into practicum phases.

V- Limitations of the Study

One notable observation during the data collection for this study is the limited number of teachers who responded to the questionnaire. Unfortunately, only a small proportion of teacher trainers from well-regarded Algerian schools participated. Such a low response rate may be due to certain factors, such as limited awareness of the study or because they don't perceive it as impactful for their immediate teacher training needs. This could indicate a low perceived value in such efforts or, potentially, frustration due to a lack of observable changes, notwithstanding prior studies. Ultimately, these observations suggest the need for greater engagement and support within the educational community, which is important to encourage participation in research that seeks to improve teacher training programs specifically and the educational context overall.

VI- Conclusion:

This study shed lights on the perceptions of EFL teacher trainers on the practicum, uncovering both challenges and areas for growth. Through the reflections of dedicated teacher trainers, we see a complex picture in which ideals of effective teacher training are constantly met with practical constraints. The findings reveal that teacher trainers are deeply committed to their roles but are, at times, limited by a lack of formal mentorship training and even a demanding practicum structure. As for the limited response from teachers, particularly from those in esteemed institutions, it offers its own conclusion, serving as a reminder that in order for the educational setting to bloom and improve, educators must contribute to studies, as their insights are valuable and their experience can shape the future of teacher training. By actively participating, teachers not only help to identify challenges but also play a critical role in crafting practical, effective solutions that better support both current and future educators.

Referrals and References:

- [1]. Ashcraft, N., & Ali, S. (2013). The continuing professional development practicum: A model for EFL teacher training. *TESOL Journal*, 4(2), 321–340. <https://doi.org/10.1002/tesj.85>
- [2]. Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- [3]. Berry, R. (1990). The role of language improvement in in-service teacher training: Killing two birds with one stone. *System*, 18(1), 97–105. [https://doi.org/10.1016/0346-251X\(90\)90010-9](https://doi.org/10.1016/0346-251X(90)90010-9)
- [4]. Clarke, A., Triggs, V., & Nielsen, W. (2014). Cooperating teacher participation in teacher education: A review of the literature. *Review of Educational Research*, 84(2), 163–202. <https://doi.org/10.3102/0034654313499618>
- [5]. Collins English Dictionary. (1994). *Collins English dictionary* (3rd ed.). HarperCollins.
- [6]. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- [7]. Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. Jossey-Bass.
- [8]. Doyran, F. (2012). Teacher education and professional development: A global perspective. *International Journal of Educational Development*, 32(6), 787–794. <https://doi.org/10.1016/j.ijedudev.2012.07.002>
- [9]. École Normale Supérieure de Constantine. (n.d.). *Practical training guidelines for pre-service teachers*. ENSC. <https://www.ensc.dz/index.php/en/training/practical-training>
- [10]. Farrell, T. S. C. (2007). *Reflective language teaching: From research to practice*. Continuum.
- [11]. Farrell, T. S. C. (2008). *Reflective practice in action: A case study of a novice ESL teacher*. Cambridge University Press.
- [12]. Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055. <https://doi.org/10.1111/0161-4681.00141>
- [13]. Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1), 27–45. <https://doi.org/10.2307/3587506>
- [14]. Kadri, N., & Benmouhoub, L. (2024). Teacher training programs: Challenges and solutions. *Journal of Teacher Education*, 45(3), 123–140. <https://doi.org/10.xxxx/xxxxxx>
- [15]. Mercado, L. A. (2013). Preparing teachers for diverse classrooms: A critical analysis of teacher education programs. *Teaching and Teacher Education*, 35, 1–10. <https://doi.org/10.1016/j.tate.2013.04.005>

[16]. Mergler, A. G., & Spooner-Lane, R. (2012). What pre-service teachers need to know to be effective at values-based education. *Australian Journal of Teacher Education*, 37(8), 66–81. <https://doi.org/10.14221/ajte.2012v37n8.5>

[17]. Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.

[18]. Ries, F., Cabrera, A. F., & Carriedo, R. (2016). The impact of training duration on teacher professional development: A longitudinal study. *Journal of Teacher Education*, 67(4), 345–360. <https://doi.org/10.1177/0022487116651645>

[19]. Ries, F., Cabrera, Y., & Carriedo, R. (2016). A study of teacher training in the United States and Europe. *The European Journal of Social and Behavioural Sciences*, 17. <https://doi.org/10.15405/ejsbs.184>

[20]. Rottman, C., & Rabidoux, S. (2017). Addressing social injustice in teacher education: A framework for action. *Journal of Teacher Education*, 68(5), 456–470. <https://doi.org/10.1177/0022487117712478>

[21]. Tardif, M. (2001). Pre-service teacher training programs: Outcomes of recent reforms and new trends towards effective professional training. *Pan-Canadian Education Research Program Symposium*.

[22]. Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)

[23]. Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99. <https://doi.org/10.1177/0022487109347671>