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**The Perceptions of English as a Foreign Language (EFL)  
Teachers and Teacher Trainees at the High Training School for  
Teachers of Bouzareah about The Impact of Continuing  
Professional Development on Their Training.**

*A dissertation submitted in partial fulfillment of the requirements for Master  
degree in Linguistics.*

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## **Abstract**

Continuing Professional Development programs are developmental activities offering a plethora of advantageous trainings to its participants. Taking part in these events fosters the teachers' and teacher trainees' capacities to be more effective on the field knowing that the theoretical courses, the professional development of teachers, and the practicum undergone in the last year by the teacher trainees are not enough. This research aims at exploring the perceptions of English as a Foreign Language (EFL) teachers and teacher trainees at the High Training School for Teachers of Bouzareah about the impact of continuing professional development (CPD) on their training. It seeks to determine whether teachers and teacher trainees at this school are interested in developing their skills as teachers through CPD programs (which are alternately referred to as "CPDs" throughout this paper) to enhance the teaching and learning process in their workplace. To this end, research was conducted within the English department at the High Training School for Teachers of Bouzareah with a sample of eighty (80) teacher trainees (fifth year students) and twelve (12) of their teachers. The obtained data were analyzed quantitatively through a descriptive design. The results show that there is a positive relationship between both teacher trainees and their teachers and CPD programs. Both study groups explained what skills they are looking to develop through CPDs along with the benefits that they gained from undergoing previous CPDs in the educational field. The results demonstrate that teachers and teacher trainees expressed positive impacts after undergoing CPDs in terms of collaborative work, developing their own skills and knowledge about their main subject field, and developing their students' behavior and discipline. However, they feel a need to undergo more CPD programs to enhance their teaching and learning process in the areas of classroom management, introducing ICTs, and teaching in a multicultural setting.

**Key words:** CPDs, teachers, teacher trainees, teaching, descriptive design, educational field.

## **List of Abbreviations and Acronyms**

**CPD:** Continuing Professional Development

**EFL:** English as a Foreign Language

**SILA:** Salon International du Livre d'Alger

**ELT:** English Language Training

**CELTA:** Certificate in English Language Teaching to Adults

**TESL:** Teaching English as a Second Language

**TESOL:** Teaching English to Speakers of Other Languages

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# General Introduction

## **General Introduction**

### **Background of the study**

A continuing professional development program (CPD) for teachers is where participants discuss and exchange their ideas about various educational subjects and issues. CPDs are very important due to the rapid transmission of information both in terms of quality and efficiency (dadds, 1997). According to Harland and Kinder (1997) and Cordingley (2013) these meetings are a behooveful chance for participants to share their opinions all together as well as a push forward to better understand certain concepts that are taught by specialized teachers, experts, educators, and researchers. Research has shown that attending one or many CPDs is said to have large impacts on the productivity, the background information (schemata) and the level of teaching of teachers and teacher trainees (Mann, 2005). Cordingley (2013) affirms that CPDs are an option to help teachers, who are fundamental to a successful teaching and learning process and to achieve better outcomes. CPDs are defined by Day (1999, 5) as activities that “encompass all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school.”

### **Statement of the problem**

Research on how to improve the teaching and learning process revealed that at the High Training School for Teachers of Bouzareah, however, the amount of theoretical knowledge shared by teachers during the five years training of the teacher trainees is not enough to improve their abilities in the field. In addition, the last year’s preparation of the teacher trainees for their teaching career under the guidance of their teachers doesn’t broaden their insights and the enhancement of their personal and professional skills is limited. Besides, despite the available CPD programs for teachers and teacher trainees, the lack of organization

and support from both the educational institutions and the CPD organizers hinders teachers and teachers trainees from participating in these activities.

### **Significance of the study**

This study offers some important insights on the effectiveness and usefulness of CPD programs through a deep exploration of the perceptions of the target sample population composed of specialized teachers and future teachers in the middle of their training. Furthermore, this research explains the sequence of reasons that hinder teachers and teacher trainees from participating in CPDs though claiming advantageous impacts from the previous activities they participated in whether assigned for them by their School administration or a personal willingness to professionally develop their aptitudes.

### **Objectives of the study and Research methodology**

Thus this research set out to investigate whether CPDs such as conferences, workshops, seminars, trainings, collaborative works, etc. have positive impacts on the EFL teachers and teacher trainees at the High School for Teachers of Bouzareah through an exploration of the perceptions of a sample population composed of eighty (80) teacher trainees (fifth year) and twelve (12) of their teachers quantitatively by the means of a descriptive research design. It seeks also to know the extent to which teacher trainees and teachers participate in developmental programs and whether or not they feel a need to take part in CPDs to strengthen their own skills in the educational area.

### **Research questions**

This research is an attempt to answer the following questions:

1. Do EFL teachers and teacher trainees of the High Training School for Teachers of Bouzareah exchange knowledge on how to be more effective in the teaching field?

2. Do EFL teachers and teacher trainees of the High Training School for Teachers of Bouzareah believe that the fifth year theoretical preparation is enough to construct them for the teaching and learning process?
3. Are EFL teachers and teacher trainees of the High Training School for Teachers of Bouzareah aware of the availability of educational CPDs? If yes, do they aim to undergo CPD programs in the future?

### **Research hypothesis**

The above questions led to the formulation of the following hypotheses:

1. A large number of EFL teachers and teacher trainees of the High Training School for Teachers of Bouzareah believe that there is limited time for them to learn how to improve their teaching abilities on the field and that the theoretical knowledge doesn't provide for the necessary training to reach this objective.
2. A large number of EFL teachers and teacher trainees at the High Training School for Teachers of Bouzareah believe in the positive impacts of CPDs, and that CPDs provide them with necessary knowledge to be more effective in their workplace.

### **Limitations**

Ultimately, this study is unable to test the development of the abilities of these teacher trainees when conducting their practicum as the researcher did not have time and support to accomplish this task and it is not possible either for the teachers to assess their teacher trainees because of the absence of contact between them and the secondary schools' supervisors. Furthermore, because of time constrictions, it was not possible for the researcher to incite teachers and teacher trainees to participate in some of the available CPDs in their area. Moreover, the most noticeable limitation is the unavailability of male participants as the teacher trainees were mostly females with males not exceeding 5 including the researcher.

### **Structure of the dissertation**

The paper has been organized in the following way. The first chapter was a theoretical part of two sections. The first section introduced a number of definitions about CPDs and the importance of CPD programs along with efficient steps to the better accomplishment of a CPD and a number of its types. The second section tackled the main themes related to the field of CPDs such as collaborative work, CPD steps, support, CPD and classroom management, CPD and multicultural settings, and teachers' contributions in the field of professional development. The second chapter was a methodological part in which information about the exploratory descriptive study and methodology, the instrument that was used, namely a questionnaire to the sample population, was given by the researcher. After that a detailed analysis of the final results gathered from the instrument were provided for the readers. Finally, some CPD activities that are possible for teachers to conduct in order to work on their professional and personal development were stated in the general conclusion.

# Literature Review

## **Part One: Continuing Professional Development**

### **1. Introduction**

This section provides for a set of information about Continuing Professional Development programs. It introduces the reasons that make CPDs substantial in the development of the educational field, states a framework of steps towards the endeavor of appropriate CPD programs, and enumerates the most important types of professional development programs.

### **2. Continuing Professional development**

#### **2.1. Definitions**

Day (1999) affirms that CPDs are extra-curricular activities that bring about short and long term advantages for the teachers and to the educational institutions leading to better teaching and learning processes in the field. Teachers update their knowledge through these programs by working collaboratively in a critically professional atmosphere.

According to day (1999):

“Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.” (Day, 1999, p.4)

Little (1987) claims that CPD is a program that aims at improving the teaching quality of the teachers inside their classrooms for better short and long term outcomes.

Coetzer (2001) defines CPD as a set of activities aiming, through supports, trainings and systematic guidance, at fostering the knowledge and skills of teachers. (p.78)

## **2.2. The importance of CPD**

According to Rhodes and Beneicke (2002), Cushion et al (2003), and Webster (2009), professional growth is fundamentally needed to acquire up-to-date knowledge in the field of education. Ongoing CPDs help build solid and efficient professionals with a plethora of advantages such as:

First, the ability to elaborate adequate prescription of standards after being exposed to well carefully studied ones by researchers and professionals responsible for the CPD programs.

In addition, the possibility to get in touch with the new trends emerging in the field of study and practice, why they appear, and how to make use of them effectively in the administrative relations and the teaching and learning process.

Moreover, the permissibility to develop flexible skills such as monitoring, coaching, and creating a network of contacts with other scholars.

Furthermore, the exceptionality to boost personal attitudes and behaviors such as confidence.

Rhodes and Beneicke (2002) and Cushion et al (2003) advocate that governments seek enormously to raise the educational standards of their institutions for better personal and professional teaching and learning outcomes through the introduction of well elaborated CPDs by researchers and scholars in the field:

Firstly, to ensure international competition for a better educational system.

Secondly, to foster the national educational system for an international ranking and dominion worldwide.

Besides, to create competent researchers and teachers in the field of education through rigorous and well planned CPD programs.

According to Collin et al. (2012), the objective of formal and informal CPDs is to work on the development of teachers professionally to contribute to better teaching and learning outcomes in their workplace in addition to their initial training.

### **2.3. CPD steps**

Many studies state that getting the most out of CPDs is essential and they outline a set of steps that teachers can follow to ensure that CPDs are effective and increase their skills. Dadds (1997), Burchell et al. (2002), Walter and Briggs (2012), Cordingley (2013), Ucan (2016) and many others call for teachers to engage in the steps of: Planning, doing, recording, and reflecting on CPDs.

First, Dadds (1997), Burchell et al. (2002) and Cordingley (2013) support the previous idea that says planning CPDs from beginning to the end is a crucial step for better results. A general needs self-assessment (a personal identification of the areas that need enhancement), and setting of target goals based on that assessment, will give teachers more information on the kind of CPDs they need to attend. Needs and areas of interests may vary from one teacher to another. Every teacher has to determine his or her short or long term needs that need to be met, both inside and outside the classroom. Asking questions is one of the easiest ways for teachers to determine their needs. Below is a list of questions that teachers can take as a sample for the formation of their own list according to Cordingley (2013):

- Why do you need to learn?
- How will you proceed to learn these different skills?
- What do you want to achieve at the end of each of your trainings?

- When do you need to learn those skills?
- What kind of CPDs do you want to go to?
- What are your areas of weakness?
- What are your areas of strength?
- Does your community, school, or any institution offer CPD programs?

After discussing all these previous questions, teachers need to work on a plan of action.

Additionally, Cordingley (2013) and Ucan (2016) report that after the planning phase focused on what teachers need in order to benefit from CPDs, it is the time to focus on the “doing” phase in which teachers develop their ideas and skills to accomplish their target objective. The researchers argue that time management and embracing a positive motivational attitude are needed.

Moreover, these researchers state the step of recording the CPD which is an important step for teachers. This recording can take place through taking notes and by going back to the list of questions that teachers wrote down during the planning phase and noting answers gleaned during the CPD. Researchers note that recording helps teachers focus on the quality of knowledge they are going to acquire and not on the quantity, and also help them separate things they already know from new areas of knowledge.

Furthermore, according to these researches, the last step teachers should undertake is reflection. These studies argue that this step is the most important step in this whole process. It is critical for teachers to reflect on the presentation of information and the information itself, along with its value to them to their peers and to their workplaces. Some questions which can be part of the reflection process according to Cordingley (2013) are:

- What was the main subject of this presentation?
- What were the most important key points?

- What did I grasp from this presentation?
- How did the experts proceed in presenting their knowledge?
- What are the given techniques to use the given knowledge?
- What is particular about this information in this presentation? Is this a new study? Is it more developed than previous ones? Is it more useful? ...
- Would applying these new techniques in the classroom be beneficial to students? Do these techniques conform to students' needs? Are students going to like the new techniques?
- What did this presentation add to my personal and professional knowledge?

These researchers advocate that it is time for teachers to bridge the gap between theory and practice. They argue that teachers who are able to reflect on their journey are the ones that show a high level of competence and professional skills.

#### **2.4. Types of CPDs and their effectiveness**

According to Lindsay et al. (2005) deciding which type of CPD is the most suitable for teachers' development is not an easy task as needs and goals may differ from one teacher to another. A CPD that is beneficial to one teacher may not be to others.

Lindsay et al. (2005) believe that when teachers determine what they want to develop in themselves in order to be more effective in their workplace (i.e. leadership, technological development, collaborative work, etc.), they can then look for specific and appropriate CPDs that stimulate their learning in those areas. For instance, if a teacher is in need of practice concerning learning activities, a workshop about new learning activities with hands on practice would be the most suitable type of CPD for that teacher.

There are many types of CPDs. Lindsay et al. (2005) note the following list:

- In- service training.
- Attending conferences.

- Attending a single workshop.
- Attending a series of workshops.
- Attending seminars.
- Courses accredited by professionals and experts.
- Demonstration lessons.
- Coaching.
- Classroom observation.
- Mentoring/critical friendship.
- Job shadowing.
- Demonstration lessons.
- Extended training programs.
- Secondments/sabbaticals.
- Accredited HE (Higher Education) courses/programs.
- Best Practice Research Scholarships (BPRS).
- School university partnerships.
- Learning networks with other schools.
- Practitioner research projects.
- Collaboration with other schools.
- Informal networking with other colleagues

These researchers assume that teachers try to attend the CPDs that are available for them or that they can afford, whether in the area where they live, and in other parts of their country or internationally.

Lindsay et al. (2005) have also evaluated the effectiveness of different types of CPDs according to CPD leaders and the teachers who participate in them.

According to Lindsay et al. (2005), many leaders who contributed in the organization of CPDs reported their perceptions about the most effective CPD programs. The most important five CPDs for these leaders are:

- Secondments/ sabbaticals.
- INSET days (In service training days).
- Mentoring/ critical friendships.
- Informal networking with colleagues.
- Series of workshops.

According to the results provided by Lindsay et al. (2005), CPDs are of fundamental importance. The results show CPD leaders' own belief about the most important CPDs to take part in due to their effectiveness. The five CPD programs that take the highest position are certainly important, other CPDs are advantageous too such as: practitioner research projects, extended training programs, and learning networks with other schools.

According to Lindsay et al. (2005), many teachers who participated in CPDs reported their perceptions about the most effective CPD programs. The most important five CPDs for these teachers are:

- Secondments/ sabbaticals.
- Informal networking with colleagues.
- Series of workshops.
- Accredited HE courses/programs.
- Mentoring/Critical friendships.

The results demonstrate teachers' beliefs about the most important CPDs. It is clearly noticeable that they share the same point of views with CPD leaders with nearly the same results. This shows once more the importance of CPDs.

According to Leaders' and teachers' Impressions about CPDs in terms of their effectiveness, we notice that they definitely believe in the positive impact of CPDs. The percentages of the persons that said CPDs are somewhat effective and highly effective are higher than those who have expressed negative thoughts about CPD programs.

### **3. Conclusion**

To summarize, CPDs, according to the overall studies and sequence of researchers, are considered as the fastest and most adequate activities for the personal and professional development of teachers and teacher trainees. The participants in these continuing professional development programs lead to more effective outcomes in relation to society and the government if they follow the set of instructional steps at the multitude of CPDs available at their account.

## **Part two: CPDs and the Training of Teachers and Teacher Trainees**

### **1. Introduction**

A review of the available literature on this topic revealed a significant number of interesting studies related to the area of Continuing Professional Development (CPDs) relevant to our study of the perceptions of teachers and teacher trainees of the High Training School for teachers of Bouzareah about the impact of CPDs on their training. Authors in previous studies concentrated on showing the advantageous effects of well delivered CPD programs on the personal development of teachers, their profession and the quality of their work and students by enhancing the quality of their teaching. A deep examination of the gathered literature shows a number of positive outcomes that CPDs have on teachers and teacher trainees and teachers in general. Accordingly, this chapter summarizes some key findings from the analyzed literature on the impact of CPDs starting from the teachers' perceptions, the process to follow to benefit from CPD programs, the skills to focus on, ending up with the importance of evaluating the professional and personal development gotten from participating in these activities.

### **2. Teachers' Perceptions**

Much research shows the importance of providing teachers with an opportunity to share their perceptions of the impact of CPDs on improving the quality of teaching and learning in their classrooms. Ed Powell and Ian Terrell (2003), Lyle (2003) and Lessing and De Witt (2007) show that teachers perceive the impact of professional development positively. These studies show that both experienced and inexperienced teachers recognize the positive impact of professional development in broadening their pedagogical and content knowledge, teaching skills and strategies to improve student's learning. Their results indicate that teachers are able to provide and promote quality teaching and learning in their classes through professional development.

According to Ed Powell and Terrell (2003):

“Most teachers involved in extended, accredited CPD programs report positive experiences as their professional development needs are met. The term 'impact' has been used to refer to changes in professional knowledge, practices and affective responses as a consequence of CPD experiences. The evidence suggests that teachers perceive gains in each of these aspects.” (Ed Powell and Terrell, 2003, p.13)

### **3. Framework of CPD needs**

One of the most useful methods for teachers to develop professionally is to look inside their own needs. Being able to point out the different needs to shape a strategy for a better improvement will help teachers get the necessary skills that they were looking for, getting a profound understanding of their main field, acquiring new methods of teaching to strongly bring about a positive change in the learning process. This is all according to Lessing and De Witt (2007), Pachler and Daly (2009) and Kennedy (2009) who believe that when teachers determine their needs, new challenges appear that lead to the development of frameworks that help in continuous professional improvement.

Lessing and De Witt (2007) conclude that:

“To summarize: Successful CPD is dependent on the implementation of the following principles... focusing on critical thinking, reflection and self-direction; developing excellence by means of competence, confidence and enjoyment and adhering to teachers' contextual needs.” (Lessing and De Witt, 2007)

Identifying the personal and professional needs for Pachler and Daly (2009) is of a massive importance when schools do not provide for the necessary equipments

and support to work more efficiently. This benefits the teachers and teacher trainees as well as the learners when working on satisfying the already identified needs.

According to Pachler and Daly (2009):

“The main feature of successful CPD is that it addresses teachers’ individual needs as a priority. Their needs are highly varied, and are determined by their histories of using technologies at work and in their home life, as well as their subject specialisms and context-specific issues related to the students in their schools. Meeting these individual needs takes very different forms, ranging from entirely school-based provision to external programs which can make a significant impact in situations where schools are unable to provide sufficiently for teachers’ needs.”(Pachler and Daley, 2009, P.7)

#### **4. CPD as a problem solving place**

Harwell (2003) argues that the teaching and learning process is full of ups and downs for teachers both for who have experience and for those newer to the field. Harwell points out that while problems may seem similar superficially, they are different for each teacher when tackled on a deep level. He highlights that evaluators should take into consideration both internal and external reasons for problems when looking for solutions. He further outlines three major steps to solve a pedagogical problem which are: identifying the problem, analyzing it, and then proceeding to the formulation of practical solutions for the problem. He discusses how teachers face a plethora of unexpected issues in their workplace and that they are expected to be flexible in these situations. For this reason, Harwell argues, teachers need to also use their critical thinking and examination skills. Harwell states that CPDs offer a practical setting where teachers can work in collaboration to solve their problems.

Research conducted by Harwell (2003) states that:

“Another characteristic of contexts that support professional development is that they are conducive to the changes that the professional development is designed to bring about. Before change can take place there must be a shared sense of need for change—the more strongly and widely felt the better. For example, simply *telling* teachers that scores on standardized assessments must improve is not enough to generate the sense of urgency that institutional change requires. They have to sense the urgency themselves.” (Harwell, 2003, p.3)

Harwell (2003) advocates that in order for teachers to find solutions for the problems that they face whether on a personal basis or professionally in their workplace throughout CPDs, they need to feel certain needs i.e. teachers need to face challenges that push them to look for their appropriate solutions.

## **5. Setting goals**

According to research on CPDs, setting CPD goals is one of the best ways to ensure a positive direction for the development of a teacher’s career. Taking part in CPDs with well defined goals helps teachers master the taught materials and apply them in the workplace. Engaging in CPDs paves the way to a better career for a teacher, as Walter and Briggs (2012), Cordingley (2013), and Ucan (2016) have claimed.

These researchers argue that CPDs are most effective when they set clear targets. They think that planning is very important to go gradually in the acquisition of the needed materials for the development of the teaching and learning process through CPDs. Based on Walter and Briggs’ (2012) and Cordingley’s (2013) research, for teachers, going to different CPDs should help with:

First, receiving feedback about the current teaching techniques, learning new skills and updating one’s own personal knowledge.

Second, focusing on self-development in a collaborative atmosphere.

Third, using technological equipments in the classroom. This will help teachers grow professionally, as technology is taking a big part in all of our lives and is transforming many sectors, including education.

Fourth, being an active and collaborative teacher. For instance by publishing thoughts, previous experiences, and classroom methods via social media, or on blogs, and online forums in order to benefit other teachers.

Besides, adding more fun activities for students. Traditional methods are often ineffective with new generations. Applying new ways to present materials can push students to be more engaged in the learning process.

These scholars insist on the fact that setting goals is not only beneficial for teachers' own development but also for students as the teachers focus on achieving better outcomes in their students.

According to Ucan (2016):

“While on the one hand teachers have an important task to implement the innovation, on the other hand they are also required to make changes in their beliefs, attitudes, knowledge and skills, and more importantly in their teaching practices. At this point, many authors recognize the importance of professional development of teachers in the implementation of educational change.” (Ucan, 2016, p.3)

These researchers found that CPD program organizers and educational institutions are also responsible for setting realistic goals for the achievement of outcomes. Goals for a CPD can include:

- Deciding what skills the CPD will target. For example, CPDs can target:

First, teachers' personal development using tools, such as motivational presentations they can focus on.

Second, skill development in order to enhance the learning process of students.

- Determining the needs of teachers. Surveys are one of the best methods to get useful data on this topic.
- Choosing suitable activities after needs are clearly understood.
- Making the necessary materials for the CPD program available at any time and in a large enough quantity.
- Using the new equipments used in presentations.
- Choosing suitable experts for chosen tasks according to their professional knowledge and experiences and their contribution in the educational field.

## **6. Scope of development**

CPDs help teachers develop their professional skills through interactions, collaborative works, and sometimes with personal efforts. Graham (1996), Lyle (2003), and Lessing and de Witt (2007) believe that CPDs help in the development of teachers in order for them to contribute in the development of the teaching and learning process.

These researchers listed above report that CPDs:

First, help teachers to benefit from each other via collaborative work thus, contributing positively to their learning process.

In addition, help teachers to stay always up to date to the newly developed theories, methods, and techniques.

Furthermore, help teachers to strengthen the teaching and learning process the one related to their workplace both personally and professionally with their students.

Moreover, help teachers acquire more knowledge on how to use technology.

According to Lessing and de Witt (2007):

“The personal value for teachers requires focusing on teacher orientation, training and support; providing and broadening new knowledge and skills and the creative use of these; fostering positive attitudes and enhancing personal and professional growth. Finally, CPD should also focus on the teachers' teaching approach: seeing development as a continuous process, using the diversity of the group and thus allowing for flexibility; sharing the existing knowledge and experience of the group; realising the importance of assessment; and enhancing support of the peer group.” (Lessing and de Witt, 2007, P.56)

## **7. CPD Strategy**

CPDs help teachers to be more organized in a more helpful workplace with a more appropriate atmosphere. Ed Powell et al. (2003), Lyle (2003), and Lessing and De Witt (2007) argue that CPDs follow a certain strategy that of intensive and individual self-improvement, focusing on one's own development, and working on developing the educational field through own discoveries for better classroom management.

According to Lyle (2003):

“The content of the CPD program aims to increase knowledge and understanding of recent research evidence on brain-based approaches to learning. The action focus was to ask teachers to take some of these ideas and try them out in their own classrooms, and to investigate their impact on learning, the learning and teaching strategies used in each session were designed to help teachers to engage in dialogue with each other in order to: see inside/beyond the school processes of which they are a part; promote their professional development; contribute to school improvement.” (Lyle, 2003, P15)

According to Lessing and De Witt (2007):

“Successful CPD is dependent on the implementation of the following principles. Regarding the workshop itself: the aim should be general improvement of education; formal and systematic planning of the workshop; stating and clarifying the aim of the workshop; focusing on critical thinking, reflection and self-direction; developing excellence by means of competence, confidence and enjoyment and adhering to teachers' contextual needs.”

(Lessing and De Witt, 2007, P.4)

Lessing and De Witt (2007) report that strategy is very important for a better developing process as:

First, it enables teachers to work on the different faced problems.

Second, it helps teachers to work in a collaborative environment.

Third, it pushes teachers to try new methods to develop the learning process.

## **8. CPDs and multicultural settings**

According to the research studies of Zeichner (1992), Mcallister and Irvine (2000), and Harwell (2003), increased diversity and multiculturalism in schools is becoming widespread. This diversity is prevailing due to immigration, changing cultural aspects because of the contact with other cultures, increased attention to subjects that speak about other cultures and countries, and the introduction of new foreign educational programs because of their effectiveness in their respective countries. Today, it is generally acknowledged that tolerating differences should be of primary concern for schools and teachers.

The studies of Zeichner (1992) and Harwell (2003) show that one of the most useful supports to help in the appliance of this tolerance is providing teachers with constant professional development by focusing to some extent on the possibility of cultural diversities between students, or teachers and students and how to deal with these situations. The two

studies of Zeichner and Harwell argue that participating in these programs will help teachers work on more appealing instructions suitable for a diverse set of learners with different learning styles. They widely acknowledge that this diversity may be beneficial for teachers to build from it rich instructions and lesson plans depending on the needs. As maintained by the two researchers, generally, teachers must learn how to cope with the various different views that students may give them, as each one of them will interpret the idea presented to him differently from his classmates, by incorporating the new pedagogical strategies that they acquire from their participation in the CPD programs.

According to Mcallister and Irvine (2000), overcoming multicultural diversities is a step forward to a better teaching and learning process leading to a myriad of successful outcomes.

Zeichner (1992), Mcallister and Irvine (2000), and Harwell (2003) argue that there are many ways that CPDs can enhance teachers' abilities to work in a multicultural environment:

First, the researchers discuss how students' diversity means that diversity in teachers is needed as well, so that teachers and students can benefit from each other. CPDs try to expand multicultural knowledge in teachers, starting from ensuring a diverse array of experts in charge of CPDs, who work collaboratively no matter from which cultures they emerge, and including diversity among CPD participants, which is possible when CPD attendance is open to everyone.

In addition, these researchers also discuss how a vivid preparation for teachers and teacher trainees on understanding the basics of their own cultures is important before they act upon any other cultures. CPDs can help provide this preparation by giving teachers the chance to reflect on this. Of course, the trainers need to also have a strong and solid understanding to avoid bias. CPDs give teachers and trainers the chance to discuss questions of culture and diversity altogether, offering them the possibility to exchange knowledge safely.

Moreover, these researchers also emphasized on the idea of the importance of having teachers understand the reasons behind why they are being taught how to teach in multicultural settings. The researchers argue that CPDs are opportunities to help teachers reach this understanding.

Mcallister's and Irvine's (2000) research asserts that multicultural settings lead to a myriad of challenges to reach appropriate teaching and learning processes:

“Teachers in multicultural classrooms face increasing challenges in providing an appropriate classroom environment and high standards of instruction that foster the academic achievement of all students, particularly students of color from low socioeconomic backgrounds. Inconsistent findings in the research have hindered the field of teacher education from developing effective strategies that produce desired changes in teachers' beliefs, attitudes, and behaviors that result in school success for culturally diverse students.”(Mcallister and Irvine, 2000, p.3)

Furthermore, Mcallister and Irvine (2000) accentuated on the fact that practical contexts and concrete examples in CPDs that teach about multiculturalism are needed to make sure that teachers understand how to work with and among cultural differences. They acknowledge the fact that providing teachers with constant professional development helps in satisfying the student needs, though to varying degrees.

Harwell (2003) discusses that teachers are supposed to handle the cultural diversity of students with care so as to avoid harmful situations for students. He finds that CPDs are one of the best ways to accomplish this salient step towards a better teaching and learning process. He reports that CPD experts should investigate and

evaluate the needs of teachers in the area of cultural diversity of students so as to make those CPDs more efficient. Besides, he believes that one of the best methods to lead this investigation and evaluation is through collaborative work between teachers to benefit from shared opinions, past experiences, and future possible suggestions.

According to Harwell (2003):

“Successful educators convey through various means the value and potential that is inherent in each student. They demonstrate understanding, respect, and appreciation of students’ cultures and life experiences through their lessons and daily interaction with students and their caregivers. High quality staff development provides educators with opportunities to understand their own attitudes regarding race, social class, and culture and how their attitudes affect their teaching practices and expectations for student learning and behavior.” (Harwell, 2003, p.10)

## **9. Motivators**

Many studies worked on showing the external and internal motivational components which push teachers to attend CPDs. Dadds (1997), Burchell et al. (2002), Bechtel and O’Sullivan (2006), Walter and Briggs (2012), Cordingley (2013), and Ucan (2016) believe that schools and professional institutions need to offer more CPDs for teachers and teacher trainees and to take the responsibility for their growth to strengthen the teaching and learning process. Dadds’ (1997) research shows that the experts in charge of the CPDs need to present the topic of the meeting along with its aims, which can be expressed in terms of competences and methods.

Burchell et al. (2002) and Bechtel and O’Sullivan (2006) suggest that the opportunity to attend CPDs should be given to every teacher, and organizers should present a set of motivations to increase teachers’ willingness to develop professionally, such as:

First, offering fruitful collaborations with experts in the educational field. A productive team with experts in the educational field is definitely a good way to attract teachers' attention to take part in that CPD.

In addition, sharing posters, videos, and teaching equipment already used in the teaching and learning process.

Furthermore, providing teachers with constant administrative support and implementing new technological aids in different CPDs to show them how to use them effectively in their workplaces.

Moreover, putting an emphasis on a well-established practical side with a critical feedback which can give a clearer idea about the theoretical side to the teachers who attend the CPD.

Besides, creating ties with various schools to facilitate the sharing of CPD availability.

Walter and Briggs (2012) enumerate:

“The professional development that makes the most difference to teachers:

1. is concrete and classroom-based
2. brings in expertise from outside the school
3. involves teachers in the choice of areas to develop and activities to undertake
4. enables teachers to work collaboratively with peers
5. provides opportunities for mentoring and coaching
6. is sustained over time
7. is supported by effective school leadership” (Walter and Briggs, 2012,

P.4)

Researchers claim that a myriad of extrinsic factors as well as intrinsic ones push teacher trainees to take place in CPDs. Extrinsic factors relate to the outside influences that

push teachers to participate in a CPD such as influence from schools and educational institutions. These institutions can push teachers to share their knowledge with their colleagues as well as work on learning new strategies/methods to adapt to the latest educational research. On the other hand, the need for recognition, job satisfaction and performance improvement are major intrinsic reasons why teachers look for CPDs and other methods to advance in their careers and improve their success as teachers.

Researchers highlight another reason that pushes teachers to attend CPDs which is the promotion of student' growth by:

First, introducing cooperative learning between students.

Additionally, applying learned classroom management techniques to control the classroom by planning in advance how things should go on during the accredited time.

Besides, working with new available technology.

Moreover, taking measurable risks by going beyond basics.

Studies also report that to appropriately motivate teachers to attend CPDs, schools and professional training bodies should schedule of regular CPD programs with clearly defined aims in order to attract teachers who have a desire for improvement. Maslow (1954) and McClelland (1976) believe in the necessity of CPDs to take advantage of intrinsic and extrinsic motivational components. Maslow indicates that to reach the level of self-actualization where a person looks for constant development, he needs to satisfy other needs first such as safety, social, and esteem needs.

## **10. Support**

To ensure that teachers attend CPDs to enhance teaching and learning outcomes, governmental support is needed for educational institutions and researchers to schedule various CPDs to meet teachers' needs. Walter and Briggs (2012), Cordingley (2013), and Ucan (2016) believe that increasing government support for the schools and institutions, that

themselves support the experts, educators, and researchers that plan CPDs, is a good way to strengthen the professional growth of the teachers during their careers.

Based on the studies of Walter and Briggs (2012), Cordingley (2013), and Ucan (2016) schools and universities should be given the support necessary to create CPDs for teachers based on identified areas of need, available resources, and development plans for both teachers and students.

Ucan (2016) suggests:

“It is suggested that any educational reform must take into account the school environment that can encourage or discourage teachers to collaborate with and support each other during their professional development as well as implementation of new educational innovations.”(Ucan, 2016, p.3)

Walter and Briggs (2012) and Cordingley (2013) say that schools are also expected to contribute positively to the training of their teachers:

In the one hand, by creating a motivational atmosphere to push teachers to work continuously on their professional development by participating in as many CPD programs as possible.

In the other hand, by building a competitive environment between teachers, with a well-organized assistance, to reward the best of them based on students’ achievements and also in terms of who is more actively involved in CPDs.

## **11. Collaborative Work**

Much research worked on showing the need for collaborative work between teachers and other professionals in the educational field. Harland and Kinder (1997), Walter and Briggs (2012), and Cordingley (2013) found that collaboration is very important in CPDs. Specifically, they note that teachers working with one or more professionals through

observation, sharing feedback, and building new knowledge is what makes teaching and learning more efficient for the teachers and for the students respectively.

The positive outcomes of collaboration between professionals on teachers' development, in Harland and Kinder (1997), Walter and Briggs (2012) and Cordingley (2013) researches, are widely shared and include:

First, raising confidence between teachers and other professionals. For instance: in taking risks and testing out new findings.

Second, developing new knowledge, methods, and techniques.

Third, raising teachers' abilities in making a significant change in their pupils' own learning.

Harland and Kinder (1997) Walter and Briggs (2012) and Cordingley (2013) believe that there are positive outcomes of teachers' collaborations on students learning, and they include:

First, making students work collaboratively too.

Second, helping pupils to be more determined and motivated to learn more.

Third, working on the development of the learners' abilities such as, organization, and critical thinking.

Cordingley (2013) asserts:

“Reviews also highlight collaborative enquiry and problem solving. In the studies underpinning the reviews, working with trusted colleagues created a meaningful context for teachers in making tacit practices explicit, expanding their sense of what is possible and increasing their self awareness through requiring them to put themselves in the shoes of others.” (Cordingley, 2013, p.5)

Walter and Briggs (2012) and Cordingley (2013) believe that external collaborative support is fundamentally needed to develop the teaching and learning process. They show the advantageous impact that collaborations between teachers and experts bring about in the teaching and learning process via creating a safe environment of constant learning for teachers. They also highlight how peer support to adapt teaching approaches, methods, and materials is also of massive importance. This was possible through CPDs such as conferences, seminars, and workshops which these latter are reinforced by hands on practice i.e. evaluation of the effectiveness of the shared and new knowledge through practice.

Walter and Briggs (2012) affirm that:

“when teachers engage in collaborative CPD, defined as ‘teachers working with at least one other related professional on a sustained basis’, there was improvement in pupils’ learning and behavior, and in teacher’s practices, attitudes and beliefs.” (Walter and Briggs, 2012, p.6)

Cordingley (2013) reports that what is learned throughout CPDs needs to be taken by teachers to the schools where they work. They demonstrate that CPDs produce the most valuable results when their most prominent features are shared in schools to add to the schools’ efforts. Through Cordingley’s research, bringing the collaborative spirit of collaboration-based CPDs to educational institutions leads to other tremendous outcomes such as:

First, teachers working on reaching the same objectives. For instance, building students’ abilities to create better generations with high academic achievements.

In addition, opening doors for communication. Sharing points of view between teachers and school staff is valuable to making better decisions.

Furthermore, creating better relationships and a more relaxing atmosphere to reach higher endeavors.

Moreover, benefiting from each other to overcome the faced challenges.

## **12. Teachers' contributions**

As is widely known, students are enormously influenced by their environment. CPDs help create an environment where teachers learn at the same time as their students in order to achieve better classroom outcomes. The implementation of CPDs in the professional life of teachers helps them inspire their students by introducing various learning styles learned during one or more of these CPDs. Dadds (1997), Burchell et al. (2002), Walter and Briggs (2012), Cordingley (2013), and Ucan (2016) say that teachers who get constant trainings can make a change in their students' learning.

According to these researchers, teaching is a learning experience for both teachers and students. They argue that what most teachers don't know is that they are in constant professional development whether in their classrooms or in professional meetings. The researchers state that providing students with new knowledge is considered professional development for a teacher. However, when teachers take part in CPDs in which they learn from experts, they learn how to be more effective teachers, for example by:

- Learning new ways to present the curriculum.
- Engaging students in classroom discussions and projects, and pushing them to use their own critical thinking in problem solving situations.
- Motivating students to look for extra information to present at the end of each lesson.
- Teaching new advancements in the teaching area to help students succeed in their learning process.
- Getting more knowledge on how to provide relevant and significant challenges; this is often done through collaborative work at CPDs.
- Learning on how to efficiently implement new technology in the teaching process.

This demonstrates a connecting point between CPDs and the real world phenomena.

- Helping other teachers overcome their difficulties via sharing already tested techniques, materials, tasks, and visual aids.

These researchers admit that the best teachers are those who constantly look for ways to not only learn the newly discovered research but also on how to use it in their classrooms. Whether taking part in a conference, workshop, or training, or through working with peers, ongoing professional development is critical to ensuring quality education.

Ucan (2016) asserts that:

“While on the one hand teachers have an important task to implement innovation, on the other hand they are also required to make changes in their beliefs, attitudes, knowledge and skills, and more importantly in their teaching practices.” (Ucan, 2016, p.3)

These studies assert that teachers’ contributions can take place outside of their workplace. Building relationships with other teachers and with students, via social media or face to face helps facilitate animate CPDs by teachers themselves sharing their knowledge or collaboratively discussing their challenges and thoughts on how to develop the teaching and the learning process.

### **13. Technology**

Studies show that improving the technological capacities of teachers is an easy way for teachers to work more effectively with students inside and outside the classroom as Harland and Kinder (1997), Schibeci et al. (2008), Pachler and Daly (2009), and Ucan (2016) advocate. Teachers may sometimes feel that they are old-fashioned and their students have better technological skills than them. According to Ucan (2016), innovations that CPDs present to teachers and that are useful inside classrooms are of massive importance to achieve better outcomes in the teaching process.

Pachler and Daly (2009) declare that:

“CPD which is designed to be collaborative is reported as effective in a majority of studies. In collaborative ICT CPD, teachers take responsibility for their learning by discussing their priorities for development with peers, taking part in shared planning of experimental approaches and reviewing teaching.”(Pachler and Daly, 2009, p.7)

Schibeci (2008) and Pachler and Daly (2009) believe that collaborative work in CPDs helps teachers share these digital skills with each other. They also state that, in order for collaboration to work in teaching digital skills, teachers need to:

First, go beyond their fears concerning the possible inappropriateness of the technology used inside the classroom or concerning the belief of students’ superiority in this field.

Second, believe in their partners’ capacities in showing them the suitable technological aids needed for better lesson planning to ensure better learning outcomes in the end.

Schibeci et al. (2008) state that:

“It appears that teachers were more confident in tackling classroom use if they thought that the technology would work and if they had assistance in the classroom... Breaking through the confidence barrier appears to have been very important.” (Schibeci et al., 2008).

These researchers claim that teachers also need to rely on their own capacities to learn more about technology from CPDs by paying attention to the various high tech equipments used in the different presentations. In fact, these researchers outline a number of ways in which teachers lead their own CPD in digital skills by:

First, participating in online technological courses and searching for new ways to present activities through technology.

Furthermore, learning ideas and methods by searching on social media.

Moreover, asking students about the kind of technologies they want to use. Teachers may get inspired to use one or more of these suggestions in upcoming lesson plans.

#### **14. CPDs and Classroom management**

Many researchers argue that classroom management is one of the most important areas in where teachers need to have a solid training through CPDs as it contributes in creating a suitable teaching and learning process. According to Lindsay et al. (2006) and Reschly et al. (2007) a plethora of ways to grow as a professional teacher are available at different levels. These studies argue that CPD is immensely connected to lifelong learning and that teachers need to strengthen their knowledge at some extent by pushing the barricades and going beyond the faced challenges, learning from past experiences, and most importantly taking part in CPD programs to develop oneself knowledge and adding more useful skills is what an effective teacher is supposed to do. These researchers advocate that taking on the responsibility of teaching students demands high qualifications that can be reached through constant involvement in development procedures.

According to Lindsay et al. (2006) and Reschly et al. (2007), effective teachers are the ones who know how to balance professional development with their work. These studies demonstrate that finding time to move forward and using this advancement in strengthening the practical side is one of the hardest challenges ever as teachers, who are able to manage their classrooms by creating a healthy atmosphere of continual mutual learning, are the most successful.

These researchers believe that many teachers have expressed concerns about how to manage their classrooms, and most of these were new teachers. Their research found that these teachers reported that it was difficult to control students' behavior in classrooms. These researchers listed above argue that the difficulties of teachers in handling their classrooms show their ineffectiveness, inadequacy for the profession, and lack of professional

development or the incapacity to use the acquired new knowledge from CPDs that is needed to manage classrooms. These studies claim that teachers are supposed to take deep care of all their students by providing the necessary knowledge to them along with the suitable materials to facilitate their grasping of the information.

Lindsay et al. (2006) and Reschly et al. (2007) believe in the importance of the implementation of CPDs for teachers' professional development and specifically, in order to learn useful methods and techniques for classroom management necessary to achieving the target outcomes.

Reschly et al. (2007) explain that:

“Improving the ability of teachers to effectively manage classroom behavior requires a systematic approach to teacher preparation and ongoing professional development. There is no evidence to support the assumption that new teachers will just “pick up” classroom management skills given the experience and time. ... Thus, improved teacher preparation and professional development in classroom management are critical parts of the solution.” (Reschly et al., 2007, p6)

According to these different studies listed above, undergoing professional development for classroom management is beneficial for all teachers, but new teachers are the ones that benefit the most from those trainings. These studies argue that a large number of new teachers lack solid training when it comes to classroom management. The researchers listed above show that assigning those fresh teachers to classes with poor students worsens the situation as having good or excellent students facilitates the teaching and the learning process. Often the inappropriate behavior of some students leads to outrageous results such as the drifting from the lesson subject and the punishment that comes with after leading the students to more neglecting and falling behind. These studies advocate that this is why participating in

CPDs in the area of classroom management is hugely needed to overcome all these problems and more. The different studies listed above demonstrate that some of the most noticeable instructions that are needed for better organization are:

- Materials with good instructions on how to do the different tasks.
- A logical order concerning the presentation of the different tasks according to the level of the students and their learning styles.
- Giving the students equal chances to answer the different given questions. Sometimes new activities which involve all students are necessary for a better collaborative work.
- Feedback and pointing out the errors for the students to correct them are also good ways to help them.

These researchers listed above state that teachers need to take into consideration that the information in the list above should be done at the level of the students in the best way for them to learn which is of course to be decided after a deep investigation.

Reschly et al. (2007) speak about the importance of CPDs and the need for teachers to follow a plan that they make according to the needs of their students after rigorous investigations and of course a good training “Most pre-service teachers conduct student teaching in classrooms with previously established classroom management plans and basic levels of classroom control already in place.” (Reschly et al., 2007, p6)

## **15. CPDs evaluation**

Evaluating the impact of CPDs is very important to convince teachers of the necessity of attending these programs. Trevisan (2002) and Lindsay et al. (2005, 2006) argue that CPDs are complex opportunities where teachers can develop themselves for themselves and for their

students to form better teachers who can contribute by their turn in developing their students' abilities.

These authors argue that evaluation should be done by experts to show the real outcomes of CPDs and that teacher participants need to take part in these evaluations to make them more effective and to understand the real impact that the CPDs had on them. In this way, the authors highlight that evaluations can simultaneously help CPD participants know the degree of knowledge they acquired and give feedback to participants about the accuracy of the information they have grasped, as well as what information they missed. Therefore, evaluations can help identify the need to retransmit the information taught in a CPD with wider focus and more elaborate methods. According to Trevisan (2002), "Evaluation can be carried out either entirely in-house or with the help of external experts. When pure in-house evaluation is carried out, evaluation capacity must exist, and where necessary be developed through professional development".

Moreover, the authors highlight, evaluations need to take place continuously after the presentation of each section of the CPD as to be able to assess each teacher before moving on to the next, as participants tend to hide, forget, or neglect the area of need they are in if the evaluation is held at the end of the CPD leading to inappropriate grasping of the presented elements. These studies believe that Teachers must forget about their anxiety, fear of showing their weaknesses, and bad past evaluation experiences in previous CPD programs by focusing only on the positive outcomes that they may get if they cooperate with the evaluation tools given to them and by being capable of sharing their weakness areas as stated above. These studies discuss that evaluation does not only assess the effectiveness of CPDs but it also assesses the quality of knowledge that teachers have acquired when participating in these events.

Lindsay et al. (2005) claim that:

“Evaluation models therefore must take account of the settings in which CPD occurs. Models for the effective evaluation of CPD (i.e. that which will further benefit the planning, models, strategies, outputs and outcomes) also need to be designed so that they will be able to relate to different:

- Purposes (e.g. maintenance, improvement, change).
- Locations (e.g. on/ off site).
- Impact of learning models used (e.g. didactic, collaborative).
- Outcomes (e.g. direct/ indirect benefits for school, department, teacher, classroom, pupil).” (Lindsay et al., 2005)

## **16. Conclusion**

This chapter was the theoretical part of this research paper. It aimed at exploring the relationship between concepts such as collaborative work, classroom management, multiculturalism, technology, etc. and CPDs. It also attempted to explore some useful ways to take advantage of CPD programs. The second chapter seeks to practically check the findings achieved in this chapter.

# **Methodology: Descriptive Design**

## **Chapter Two: The Investigation Part**

### **1. Introduction**

Participating in CPD programs is the key to success for teachers to achieve better outcomes at a professional and personal level. CPD programs are of a massive importance for teachers to gain the necessary qualifications for the teaching process. As many teachers will attest to cope with new generations of students is harder than it looks. Sharing knowledge, experiences, methods, and new techniques inside a professional collaborative atmosphere helps strengthen the capacities of teachers to be more efficient in their workplace.

This chapter aims at exploring the beneficial impact of CPDs on EFL teachers of the High Training School for Teachers of Bouzareah through surveying teachers and teacher trainees' perceptions about CPD programs.

The purpose of this descriptive study is to explore the perceptions of both experienced teachers and teacher trainees about the effects of CPDs on their training. It gives a description of the setting, the sample population, and the research tools that have been used during this process namely a questionnaire administered to both experienced teachers and teacher trainees. The gathered data will be analyzed quantitatively.

### **2. Methodology design**

This section of this second chapter deals with the analysis and interpretation of the data gathered by the chosen instrument, which is a questionnaire, from the selected sample, which includes 80 fifth year teacher trainees and 12 teachers of the High Training School for Teachers of Bouzareah. The gathered data will be analyzed quantitatively.

#### **2.1. The descriptive method**

The present research is a descriptive study in which a set of well-elaborated steps have been followed to accumulate information from a sample population. According to Jones and Bartlett, (2015) "Descriptive designs collect information about variables without changing the

environment or manipulating any variables, so they do not look at possible cause and effect, they are different from observational designs in that they do not include comparison groups". The most prominent feature of this study is an examination of the perceptions of teachers and teacher trainees about the impact of CPD programs on their training.

Knowing the degree to which teachers and teacher trainees care about their own continuing personal and professional development is amongst the main reasons for choosing a descriptive design, in addition to exploring teachers' and teacher trainees' abilities to evaluate the impact of CPDs on their training to contribute more effectively in the teaching and learning process at their workplaces, and exploring their own perceptions on the CPD programs that they had the opportunity to participate in before acting out and working on strengthening this area more appropriately, i.e., their training as teachers.

### **2.2. The participants**

The sample population used in this research consists of two groups: teacher trainees and teachers at the High Training School for Teachers of Bouzareah.

The teacher trainees are fifth year students. There are 4 groups of approximately thirty five (35) students, for a total of one hundred and forty (140) fifth year teacher trainees. These teacher trainees have engaged in CPDs to varying levels, but all of them have participated in at least one, as they each assigned two practicum Phases to practice teaching in the classroom for a period of two weeks at a secondary school. The researcher randomly selected eighty (80) teacher trainees as participants, twenty (20) from Group 1, thirty (30) from Group 2, fifteen (15) from Group 3, and fifteen (15) from Group 4.

The teachers in this study are full or part time faculty teaching in the English Department of the High Training School for Teachers of Bouzareah. The researcher has selected twelve teachers (12) with different teaching experience profiles, and who specialized

in teaching English modules such as civilization, linguistics, phonetics, literature, reading techniques, writing, etc. and who hold different degrees.

### **2.3. Setting**

The study was conducted in the English department of the High Training School for Teachers of Bouzareah. This department was founded in 1996. The English department offers a myriad of modules in civilization and literature, linguistics, and didactics. The system used in this school is the classical system (five years for secondary school teachers, four years for middle schools teachers, and three years for primary school teachers).

### **2.4. Data collection instruments**

During the research phase, the researcher used a questionnaire to gather information from teacher trainees and teachers of the High Training School for Teachers of Bouzareah

The researcher administered a questionnaire to eighty (80) teacher trainees (fifth year students) and twelve (12) teachers working at the High Training School for Teachers of Bouzareah. The questionnaire was given out during the academic year of 2019-2020 and aims at knowing whether respondents attended CPD programs in the last five years. If this is the case, the tool then seeks to know whether attending CPDs has positive impacts or not on participants. Moreover, it aims at knowing whether respondents want to develop their skills further.

For this research, questions are all close-ended and aiming at learning the effects of CPDs on the training of both EFL teacher trainees and teachers working at the High Training School for teachers of Bouzareah.

The questionnaire is composed of 8 sections.

Section 1 provides for contextual information about the participants (gender, years of studying English, age group...).

Section 2 explores teachers' and teacher trainees' experience with CPD (the number of days of CPD programs they have attended in the last five years, the number of CPD days that were compulsory for them to attend, whether they received support or not to undergo CPDs...)

Section 3 explores teachers' and teacher trainees' views on CPD (did they participate in formal CPDs such as, educational conferences or seminars, a network of teachers, individual or collaborative research... and informal CPDs such as, reading professional literature and engaging in informal dialogue with colleagues).

Section 4 explores CPD impact on the teaching practices of teachers and teacher trainees (collaborative work, classroom management, use of ICT skills for teaching, teaching in a multicultural setting...).

Section 5 explores the hindrances that block teachers and teacher trainees from participating in CPDs (absence of the required pre-requisites, expensiveness of CPDs, lack of time, unsuitable CPD programs...).

Section 6 explores teachers' and teacher trainees' needs analysis (teaching lessons, classroom management, student assessment practices, teaching students with special learning needs...).

Section 7 explores the options through which teachers and teacher trainees evaluate the outcomes of CPDs on their personal and professional growth (Improvement in knowledge and skills, colleagues' assessment and comments...)

Section 8 explores teachers' and teacher trainees' expectations from attending CPD programs (Skills and techniques to improve the teaching and the learning process, improvement in knowledge and understanding of the main subject field...).

### **3. Design and data collection procedures**

#### **3.1. Data collection procedure:**

The data collected from the questionnaires have been organized in two sections on Excel. One section for teachers and the other section for teacher trainees.

### **3.2. Research Tool**

During the research phase, the researcher used a questionnaire to gather information from teacher trainees and teachers of the High Training School for Teachers of Bouzareah.

The researcher administered a questionnaire to 80 teacher trainees (fifth year students) and 12 teachers working at the High Training School for Teachers of Bouzareah. The questionnaire was administered during the academic year of 2019-2020.

## **4. Data analysis procedure**

The following section will discuss the data analysis procedure used to analyze the data gathered from the sample population. The data were organized in tables then represented into bar graphs after calculating the percentages. Finally, an analysis and a discussion were provided for each question to give a deep understanding of the results.

### **4.1. Quantitative data analysis**

Quantitative research studies anything that is measurable through an examination of phenomena and their relationship to particular subjects using numbers and explanations.

Creswell (2012) propounds:

“In quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem can be answered best by a study in which the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people.” (Creswell, 2012, p.13)

The researcher explains the perceptions of teachers and teacher trainees about the impact of CPDs on their progress both personally and professionally. Questions along with

the hypotheses have been formulated at the beginning of this research paper and a large sample has been chosen to undergo the study. In addition, the results have been analyzed quantitatively.

## **4.2. Analysis of the questionnaire**

This section is devoted to an analysis of the data that have been collected from the questionnaire. The data analysis is divided based on our two subgroups (teachers and teacher trainees) in the sample population. This research work will first explore the results of the teacher trainees, then those of the teachers, and then briefly compare the two.

### **4.2.1. Teacher Trainees' questionnaire analysis**

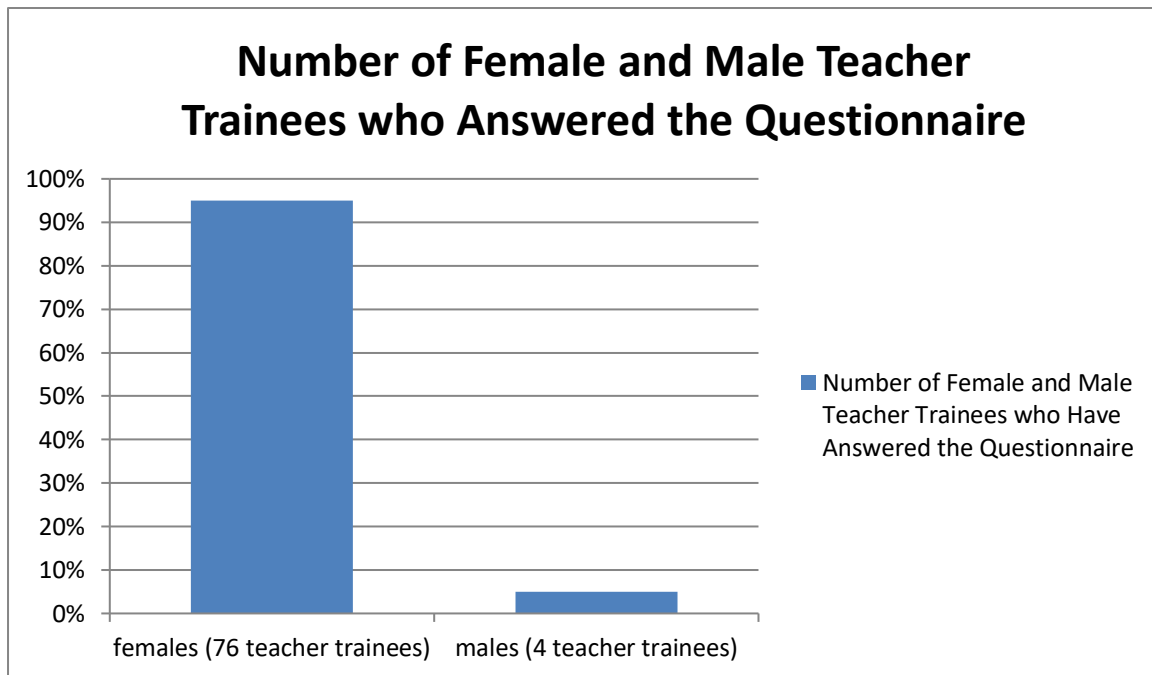
#### **Section 1: Contextual Information**

##### **S1. Female or male**

**Table1.**

*Number of female and male teacher trainees who answered the questionnaire.*

<b>Options</b>	<b>Participants (80)</b>	<b>%</b>
<b>Male</b>	4	5
<b>Female</b>	76	95
<b>Total</b>	80	100



**Figure1. Bar Graph indicating the number of female and male teacher trainees who answered the questionnaire.**

**Analysis and discussion:**

76 females and 4 males participated in this survey.

**S1.Q1. Number of years studying English**

Results show that all teacher trainees have been studying English for 12 years.

**S1.Q2. Teachers at the High Training School for Teachers or not.**

As this is the teacher trainees group, all respondents indicated no to this question.

**S1.Q3. Age group**

All teacher trainees are between the age of 20 and 30 years old according to the results.

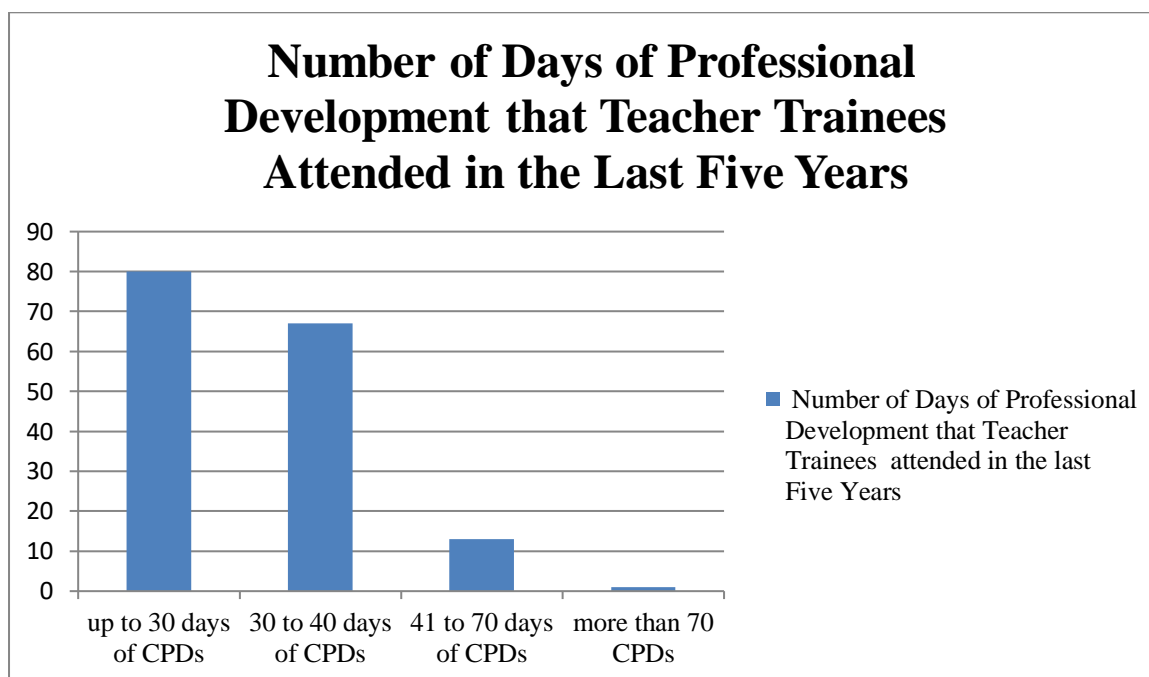
**Section 2: Teacher Trainees' Experience with CPD**

**S2.Q1. In the last 5 years as teachers and teacher trainees at the High Training School for Teachers of Bouzareah, approximately how many days of professional development have you attended (seminars, conferences, workshops, and training days)?**

**Table2.**

*Number of days of professional development that teacher trainees attended in the last five years.*

Options	Participants (80)
Up to 30 days of CPDs	80
30 to 40 days of CPDs	67
41 to 70 days of CPDs	13
More than 70 days of CPDs	1



**Figure2. Bar graph showing the number of days of professional development that teacher trainees attended in the last five years.**

**Analysis and discussion:**

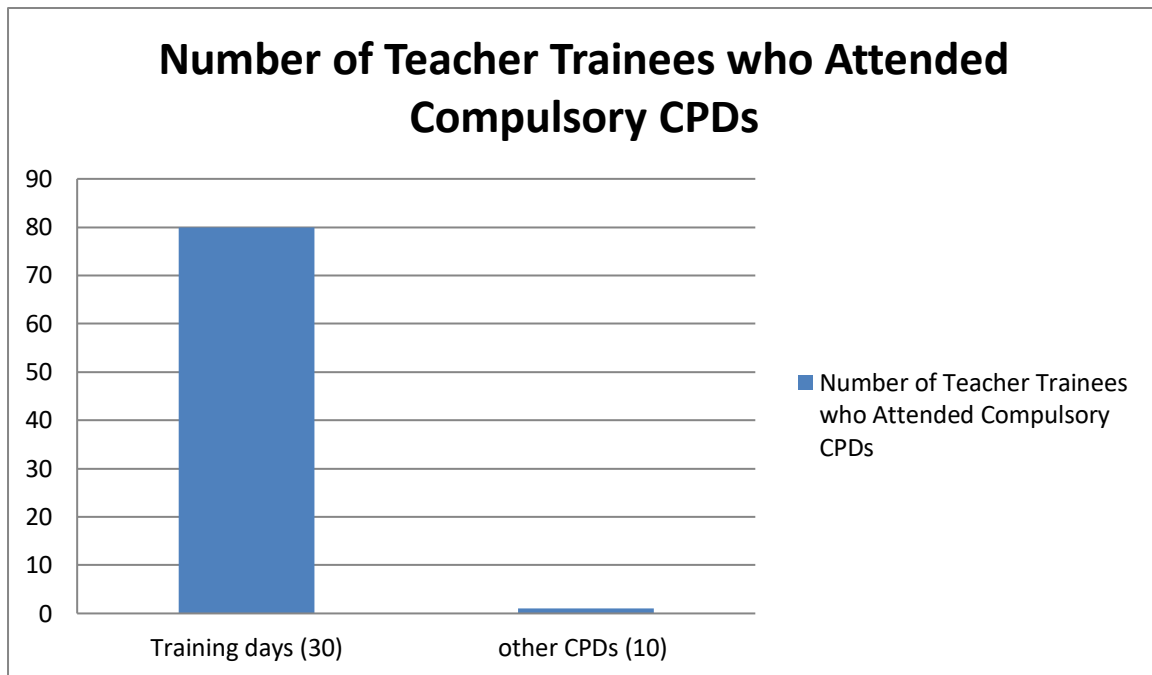
Results show that all teacher trainees attended at least 30 days of CPDs in this academic year (2019-2020) (this is due largely to required training days at secondary schools). More than 25 teacher trainees attended other CPD programs.

**S2.Q2.Of these, approximately how many days were compulsory for you to attend?**

**Table3.**

*Number of teacher trainees who attended compulsory CPDs.*

Options	Participants (80)
Training days (30)	80
Other CPDs (10)	1



**Figure3. Bar graph specifying the number of teacher trainees who attended compulsory CPDs.**

**Analysis and discussion:**

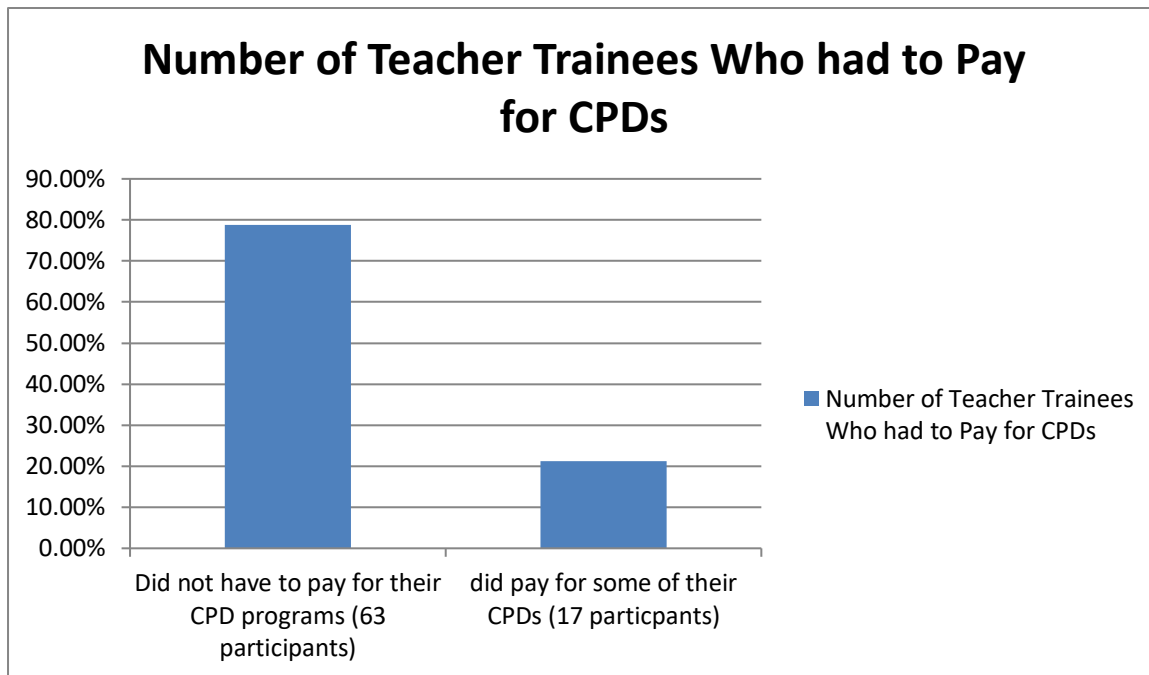
All 80 participants said that training days at secondary schools were compulsory for them to attend. Only one participant said that in addition to the 30 days of training that were obligatory for her to attend 10 other CPDs were also obligatory for her to take part in.

**S2.Q3. For the CPDs in which you have participated, how many did you personally have to pay for?**

**Table4.**

*Number of teacher trainees who had to pay for CPDs.*

<b>Options</b>	<b>participants</b>	<b>%</b>
<b>Did not have to pay for their CPD programs</b>	63	78.75
<b>Did pay for some of their CPDs</b>	17	21.25



**Figure4. Bar graph demonstrating the number of teacher trainees who had to pay for CPDs.**

**Analysis and discussion:**

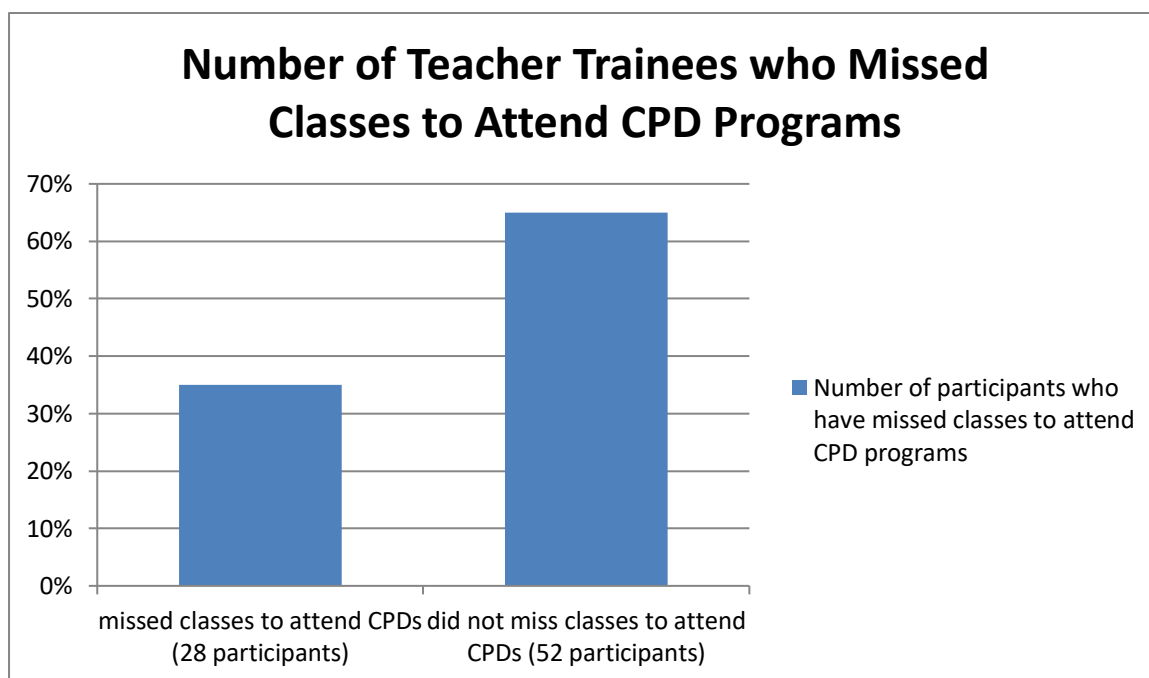
63 participants said that they did not have to pay for their CPD programs, while 17 participants reported that they had to pay for some of their CPDs.

**S2.Q4. Have you ever missed classes or work hours to attend a CPD?**

**Table5.**

*Number of teacher trainees who missed classes to attend CPD programs.*

Options	Participants (80)	%
Missed classes to attend CPDs	28	35
Did not miss classes to attend CPDs	52	65
<b>Total</b>	80	100



**Figure 5. Bar graph illustrating the number of teacher trainees who missed classes to attend CPD programs.**

**Analysis and discussion:**

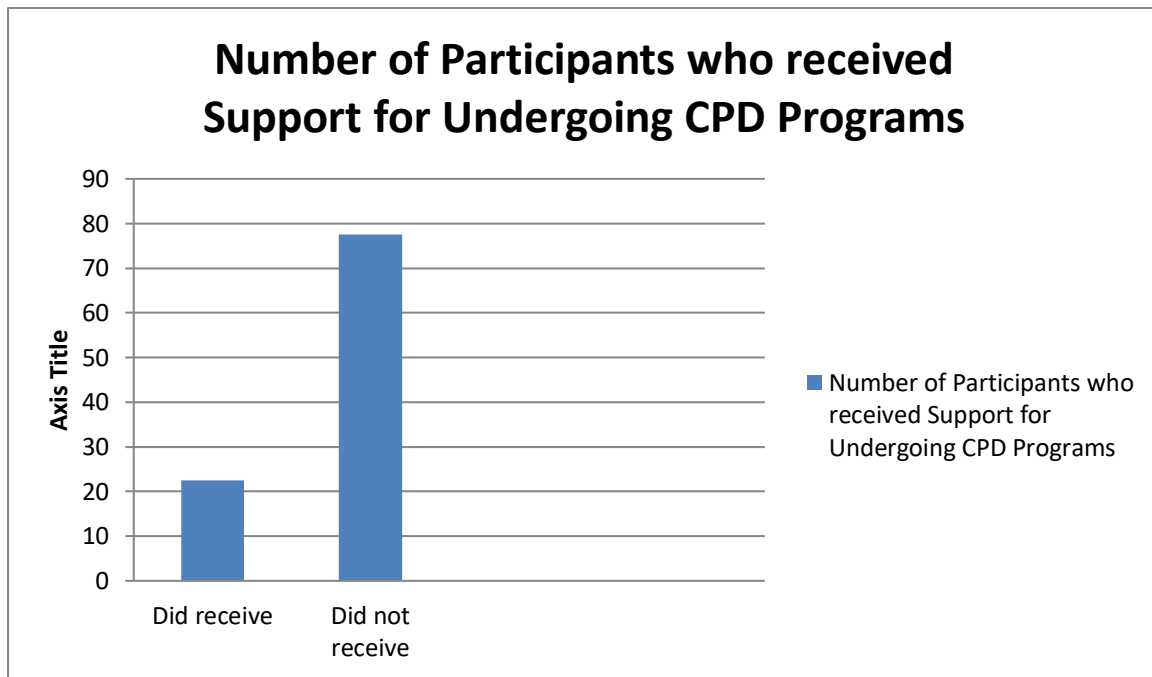
53 participants said that they had never missed a class to take part in a CPD program, while 28 of them said that they did. Most teacher trainees focus more on the theoretical classes that they receive from their teachers rather than seizing the opportunities of CPD programs. However, a significant number of these teacher trainees understand the advantages of CPDs and missing classes to take part in, is a striking proof.

**S2.Q5. Have you received any support for undergoing a CPD program (time off work, money, etc)?**

**Table6.**

*Number of teacher trainees who received support for undergoing CPD programs.*

Options	Participants (80)	%
Received support for undergoing CPD programs	18	22.5
Did not receive any support to participate in CPD programs	62	77.5
<b>Total</b>	80	100



**Figure6. Bar graph revealing the number of teacher trainees who received support for undergoing CPD programs.**

**Analysis and discussion:**

The given results show that 22.5% (18 participants) of the participants said that they received support (e.g. money) to undergo a CPD program. However, 77.5% (62 participants) said that they did not receive any kind of support.

**Section 3: Teacher Trainees’ Views on CPD**

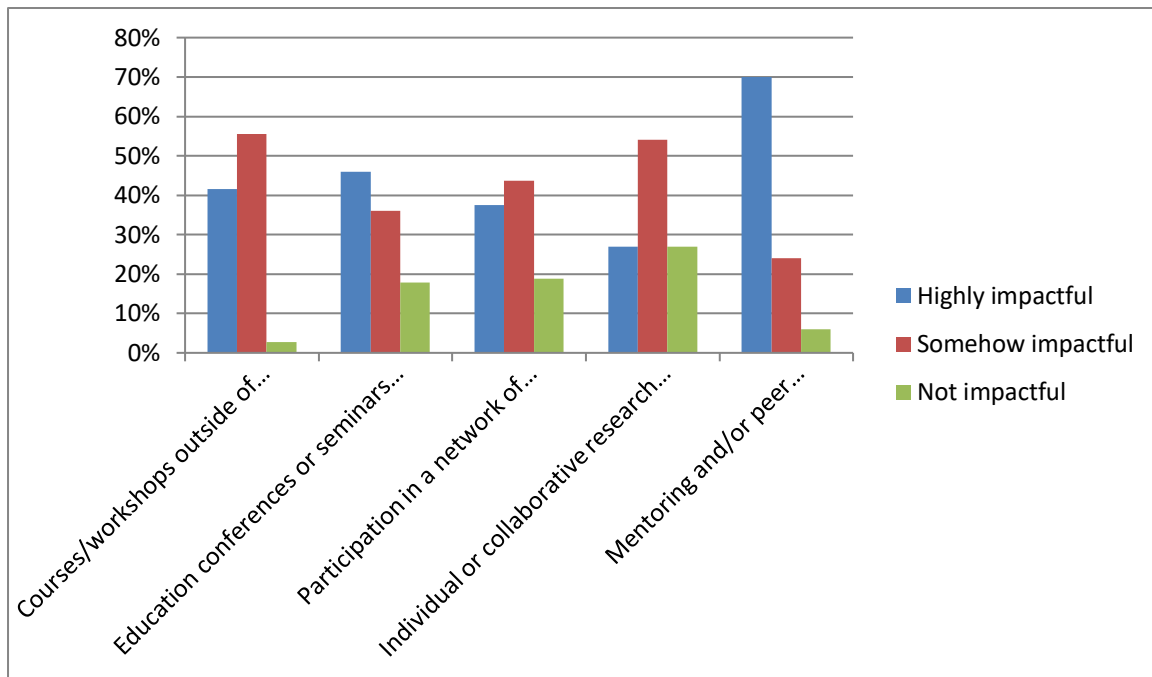
**S3.Q1. Have you ever participated in any of the following kinds of professional development activities and what was the impact of these activities on your development as a teacher?**

**Table7.**

*Number of teacher trainees who participated in each CPD and their perceptions about the impact they gained.*

Options	Participants (80)	Impact		
		Highly Impactful	Somehow Impactful	No Impact
a) Courses/workshops				

<b>outside of required regular classes on subject matter, methods, or other education-related topics (e.g., teachers' mini world club, British council, U.S Embassy etc.)</b>	36 (45%)	15 (41.6%)	20 (55.5%)	1 (2.77%)
<b>b)Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)</b>	28 (35%)	13 (46%)	10 (36%)	5 (17.85%)
<b>d)Participation in a network of teachers formed specifically for the professional development of teachers(e.g., in a private school or in teachers' mini world)</b>	32 (40%)	12 (37.5%)	14 (43.75%)	6 (18.75%)
<b>e)Individual or collaborative research on a topic of interest to you professionally(research paper, classroom projects...)</b>	70 (87.5%)	19 (27%)	38 (54%)	19 (27%)
<b>f)Mentoring and/or peer observation and coaching, as part of a formal school arrangement(e.g., practicum)</b>	80 (100%)	56 (70%)	19 (24%)	5 (6%)



**Figure7. Bar graph stipulating the number of teacher trainees who participated in each CPD and their perceptions about the impact they gained.**

**Analysis and discussion:**

This section asked participants about a large number of types of CPDs.

Of the 80 participants who took part in discussing educational problems:

a)- 36 participants (45%) said that they have taken part in classes and workshops outside of required regular classes on subject matter, methods, or other education-related topics. 15 (41.6%) of them believe that this kind of CPD had a large impact on them and 20 participants (55.5%) reported a moderate impact; and one participant reported a no impact.

b)- 28 of the 80 participants (35%) who took part in discussing educational problems between teachers and researchers. 5 (17.85%) of the participants reported that they had no impact, and 10 participants (nearly 36%) expressed a moderate impact, and 13 participants (more than 46%) reported that they had a large impact.

d)- Participation in a network of teachers was conducted by 32 participants (40%). 12 from the 32 participants (37.5%) reported that they had a large impact and 14 (43.75%) with a moderate impact. 6 participants (18.75%) expressed a no impact from this CPD.

e)- Collaborative or individual research have been conducted by 87.5% of the participants (70 participants) and 12.5% (10 participants) said that they have not. From those who said yes, more than 27% (19 participants) reported that they had a large impact; more than 54% (38 participants) expressed a moderate impact and 27% (19 participants) with no impact at all.

f)- 80 participants (100%) took part in mentoring, peer observation, and coaching as part of a formal school arrangement. 56 participants (70%) had a large impact, 19 (nearly 24%) others reported a moderate impact, and 5 participants (6%) expressed a no impact.

After the researcher consulted all the results of the types of CPDs that the teacher trainees participants participated in, he noticed that collaborative or individual research and mentoring, peer observation, and coaching as part of a formal school arrangement are the most popular CPDs that participants had taken part in and generally are reported to have positive impacts on the participants that took advantage of them but participants did not take part in them very often.

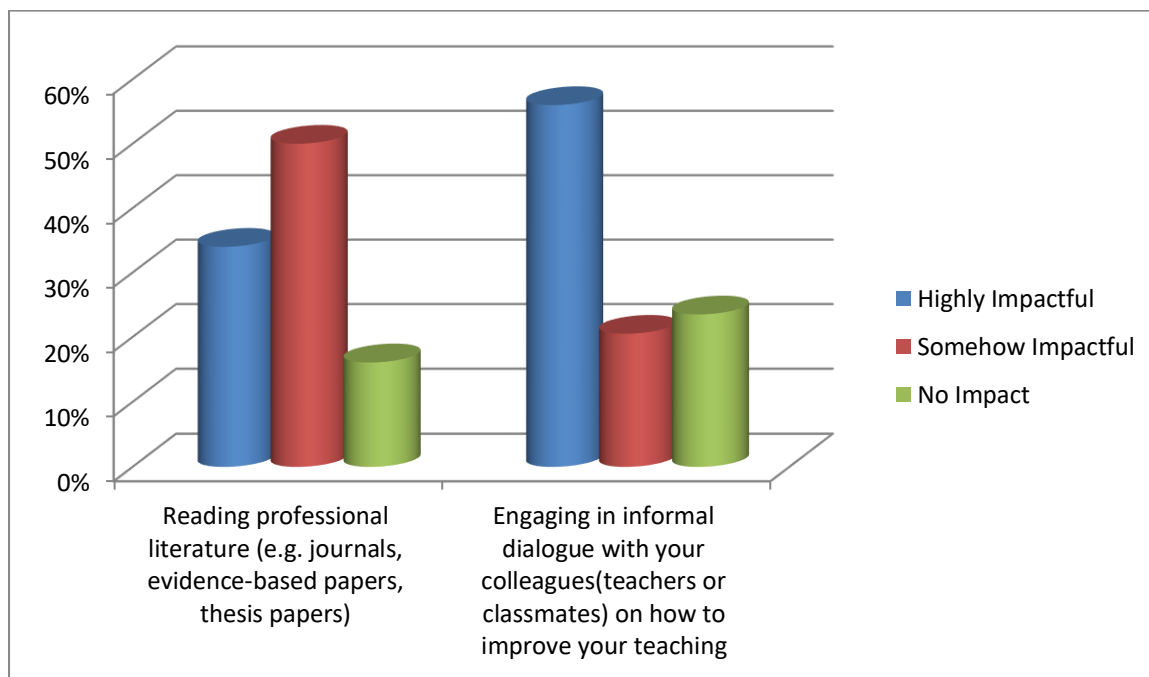
**S3.Q2. Thinking about less formal professional development, have you participated in any of the following activities, and what was the impact of these activities on your development as a teacher?**

**Table8.**

*Number of teacher trainees who participated in each of the two informal CPDs and their perceptions about the impact they gained.*

Options	Participants (80)	Impact		
		Highly Impactful	Somehow Impactful	No Impact
a)Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	56 (70%)	19 (34%)	28 (50%)	9 (16.07%)

<b>b)Engaging in informal dialogue with your colleagues(teachers or classmates) on how to improve your teaching</b>	68 (85%)	38 (56%)	14 (20.5%)	16 (23.5%)
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**Figure8. Bar graph pinpointing the number of teacher trainees who participated in each of the two informal CPDs and their perceptions about the impact they gained.**

**Analysis and discussion:**

These results report the following:

a) - 56 participants (70%) said that they took part in reading professional literature (journals, evidence-based papers and thesis papers). 28 (50%) and 19 (nearly 34%) of them said that they received a moderate impact and a large impact respectively from reading professional literature. 9 participants (16.07%) said that they had no impact.

b) – a striking number of 68 participants (85%) said that they engaged in informal dialogue with their classmates on how to improve their teaching with 38 (nearly 56%) of them saying that they had a large impact from undergoing this CPD. 16 (23.5%) participants said that they had no impact and 14 (20.5%) of them expressed a moderate impact.

In brief, the results clearly show that teacher trainees had a positive impact of collaborative work, and peer support in the development of their skills in the educational field. Both reading professional literature and engaging in informal dialogues with classmates to improve the teaching and learning process are perceived by teachers trainees as having a large impact on their professional and personal developments.

#### Section 4: CPDs Impact on Teaching Practices

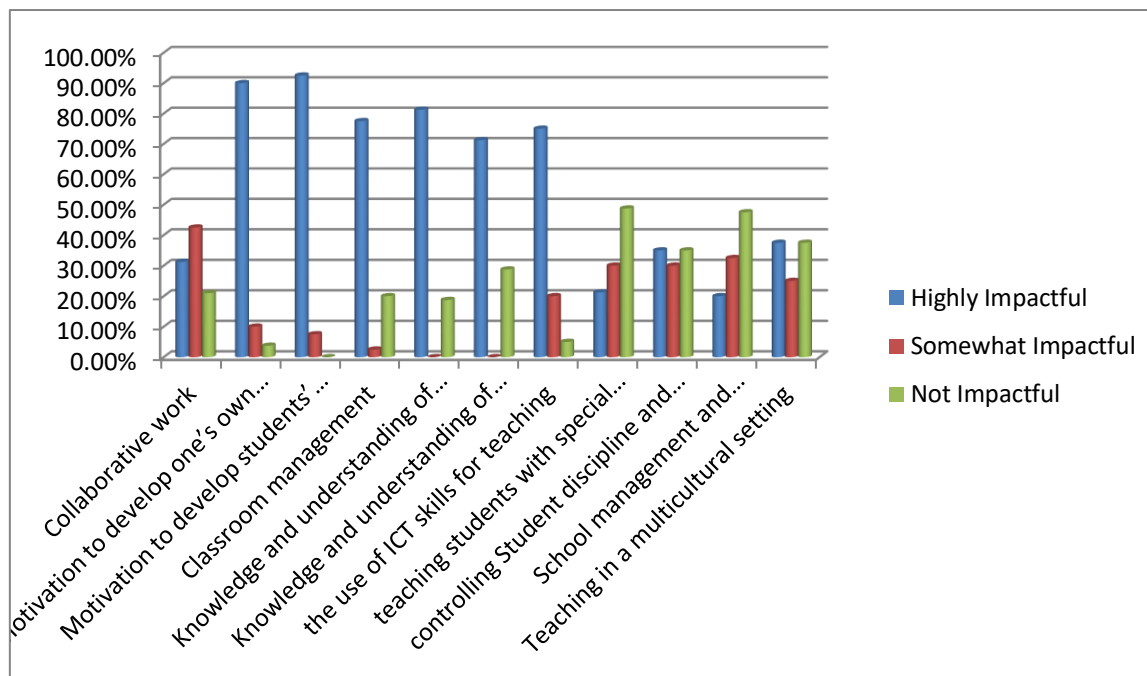
##### S4.Q1.To what extent did the CPDs you attended impact the following skills?

Table9.

*The extent to which each CPD that teacher trainees attended impacted each skill.*

Options	Impact			Total
	Highly Impactful	Somehow Impactful	No Impact	
<b>a)Collaborative work</b>	25 (31.25%)	34 (42.5%)	21 (26.25%)	80 (100%)
<b>b)Motivation to develop one’s own knowledge</b>	72 (90%)	5 (10%)	3 (3.75%)	80 (100%)
<b>c)Motivation to develop students’ knowledge.</b>	74 (92.5%)	6(7.5%)	/	80 (100%)
<b>d)Classroom management</b>	62 (77.5%)	2 (2.5%)	16 (20%)	80 (100%)
<b>e)Knowledge and understanding of my main subject field(s)</b>	65 (81.25%)	/	15 (18.75%)	80 (100%)
<b>f)Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)</b>	57 (71.25%)	/	23 (28.75%)	80 (100%)
<b>g)the use of ICT skills for teaching</b>	60 (75%)	16 (20%)	4 (5%)	80 (100%)
<b>h)teaching students with special learning needs</b>	17 (21.25%)	24 (30%)	39 (48.75%)	80 (100%)
<b>i)controlling Student discipline and</b>	28 (35%)	24 (30%)	28 (35%)	80 (100%)

behavior problems				
<b>j)School management and administration</b>	16 (20%)	26 (32.5%)	38 (47.5%)	80 (100%)
<b>k)Teaching in a multicultural setting</b>	30 (37.5%)	20 (25%)	30 (37.5%)	80 (100%)



**Figure9. Bar graph announcing the extent to which each CPD that teacher trainees attended impacted each skill.**

**Analysis and discussion:**

These results show that:

- a)- 31.25% (25 participants) expressed a large impact concerning the collaborative work. 42.5% (34 participants) reported that they had a moderate impact. A no impact was experienced by 26.25% (21 participants).
- b)- 72 participants (90%) benefited from CPD programs because they increased their motivation to develop their own knowledge. 5 participants (10%) claimed that they received a moderate impact from these CPDs in this area. However, 3 participants (3.75%) expressed a no impact.

c)- 92.5% (74 participants) reported that they benefited from CPD programs in terms of motivation to develop students' knowledge. 7.5% (6 participants) expressed a moderate impact in this area.

d)- Classroom management is a very important skill. Therefore, 62 participants (77.5%) believed that they had a large impact from undergoing CPDs in this area and 2 participants (2.5%) reported that they had a moderate impact. 16 participant (20%) experienced a no impact.

e)- CPD programs have contributed in the development of knowledge and understanding of the main subject field of 81.25% (65 participants) of the participants. Whereas, 18.75% (15 participants) reported that they had no impact at all from undergoing their previous CPDs.

f)- 57 participants (71.25%) benefited positively from the myriad of CPDs that they have undertaken concerning the skill of mastering instructional practices. 23 participants (28.75%) reported no impacts.

g)-75% (60 participants) took advantage of the CPDs concerning the use of technological equipments for teaching and 20% (16 participants) had a moderate impact and 5% (4 participants) expressed a no impact.

h)-17 participants (21.25%) reported that CPDs have had a large impact on helping them to teach students with special learning needs. 24 participants (30%) reported that they had a moderate impact on their teachings regarding students with special learning needs. 39 participants (48.75%) reported that they had no impacts at all.

i)- A significant number of participants have learned from CPDs to control students' discipline and behavior problems with 28 participants (35%) saying that they have got a large impact and 24 participants (30%) with a moderate impact. 28 participants (35%) of them said that they had zero impact from the CPDs that they have undergone.

j)- 26 participants (32.5%) claimed that they have received a moderate impact from CPDs on how to cope efficiently with their school stuff and administration and 16 participants(20%) with a large impact. 38 participants (47.5%) expressed the unfruitful impact they have received from the CPD programs they participated in.

k)-30 participants (37.5%) expressed their positive learning from CPDs in terms of teaching in a multicultural setting with a large impact. 20 participants (25%) reported that they had a moderate impact. However, 30 participants (37.5%) reported that they received no impact at all.

To summarize, the results show that teacher trainees see CPDs as having impacted their educational skills positively from almost all aspects. Getting motivation to develop students' knowledge occupies the first spot with 100% (80 participants) of the participants saying that CPDs have a great impact on this area showing the advantageous effects of CPDs on teachers to be more effective contributors in their workplace. Acquiring motivation to develop one's own knowledge is just behind with more than three thirds of the participants reporting the benefits from attending CPDs in terms of raising teachers' willingness to work hard on their knowledge development. The other skills come respectively as follows:

- CPDs had a great impact on helping teacher trainees to understand their own main subject field and to learn classroom management skills with 81.25% (65 participants) and 80% (64 participants) saying so for both of them respectively.
- CPD programs helped teachers to use ICT skills for teaching too. (75%) (60 participants)
- Professional developments contributed positively in making teacher trainees able to understand how to use instructional practices with 71.25% (57 participants) arguing so.

- 73.75% (59 participants) of the participants have learned how to benefit from collaborative work and 65% (52 participants) of the participants have acquired the capacity to control students' behavior inside their classrooms.
- Teaching in a multicultural setting, participating in school management and administration, and teaching students with special learning needs had less beneficial effects for the participants with percentages between 62.5% (50 participants) and 51.25% (41 participants). However, most of the participants expressed their desire to improve their skills in these areas.

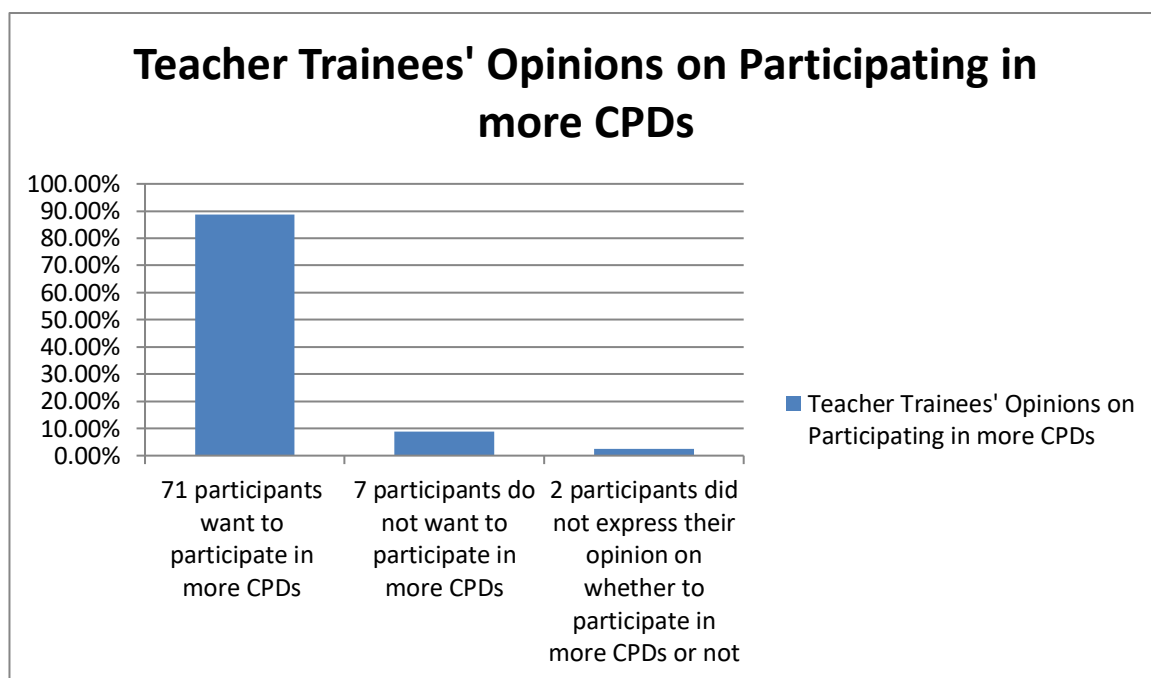
### Section 5: Hindrances to Participating in CPDs

#### S5.Q1. Do you want to participate in more professional development than you have?

Table10.

*Teacher trainees' opinions on participating in more CPDs.*

Options	Participants (80)	%
Participants who want to participate in more CPDs	71	88.75%
Participants who do not want to participate in more CPDs	7	8.75%
Participants who did not give their opinion on whether to participate in more CPDs or not	2	2.5%
<b>Total</b>	<b>80</b>	<b>100</b>



**Figure10. Bar graph designating the teacher trainees' opinions on participating in more CPDs.**

**Analysis and discussion:**

According to the results 88.75% (71 participants) said that they wanted to participate in more CPD programs than they have. 8.75% (7 participants) of the 80 participants reported that they did not want to go to other CPDs. 2.5% (2 participants) did not express their opinions concerning whether they wanted to attend more CPD programs or not.

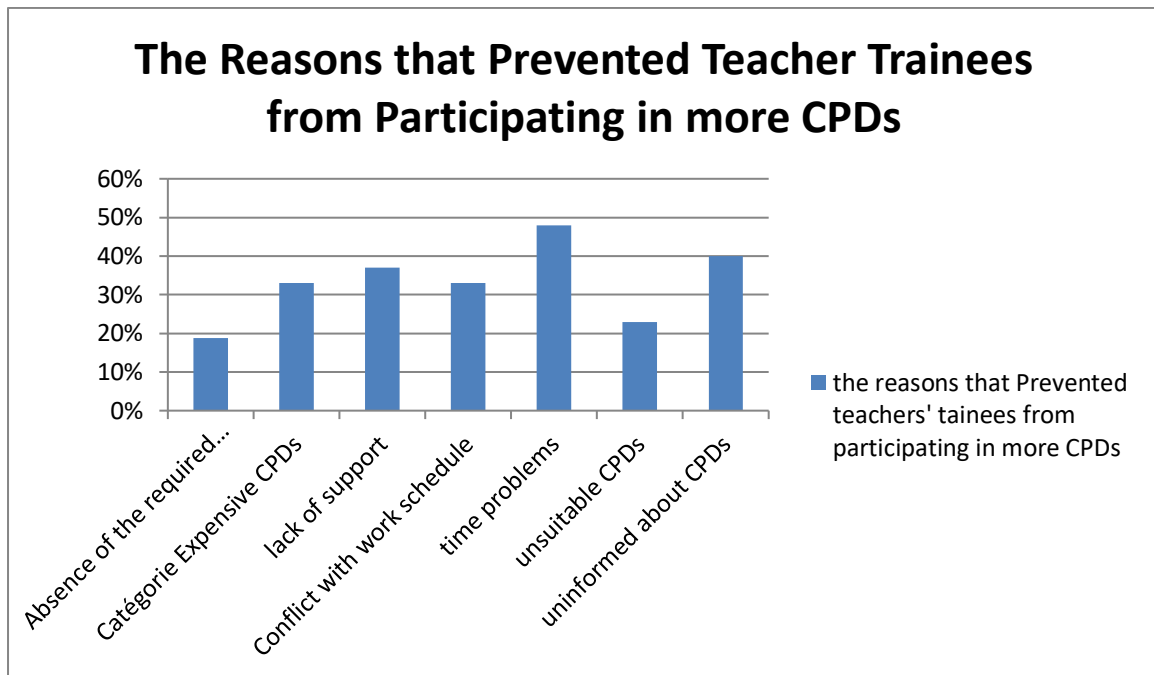
**S5.Q2.Which of the following causes prohibited your participation in more CPDs?**

**Table11.**

*The reasons that prevented teacher trainees from participating in more CPDs.*

<b>Causes</b>	<b>Participants</b>
<b>Absence of the required pre-requisites (e.g. qualifications, experience, seniority).</b>	15 (18.75%)
<b>Expensive CPDs</b>	26 (32.5%)
<b>Lack of support from school/job.</b>	30 (37.5%)
<b>Conflicted with work schedule.</b>	26 (32.5%)
<b>Lack of time</b>	38 (47.5%)
<b>Unsuitable CPD offered</b>	18 (22.5%)

<b>Uninformed about CPDs opportunities.</b>	32 (40%)
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**Figure11. Bar Graph stating the reasons that prevented teacher trainees from participating in more CPDs.**

**Analysis and discussion:**

As a result, for those who said yes, the following percentages show the reasons that prevented them from participating in more CPDs:

- 18.75% (15 participants) did not have the required pre-requisites (qualifications, experience, and seniority).
- 32.5% (26 participants) said that it was too expensive and that they could not afford the CPDs.
- 37.5% (30 participants) expressed a lack of support.
- 32.5% (26 participants) said that CPDs conflicted with their work schedules.
- 47.5% (38 participants) did not have time.
- 22.5% (18 participants) believe that there was no suitable professional development offered.

- 40% (32 participants) were uninformed about CPD opportunities.

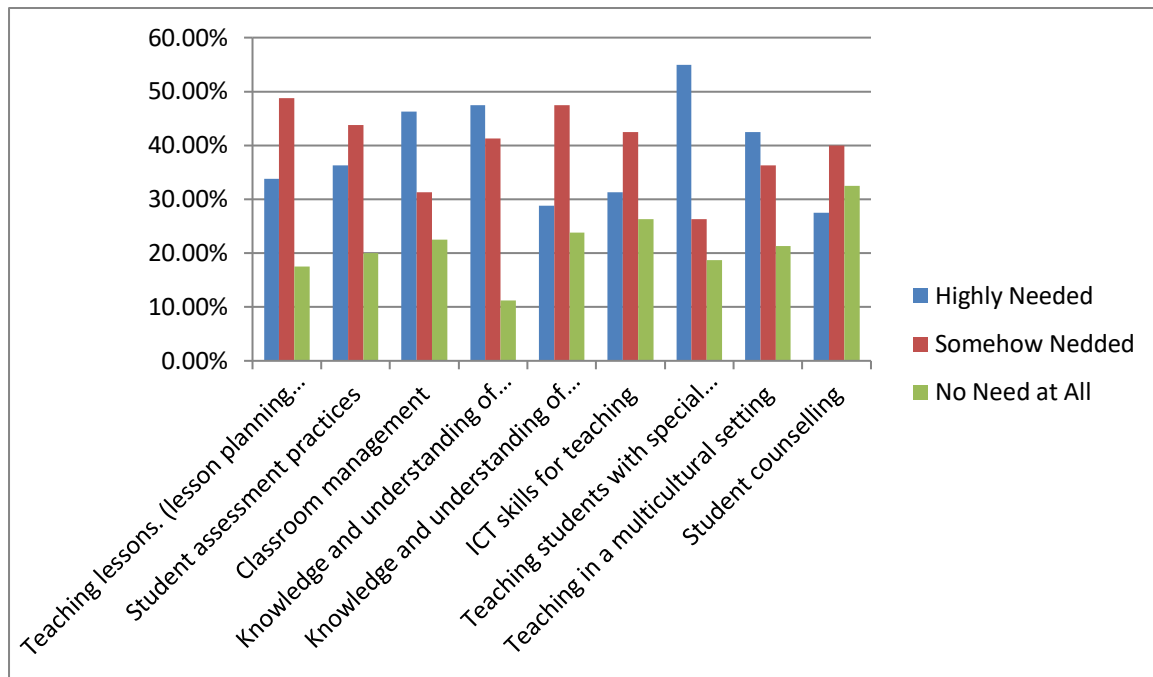
## Section 6: Needs Analysis

**S6.Q1. Please indicate the extent to which you need more professional development opportunities after having participated in the CPD activities listed below.**

**Table 12.**

*The extent to which teacher trainees need more professional development opportunities after having participated in each CPD activity.*

Options	Impact			Total
	Highly Needed	Somehow Needed	No Need at All	
<b>a) Teaching lessons. (lesson planning and delivery)</b>	27 (33.75%)	39 (48.75%)	14 (17.5%)	80 (100%)
<b>b) Student assessment practices</b>	29 (36.25%)	35 (43.75%)	16 (20%)	80 (100%)
<b>c) Classroom management</b>	37 (46.25%)	25 (31.25%)	18 (22.5%)	80 (100%)
<b>d) Knowledge and understanding of my main subject field(s)</b>	38 (47.5%)	33 (41.25%)	9 (11.25%)	80 (100%)
<b>e) Knowledge and understanding of instructional practices in my main subject field(s)</b>	23 (28.75%)	38 (47.5%)	19 (23.75%)	80 (100%)
<b>f) ICT skills for teaching</b>	25 (31.25%)	34 (42.5%)	21 (26.25%)	80 (100%)
<b>g) Teaching students with special learning needs</b>	44 (55%)	21 (26.25%)	15 (18.75%)	80 (100%)
<b>j) Teaching in a multicultural setting</b>	34 (42.5%)	29 (36.25%)	17 (21.25%)	80 (100%)
<b>k) Student counselling</b>	22 (27.5%)	32 (40%)	26 (32.5%)	80 (100%)



**Figure12. Bar graph clarifying the extent to which teacher trainees need more professional development opportunities after having participated in each CPD activity.**

**Analysis and discussion:**

According to the results’ analysis:

- a)- 27 and 39 participants (82.5%) reported that they had a high level of need and a moderate level of need respectively concerning teaching lessons (lesson planning and delivery).14 participants (17.5%) said that they had no need at all in this area.
- b)- Student assessment practices are highly demanded as 29 participants (36.25%) had a high level of need and 35 (43.75%) of the them had a moderate level of need. Only 16 participants (20%) reported that they had no need at all.
- c)- Classroom management is what teachers are looking forward to improve. 37 participants (46.25%) expressed their high desire to improve this area. 25 (31.25%) of them believe that they have a moderate level of need. 18 participants (22.5%) expressed no desire to get more knowledge in classroom management and no willingness to improve in this area.
- d)- 38 participants (47.5%) seek to have more knowledge and understanding of their main subject field. 33 (41.25%) of the participants believed in their capacities thus having a

moderate level of need in this area and 9 (11.25%) others said that they did not have to learn more about their main field.

e)- 38 participants (47.5%) reported that they needed a moderate level of need in terms of acquiring knowledge and understanding of instructional practices in their main subject field and 23 (28.75%) others reported that they highly need to improve their instructional practices. 19 participants (23.75%) expressed a no need at all.

f)- The introduction of technological equipments inside classrooms was highly demanded by the participants as 25 (31.25%) of them said so. 34 of the participants (42.5%) expressed a moderate level of need. 21 participants (26.25%) reckoned that they need no instruction on how to use ICT skills for teaching.

g)- 44 participants (55%) strongly believe that they needed high CPD trainings in the area of teaching student with special learning needs. 21 participants (26.25%) expressed a moderate level of need and 15 other participants (18.75%) expressed a no need at all.

j)- The highest numbers of participants which are 34 and 29 (78.75%) seek more professional development in teaching in multicultural setting. 17 participants (21.25%) believed that they had no need at all in this area.

k)- Student counseling is highly demanded by 22 participants (27.5%), moderately demanded by 32 participants (40%). However, 26 participants (32.5%) believed that they are in no need to develop this skill.

To summarize, the extent to which teachers need more professional development opportunities varies from one area to another according to the results. The areas that have been mostly demanded to develop are: Teaching lessons (lesson planning and delivery), acquiring more knowledge about their main subject field, student assessment practices, and teaching students with special learning needs then they have felt needs in the understanding of

instructional practices, ICT skills for teaching, classroom management, student counseling, and teaching in a multicultural setting.

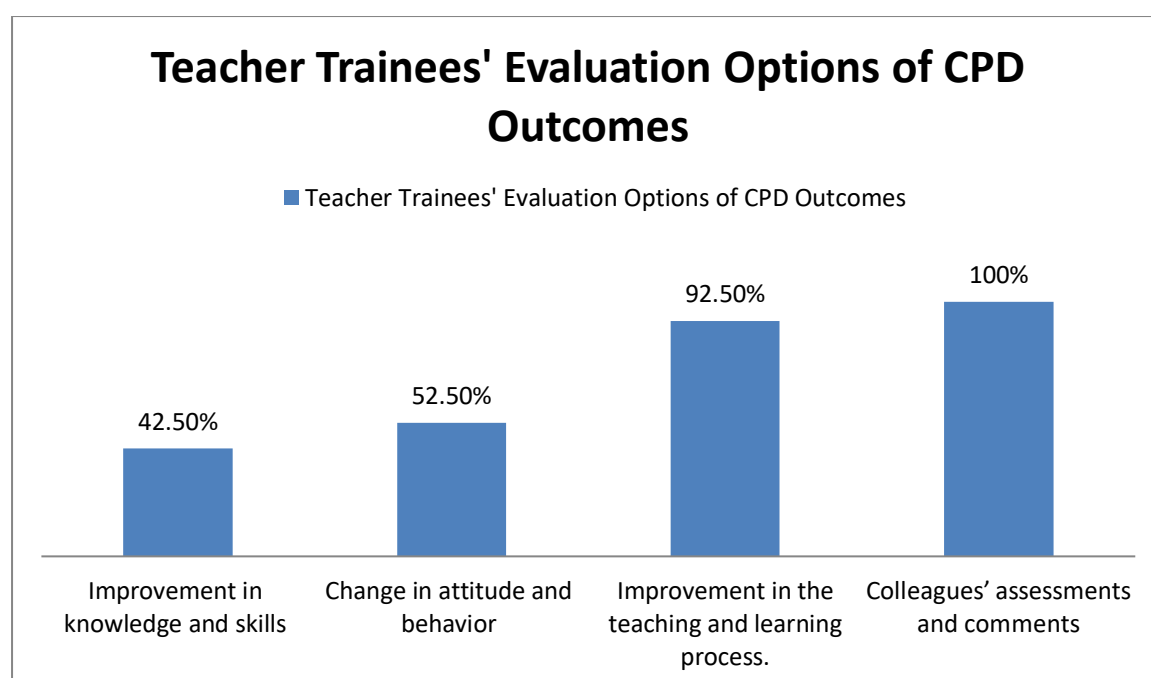
### Section 7: CPDs' Evaluation in Practice

**S7.Q1. Which of the following options do you opt for when evaluating the outcomes of CPDs you participated in?**

**Table13.**

*Teacher trainees' evaluation options of CPD outcomes.*

Options	Participants
Improvement in knowledge and skills	34 (42.5%)
Change in attitude and behavior inside and outside the classrooms	42 (52.5%)
Improvement in the teaching and learning process.e.g., time and classroom management and enhancement in learners' performances and productions.	74 (92.5%)
Colleagues' assessments and comments	80 (100%)



**Figure13. Bar Graph pointing out teacher trainees' evaluation options of CPD outcomes.**

**Analysis and discussion:**

The following results show the options that the teacher trainees use to evaluate the outcomes of CPDs they participated in:

- 34 participants (42.5%) notice by themselves their own improvement in knowledge about their own subject field and the skills involved with.
- 42 participants (52.5%) take into consideration their change in attitudes and behaviors.
- 74 participants (92.5%) reflect on the improvement of their teaching and learning process inside the classrooms in relation with time and classroom management and their learners' performances and productions.
- 80 participants (100%) favor their colleagues' assessments and comments to evaluate the outcomes of a CPD program on themselves.

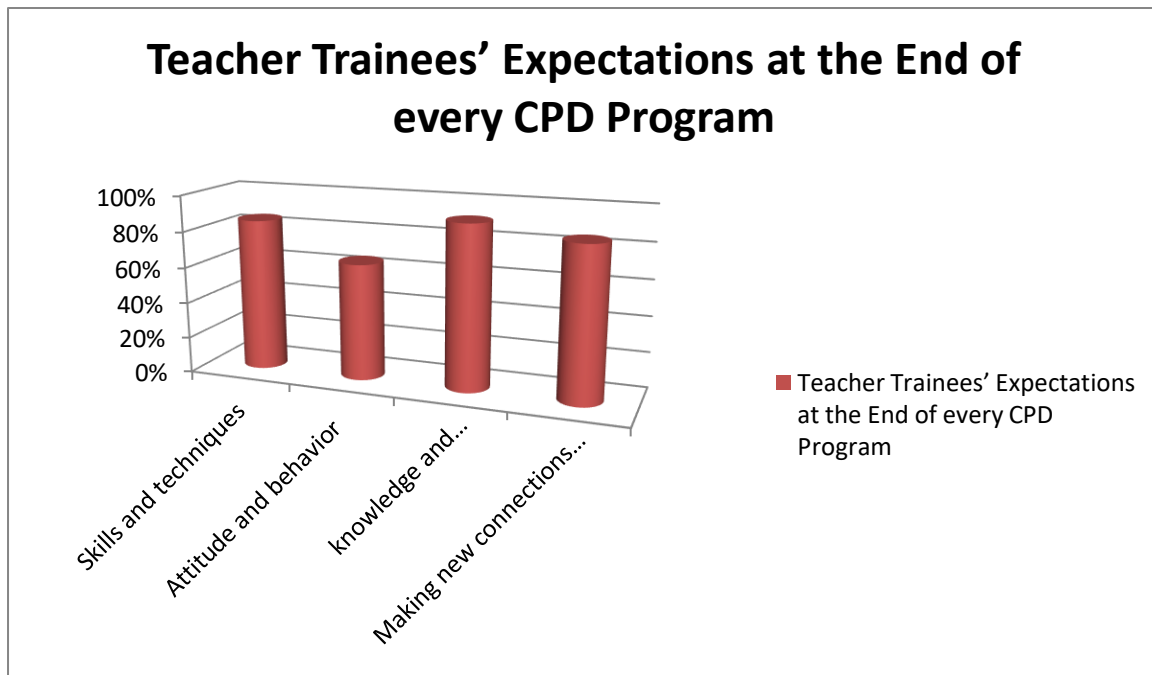
### **Section 8: Suggestions & Expectations**

#### **S8.Q1. What do you expect to gain at the end of every CPD activity?**

**Table 14.**

*Teacher trainees' expectations at the end of every CPD program.*

<b>Options</b>	<b>Participants</b>
<b>Skills and techniques to improve the teaching and the learning process</b>	68 (85%)
<b>Improvement in attitude and behavior inside and outside the classrooms</b>	52 (65%)
<b>Improvement in knowledge and understanding of the main subject field</b>	73 (91.25%)
<b>Making new connections with researchers and teachers.</b>	68 (85%)



**Figure14. Bar Graph hinting teacher trainees' expectations at the end of every CPD program.**

**Analysis and discussion:**

The following percentages demonstrate the teacher trainees' expectations at the end of every CPD program:

- 85% (68 participants) expect to learn skills and techniques that help them develop their teaching and learning process.
- 65% (52 participants) foresee a change in their attitudes and behaviors inside and outside the teaching and learning process.
- 91.25% (73 participants) seek for improvements in their knowledge and understanding of their own subject field.
- 85% (68 participants) hope for making new connections with teachers and researchers.

**4.2.2. Teachers' Questionnaire Analysis**

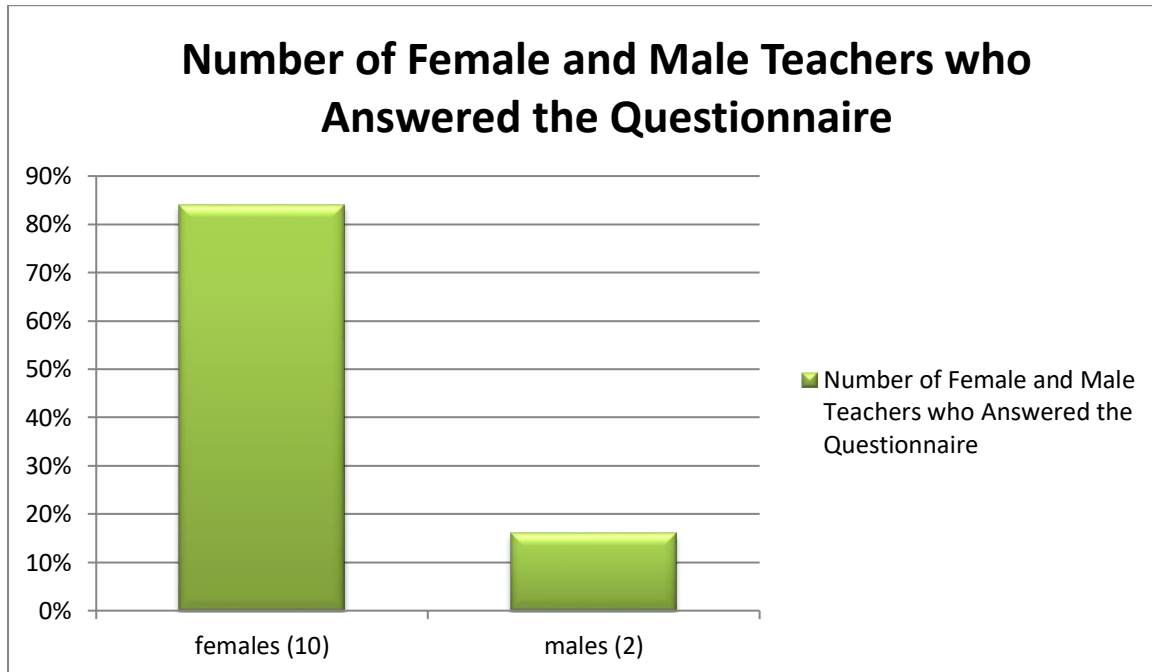
**Section 1: Contextual Information**

**S1. Female or male**

**Table15.**

**Number of female and male teachers who answered the questionnaire.**

Options	Participants (80)	%
Male	2	16.66
Female	10	83.33
Total	80	100



**Figure15. Bar graph indicating the number of female and male teachers who answered the questionnaire.**

**Analysis and discussion:**

10 females and 2 males participated in this survey.

**S1.Q1. Number of years studying English**

Results show that all teachers have been studying English for more than 12 years.

**S1.Q2. Teachers at the High Training School for Teachers or not.**

As this is the teachers group, all respondents indicate yes to this question.

**S1.Q3. Age group**

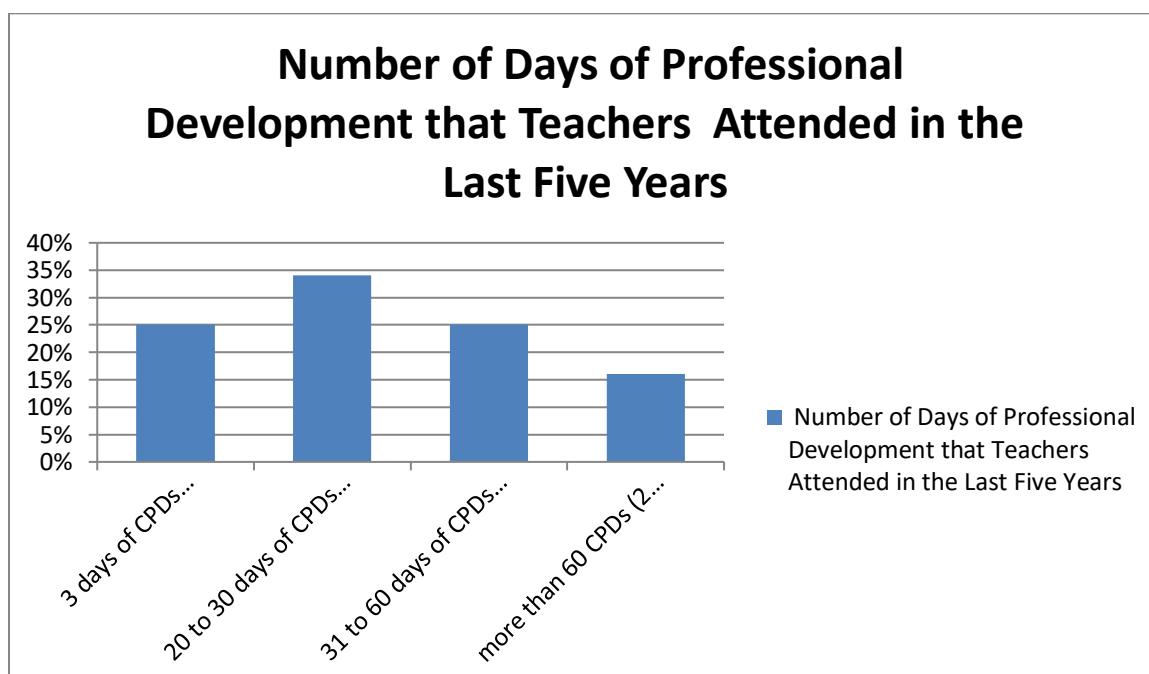
All teachers are between the age of 20 and 50 years old according to the results.

**Section 2: Teachers' Experience with CPD**

**S2.Q1. In the last 5 years as teachers and teacher trainees at the High Training School for Teachers of Bouzareah, approximately how many days of professional development have you attended (seminars, conferences, workshops, and training days)?**

**Table16. Number of days of professional development that teachers attended in the last five years.**

Options	Participants (80)	%
Up to 3 days of CPDs	3	25
20 to 30 days of CPDs	4	33.33
31 to 60 days of CPDs	3	25
More than 60 days of CPDs	2	16.66
<b>Total</b>	<b>12</b>	<b>100</b>



**Figure16. Bar graph showing the number of days of professional development that teachers attended in the last five years.**

**Analysis and discussion:**

Results show that all teachers attended at least 3 days of CPDs in the last five years.

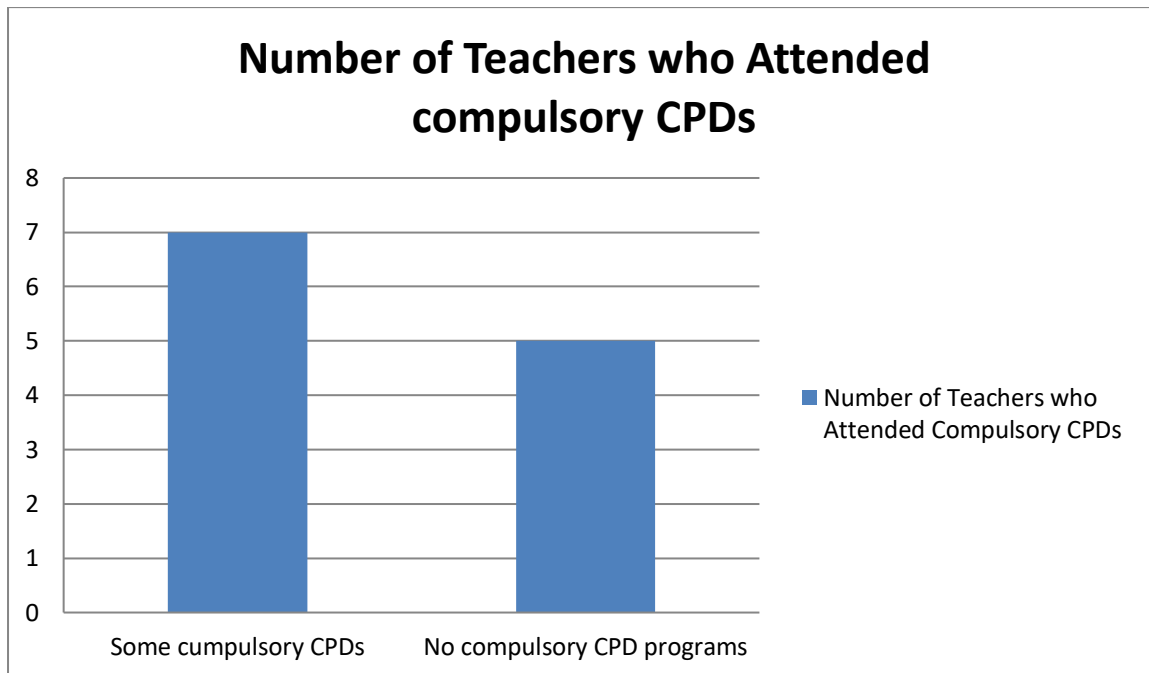
**S2.Q2.Of these, approximately how many days were compulsory for you to attend?**

**Table17.**

*Number of teachers who attended compulsory CPDs.*

Options	Participants (80)
Some compulsory CPDs	7
No compulsory CPD	5

<b>programs</b>	
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**Figure17. Bar graph specifying the number of teachers who attended compulsory CPDs.**

**Analysis and discussion:**

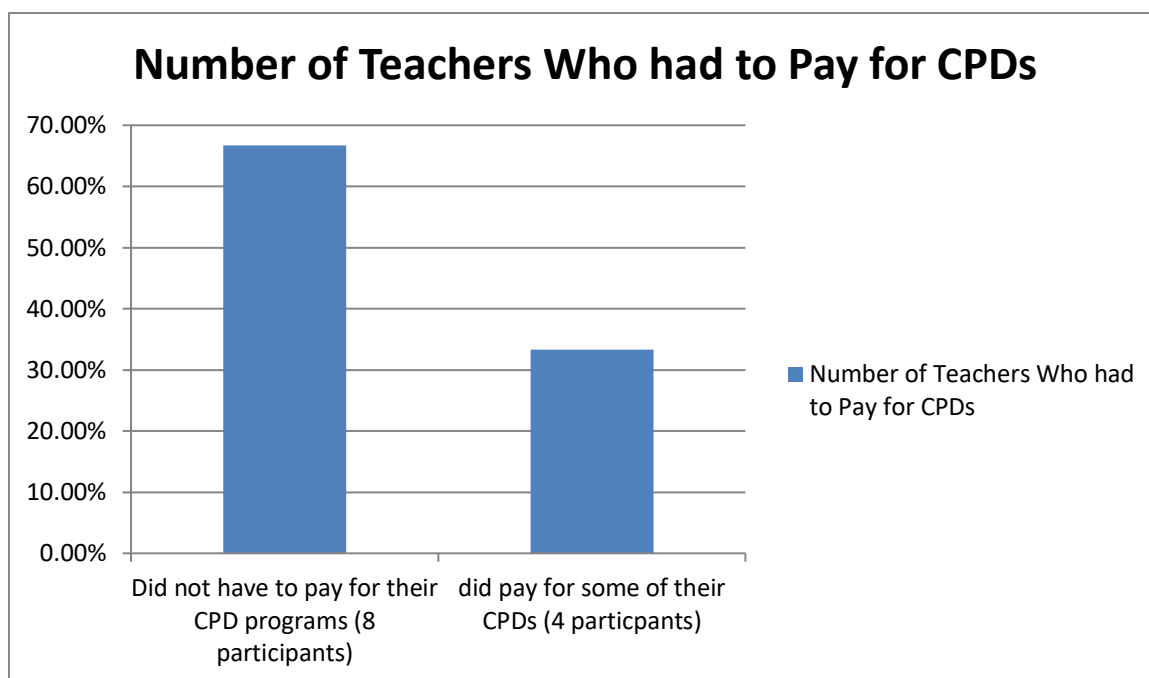
7 participants said that some CPDs were obligatory for them to take part in.

**S2.Q3. For the CPDs in which you have participated, how many did you personally have to pay for?**

**Table18.**

*Number of teachers who had to pay for CPDs.*

<b>Options</b>	<b>Participants</b>	<b>%</b>
<b>Did not have to pay for their CPD programs</b>	8	66.66
<b>Did pay for some of their CPDs</b>	4	33.33



**Figure18. Bar graph demonstrating the number of teachers who had to pay for CPDs.**

**Analysis and discussion:**

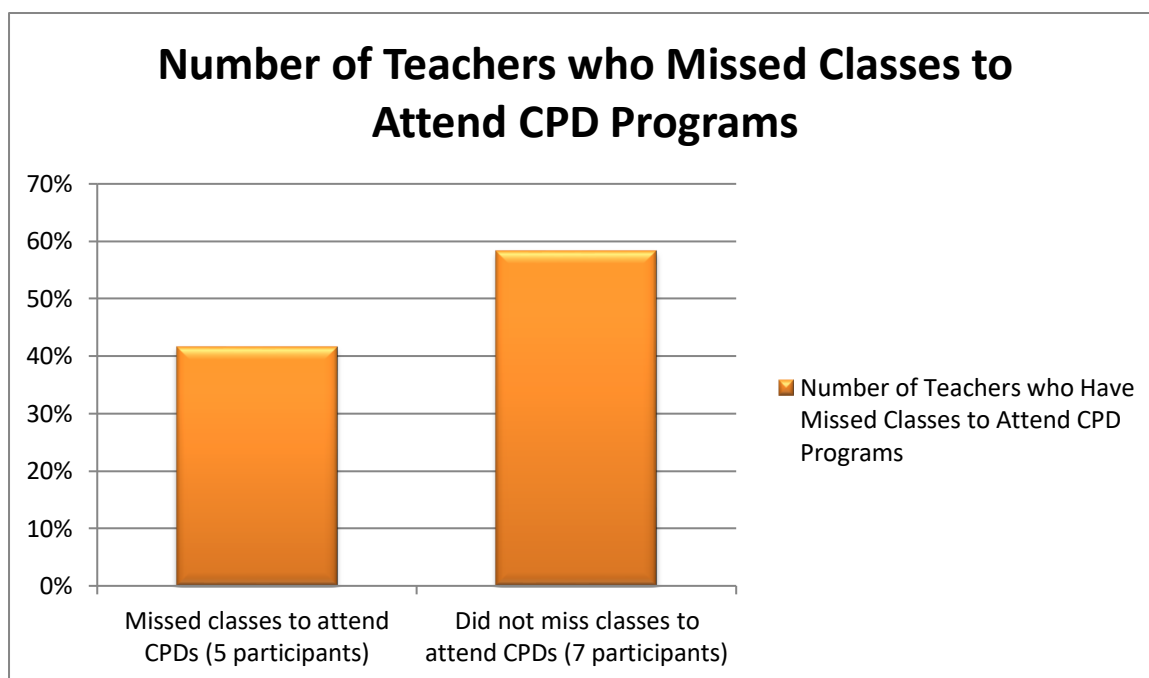
8 participants said that they did not have to pay for their CPD programs, while 4 participants reported that they had to pay for some of their CPDs.

**S2.Q4. Have you ever missed classes or work hours to attend a CPD?**

**Table19.**

*Number of teachers who missed classes to attend CPD programs.*

Options	Participants (80)	%
Missed classes to attend CPDs	5	41.66
Did not miss classes to attend CPDs	7	58.33
<b>Total</b>	12	100



**Figure19. Bar graph illustrating the number of teachers who missed classes to attend CPD programs.**

**Analysis and discussion:**

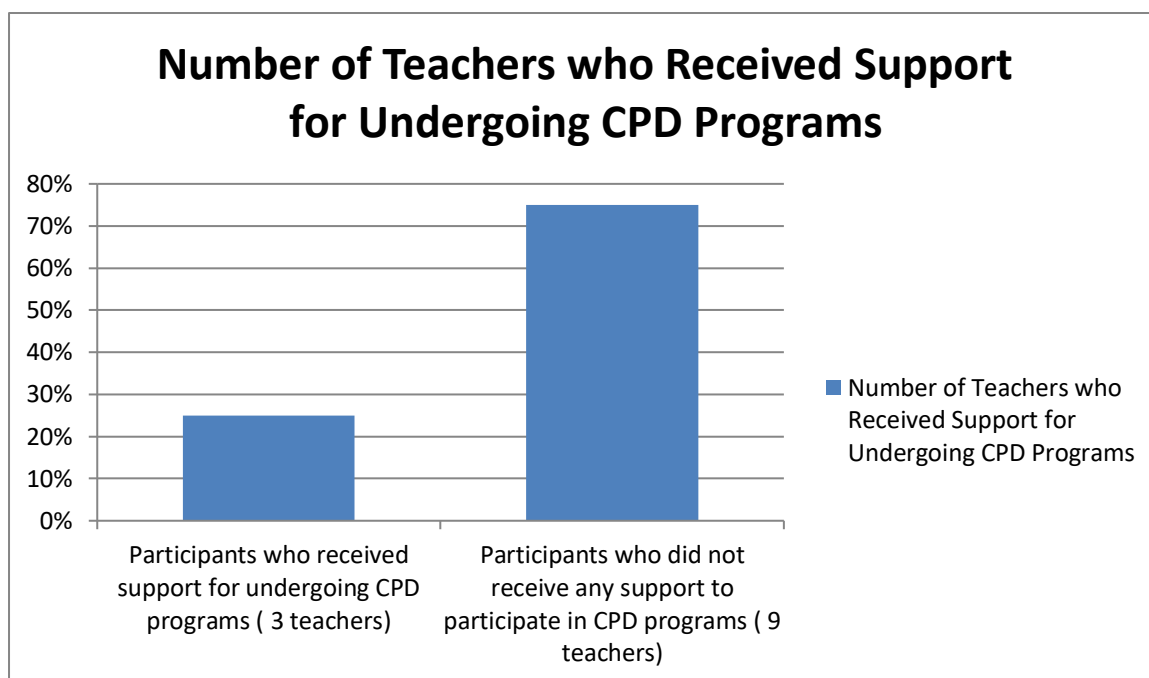
7 participants said that they never missed a class to take part in a CPD program, while 5 of them said that they did.

**S2.Q5. Have you received any support for undergoing a CPD program (time off work, money, etc)?**

**Table20.**

*Number of teachers who received support for undergoing CPD programs.*

Options	Participants (80)	%
Received support for undergoing CPD programs	3	25
Did not receive any support to participate in CPD programs	9	75
<b>Total</b>	12	100



**Figure20. Bar graph stipulating the number of teachers who received support for undergoing CPD programs.**

**Analysis and discussion:**

The given results show that 25% (3 participants) of the participants said that they received support (e.g. money) to undergo a CPD program. However, 75% (9 participants) said that they did not receive any kind of support.

**Section 3: Teachers’ Views on CPD**

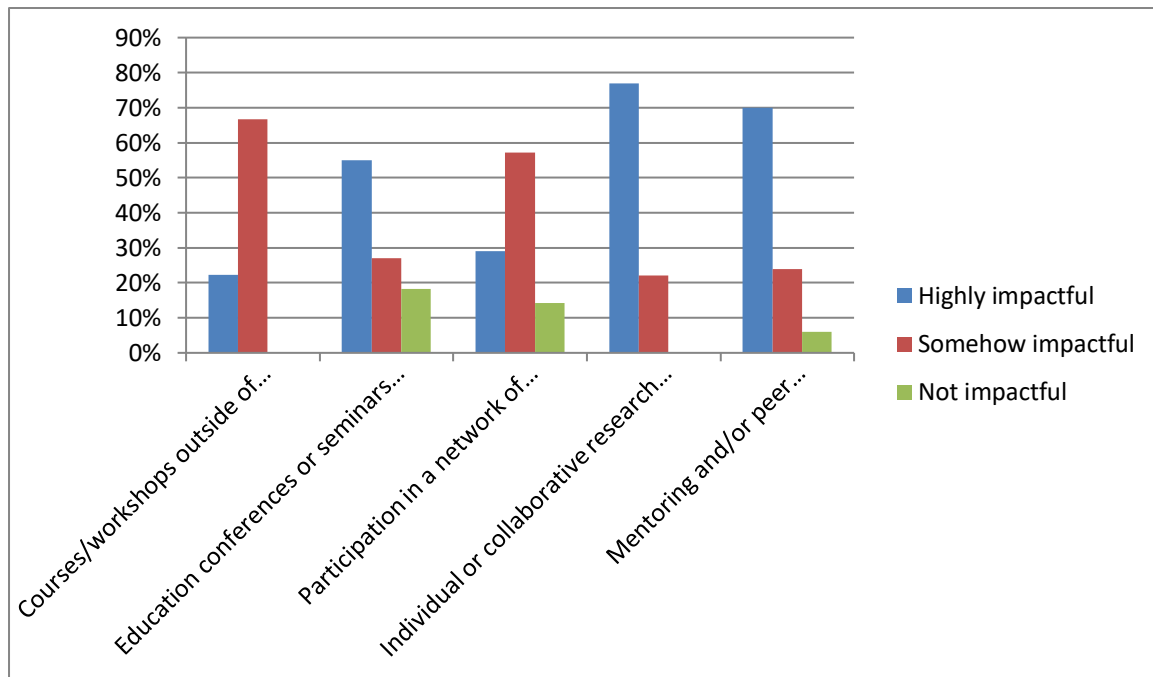
**S3.Q1. Have you ever participated in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?**

**Table21.**

*Number of teacher who participated in each CPD and their perceptions about the impact they gained.*

Options	Participants (80)	Impact		
		Highly Impactful	Somehow Impactful	No Impact
a) Courses/workshops outside of required		2 (22.2%)		/

<b>regular classes on subject matter, methods, or other education-related topics (e.g., teachers' mini world club, British council, U.S Embassy etc.)</b>	9 (75%)		6 (66.6%)	
<b>b)Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)</b>	11 (91.6%)	6 (55%)	3 (28%)	2 (18.18%)
<b>d)Participation in a network of teachers formed specifically for the professional development of teachers(e.g., in a private school or in teachers' mini world)</b>	7 (58%)	2 (29%)	4 (57.14%)	1 (14.28%)
<b>e)Individual or collaborative research on a topic of interest to you professionally (research paper, classroom projects...)</b>	9 (75%)	7 (77%)	2 (23%)	/
<b>f)Mentoring and/or peer observation and coaching, as part of a formal school arrangement(e.g., practicum)</b>	8 (67%)	5 (62.5%)	3 (37.5%)	/



**Figure21. Bar graph pinpointing the number of teachers who participated in each CPD and their perceptions about the impact they gained.**

**Analysis and discussion:**

This section asked teachers who participated in answering the questionnaire about CPDs whether they had already experienced any type of CPDs and the impact they had.

Of the 12 teachers who took part in the discussion of educational problems:

a)- 9 participants (75%) said that they have taken part in classes and workshops outside of required regular classes on subject matter, methods, or other education-related topics.2 (22.2%) of them believe that this kind of CPD had a large impact on them and 6 participants (66.6%) reported a moderate impact.

b)- 11 of the 12 participants (91.6%) who took part in discussing educational problems between teachers and researchers. 2 (18.18%) of the participants reported that they experienced a no impact, and 3 (more than 27%) expressed a moderate impact, and 6 participants (more than 54%) reported that they had a large impact.

d)- Participation in a network of teachers was conducted by 7 participants (more than 58%). 2 from the 7 participants (nearly 29%) reported that they had a large impact and 4 of them

(57.14%) with a moderate impact, and one other participant (14.28%) expressed a no impact from this CPD.

e)- Collaborative or individual research have been conducted by 75% of the participants (9 participants) and 25% said that they have not (3 participants). From those who said yes, more than 77% (7 participants) reported that they had a large impact and more than 22% (2 participants) expressed a moderate impact.

f)- 8 participants (more than 66%) took part in mentoring, peer observation, and coaching as part of a formal school arrangement. 5 participants (62.5%) had a large impact and 3 others (37.5%) reported a moderate impact.

After the researcher consulted all the results of the types of CPDs that the teacher participants took part in, he noticed that educational conferences or seminars, courses/workshops outside of required regular classes on subject matter, and individual or collaborative research on a topic of interest are the most popular CPDs that participants underwent and generally are reported to have positive impacts on the participants that took advantage of them.

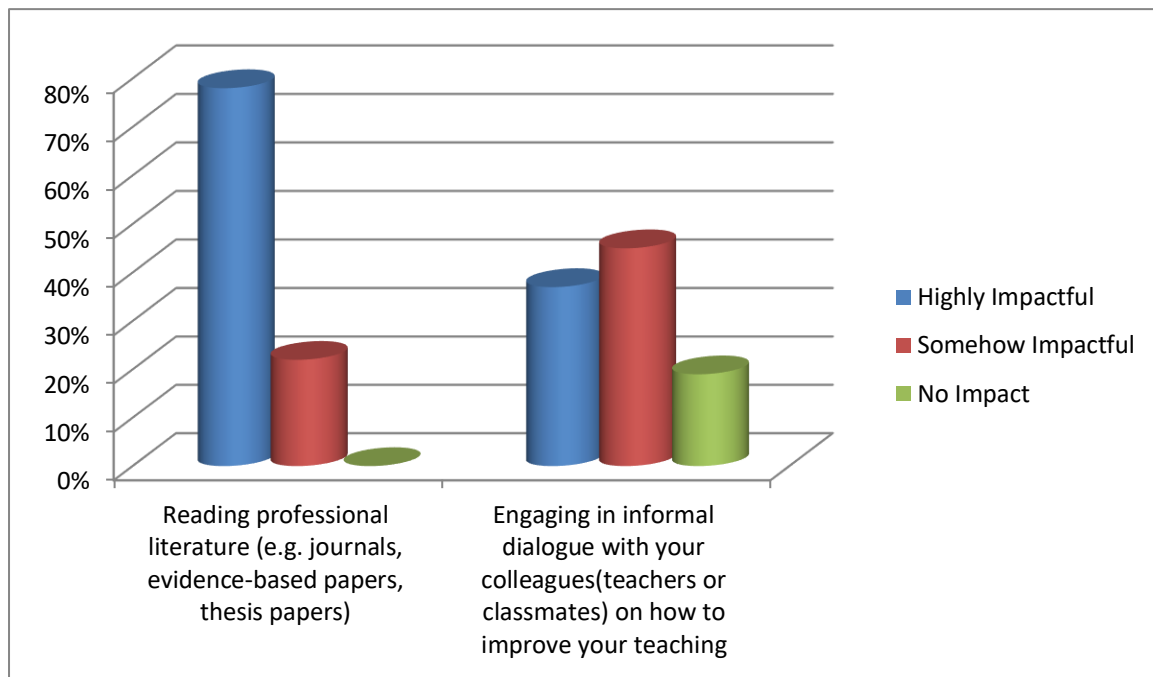
**S3.Q2. Thinking about less formal professional development, have you participated in any of the following activities, and what was the impact of these activities on your development as a teacher?**

**Table22.**

*Teachers who participated in each of the two informal CPDs and their perceptions about the impact they gained.*

Options	Participants (80)	Impact		
		Highly Impactful	Somehow Impactful	No Impact
a)Reading professional literature (e.g. journals,	9 (75%)	7 (78%)	2 (22%)	/

evidence-based papers, thesis papers)				
b)Engaging in informal dialogue with your colleagues(teachers or classmates) on how to improve your teaching	11 (92%)	4 (37%)	5 (45%)	2 (19%)



**Figure22. Bar graph announcing the number of teachers who participated in each of the two informal CPDs and their perceptions about the impact they gained.**

**Analysis and discussion:**

These results report the following:

a) - 9 participants (75%) said that they have taken part in reading professional literature (journals, evidence-based papers and thesis papers). 7 participants (more than 77%) said that they received a large impact from reading professional literature. 2 participants (more than 22%) said that they had a moderate impact.

b) – 11 participants (more than 91%) said that they engaged in informal dialogue with their classmates on how to improve their teaching with 4 of them (37%) saying that they had a large impact from undergoing this CPD.5 participants (45%) expressed a moderate impact and 2 participants (more than 18%) said that they have had no impact

In brief, the results clearly show that teachers had a positive impact. Both reading professional literature and engaging in informal dialogues with classmates to improve the teaching and learning process are perceived by teachers as great CPDs with great impacts on their professional and personal developments.

#### Section 4: CPDs Impact on Teaching Practices

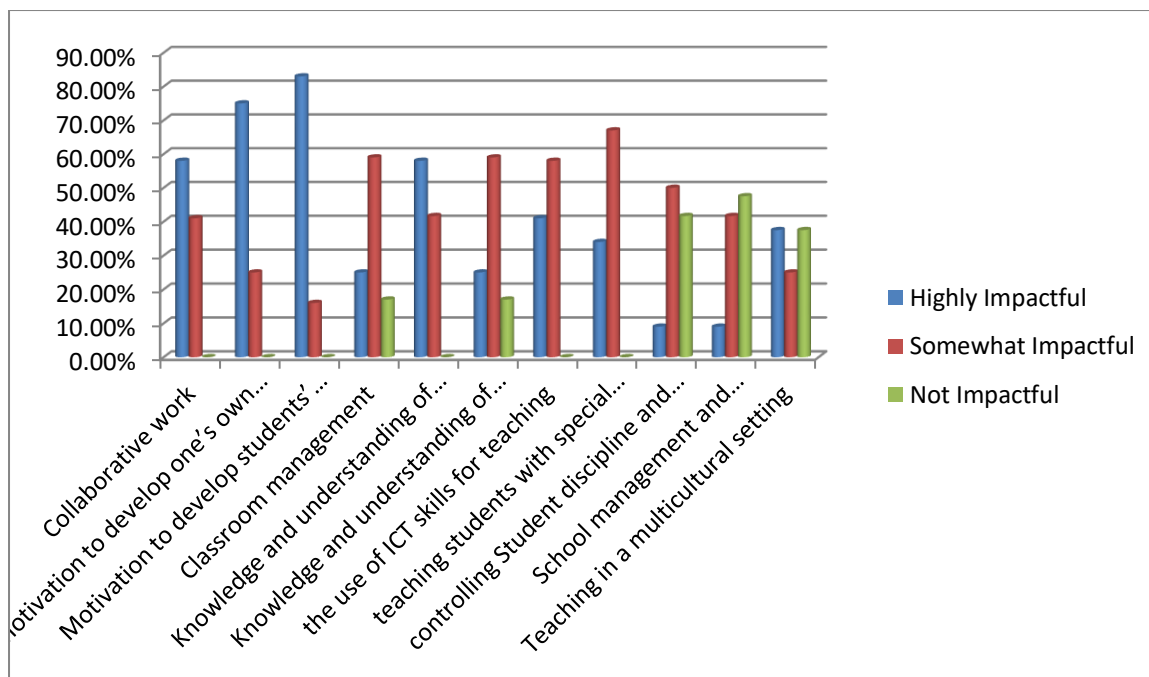
##### S4.Q1.To what extent did the CPDs you attended impact the following skills?

Table23.

*The extent to which each CPD that teachers attended impacted each skill.*

Options	Impact			Total
	Highly Impactful	Somehow Impactful	No Impact	
a)Collaborative work	7 (58%)	5 (41%)	/	12 (100%)
b)Motivation to develop one’s own knowledge	9 (75%)	3 (25%)	/	12 (100%)
c)Motivation to develop students’ knowledge.	10 (83%)	2 (16%)	/	12 (100%)
d)Classroom management	3 (25%)	7 (59%)	2 (17%)	12 (100%)
e)Knowledge and understanding of my main subject field(s)	7 (58%)	5 (41.66%)	/	12 (100%)
f)Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	3 (25%)	7 (59%)	2 (17%)	12 (100%)
g)the use of ICT skills for teaching	5 (41%)	7 (58%)	/	12 (100%)
h)teaching students with special learning needs	4 (34%)	8 (67%)	/	12 (100%)
i)controlling Student discipline and behavior problems	1 (9%)	6 (50%)	5 (41%)	12 (100%)
j)School management				

<b>and administration</b>	1 (9%)	5 (42%)	6 (50%)	12 (100%)
<b>k)Teaching in a multicultural setting</b>	5 (41%)	5 (41%)	2 (16%)	12 (100%)



**Figure23. Bar graph designating the extent to which each CPD that teachers attended impacted each skill.**

**Analysis and discussion:**

These results show that:

- a)- more than 58% (7 participants) expressed a large impact concerning the collaborative work. More than 41% (5 participants) reported that they had a moderate impact.
- b)- 9 participants (75%) benefited from CPD programs because they increased their motivation to develop their own knowledge and 3 participants (25%) claimed that they received a moderate impact from these CPDs in this area.
- c)- More than 83% (10 participants) reported that they benefited from CPD programs in terms of motivation to develop students' knowledge and more than 16% (2 participants) expressed a moderate impact.

d)- 3 participants (25%) believed that they had a large impact on their classroom management skills after undergoing CPDs in this area and 7 participants (more than 58%) reported that they had a moderate impact. 2 participants (more than 16%) reported a no impact.

e)- CPD programs have contributed in the development of knowledge and understanding of the main subject field of more than 58% of the participants (7 participants).41.66% of the population ( 5 participants) claimed a moderate impact from undergoing their previous CPDs.

f)- 3 participants (25%) benefited positively from CPDs that they took concerning the skill of mastering instructional practices. 7 participants (more than 58%) reported moderate impacts and 2 participants (more than 16%) recorded a no impact.

g)- More than 41% (5 participants) took advantage of the CPDs introducing the use of technological equipments for teaching and more than 58% (7 participants) had a moderate impact.

h)-4 participants (more than 33%) reported that CPDs had a moderate impact on helping them to teach students with special learning needs. 8 others (more than 66%) reported that they had no impact at all from CPD programs on teaching students with special learning needs.

i)- one participant (more than 8%) said that she got a large impact on the skills needed to control students' discipline and behavior and 6 participants (a half) with a moderate impact. 5 other participants (more than a third) said that they had zero impact.

j)- one participant (more than 8%) claimed that he received a large impact from CPDs on how to cope efficiently with his school stuff and administration. 5 (more than 41%) and 6 (50%) participants expressed the moderate impact they have received from the CPD programs they participated in and no impact at all respectively around the same area.

k)-5 participants (more than 41%) expressed their positive learning from CPDs in terms of teaching in a multicultural setting with a large impact. 5 participants (more than a third)

reported that they had a moderate impact. However, 2 participants (more than a quarter) reported that they received no impact at all.

In brief, the results show that teachers believe that CPDs had impacted their educational skills positively. Getting motivation to develop students' knowledge and one's own knowledge occupy the first and second spots with more than 83% of the participants and 75% of the participants respectively saying that CPDs have a high impact on these areas for both of them. Getting knowledge and understanding one's main subject field is just behind with more than a half (more than 58%) of large impacts as it is with collaborative work then the others areas come behind such as, the introduction of technological equipments with more than 41% of the population expressing a large impact.

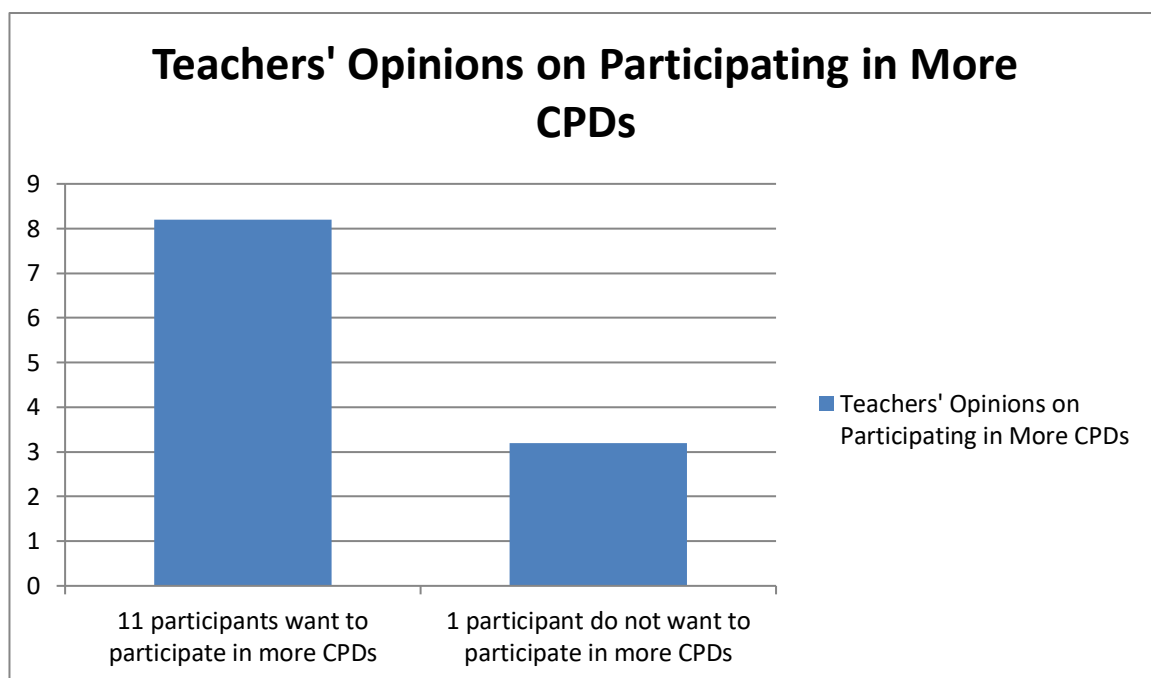
### **Section 5: Hindrances to Participating in CPDs**

#### **S5.Q1. Do you want to participate in more professional development than you have?**

**Table24.**

*Teachers' opinions on participating in more CPDs.*

<b>Options</b>	<b>Participants (80)</b>	<b>%</b>
<b>Participants who want to participate in more CPDs</b>	11	91.66%
<b>Participants who do not want to participate in more CPDs</b>	1	8.33%
<b>Total</b>	12	100



**Figure 24. Bar graph stating teachers’ opinions on participating in more CPDs.**

**Analysis and discussion:**

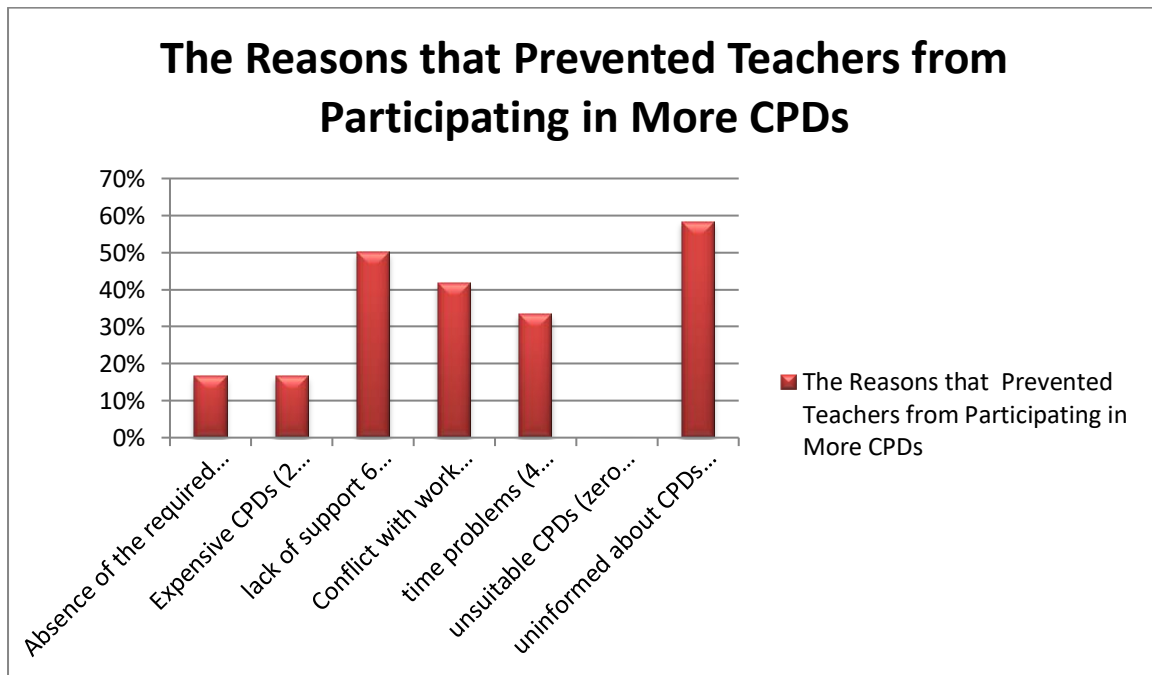
According to the results more than 91% (11 participants) said that they wanted to participate in more CPD programs than they have. Only one participant reported that he did not want to undergo any other CPDs.

**S5.Q2. Which of the following causes prohibited your participation in more CPDs?**

**Table25.**

*The reasons that prevented teachers from participating in more CPDs.*

<b>Causes</b>	<b>Participants</b>
<b>Absence of the required pre-requisites (e.g. qualifications, experience, seniority).</b>	2 (16.66%)
<b>Expensive CPDs</b>	2 (16.66%)
<b>Lack of support from school/job.</b>	6 (50%)
<b>Conflicted with work schedule.</b>	5 (41.66%)
<b>Lack of time</b>	4 (33.33%)
<b>Unsuitable CPD offered</b>	/
<b>Uninformed about CPDs opportunities.</b>	7(58.33%)



**Figure25. Bar graph clarifying the reasons that prevented teachers from participating in more CPDs.**

**Analysis and discussion:**

As a result, for those who said yes, the following percentages show the reasons that prevented them from participating in more CPDs:

- More than 16% (2 participants) did not have the required pre-requisites (qualifications, experience, and seniority).
- More than 16% (2 participants) said that it was too expensive and that they could not afford the CPDs.
- 50% (6 participants) expressed a lack of support.
- More than 41% (5 participants) said that CPDs conflicted with their work schedules.
- More than 33% (4 participants) did not have time.
- No participants believe that there was no suitable professional development offered.
- More than 58% (7 participants) were uninformed about CPD opportunities.

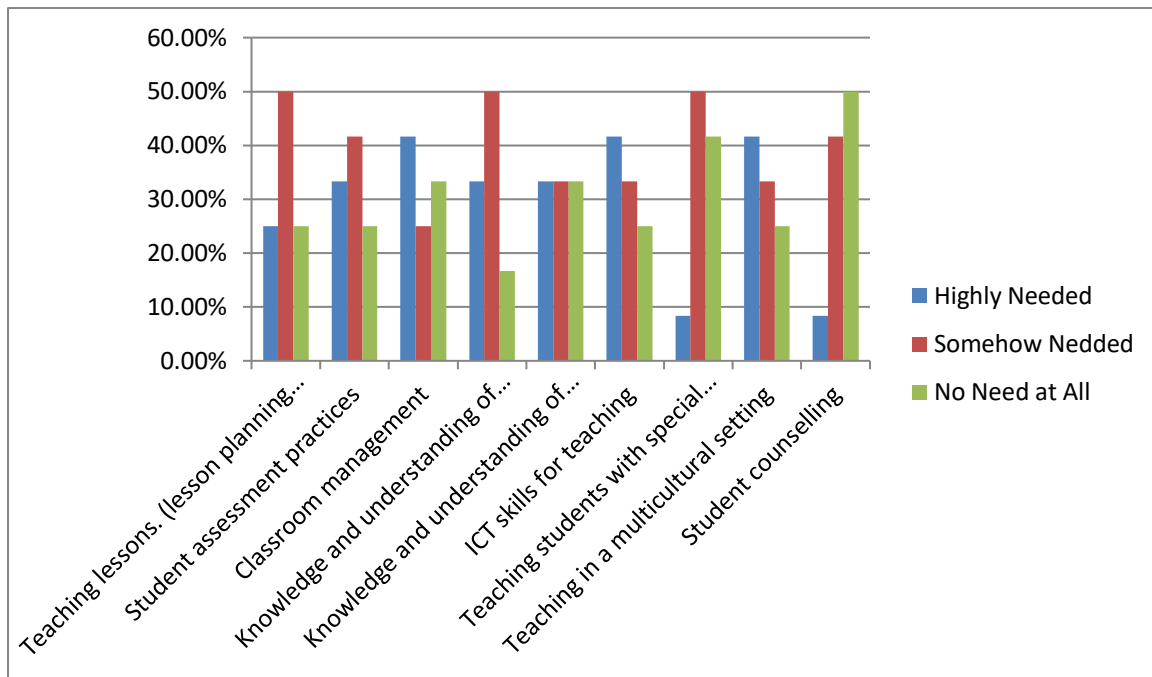
**Section 6: Needs Analysis**

**S6.Q1. Please indicate the extent to which you need more professional development opportunities after having participated in the CPD activities listed below.**

**Table 26.**

*The extent to which teacher trainees need more professional development.*

Options	Impact			Total
	Highly Needed	Somehow Needed	No Need at All	
<b>a) Teaching lessons. (lesson planning and delivery)</b>	3 (25%)	6 (50%)	3 (25%)	12 (100%)
<b>b) Student assessment practices</b>	4 (34%)	5 (41.66%)	3 (25%)	12 (100%)
<b>c) Classroom management</b>	5 (41.66%)	3 (25%)	4 (33.33%)	12 (100%)
<b>d) Knowledge and understanding of my main subject field(s)</b>	4 (33.33%)	6 (50%)	2 (16.66%)	12 (100%)
<b>e) Knowledge and understanding of instructional practices in my main subject field(s)</b>	4 (33.33%)	4 (33.33%)	4 (33.33%)	12 (100%)
<b>f) ICT skills for teaching</b>	5 (41.66%)	4 (33.33%)	3 (25%)	12 (100%)
<b>g) Teaching students with special learning needs</b>	1 (8.33%)	6 (50%)	5 (41.66%)	12 (100%)
<b>j) Teaching in a multicultural setting</b>	5 (41.66%)	4 (33.33%)	3 (25%)	12 (100%)
<b>k) Student counselling</b>	1 (8.33%)	5 (41.66%)	6 (50%)	12 (100%)



**Figure26. Bar graph pointing out the extent to which teacher trainees need more professional development.**

**Analysis and discussion:**

According to the results’ analysis:

- a)- 3 participant (25%) and 6 participants (50%) reported that they had a high level of need and a moderate level of need respectively concerning teaching lessons (lesson planning and delivery). 3 other participants (25%) expressed a no need at all.
- b)- Student assessment practices are demanded by 4 participants (more than 33%) with a high level of need and 5 of the them (more than 41%) had a moderate level of need. and 3 participants (25%) made it clear with a no need at all in this area.
- c)- 5 participants (more than one third) expressed their high desire to improve their classroom management. 3 other participants (25%) believed that they had a moderate level of need. and 4 more others (more than 33%) indicated that they had no need at all.
- d)- 4 participants (more than 33%) seemed to look for more knowledge and understanding of their main subject field. 6 of the overall participants (50%) believed that they had a moderate level of need in this area and 2 participants (more than 16%) expressed a no need at all.

e)- 4 participants (more than 33%) reported that they needed a high level of need in terms of acquiring knowledge and understanding of instructional practices in their main subject field and 4 others (more than one third) reported that they moderately need to improve their instructional practices. However, 4 participants (more than 33%) expressed a no need at all.

f)- The introduction of technological equipments inside classroom was demanded by the participants as 5 of them (more than 41%) expressed a high level of need in this area. 4 of the participants (33.33%) expressed a moderate level of need. 3 more participants (25%) reckoned that they do not need instructions on how to use ICT skills for teaching.

g)- one participant (8.33%) strongly believed that he needed high CPD trainings in the area of teaching student with special learning needs. 6 participants (50%) expressed a moderate level of need and 5 other participants (more than 41%) expressed a no need at all.

j)- 5 participants (more than 41%) reported that they needed more professional development in teaching in multicultural settings. 4 participants (more than 33%) believed that they had a moderate level of need and 3 other participants (25%) believed that they do not need any training at all in this area.

k)- Student counseling is not highly demanded as only one teacher (more than 8%) had a high level of need in the student counseling area. On a moderate level, 5 (more than 41%) participants looked for improvement in this area and 6 others (50%) believed that they are in no need to develop this skill.

## Section 7: CPDs' Evaluation in Practice

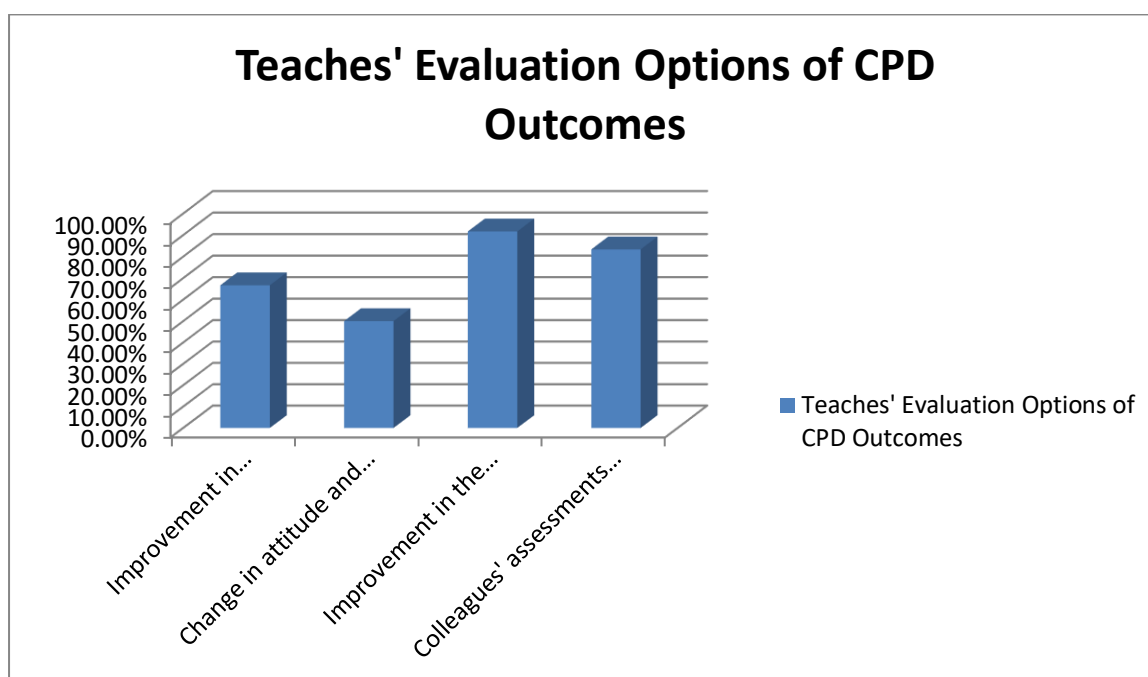
**S7.Q1. Which of the following options do you opt for when evaluating the outcomes of CPDs you participated in?**

**Table 27.**

*Teachers' evaluation options of CPD outcomes.*

Options	Participants
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<b>Improvement in knowledge and skills</b>	8 (66.66%)
<b>Change in attitude and behavior inside and outside the classrooms</b>	6 (50%)
<b>Improvement in the teaching and learning process.e.g., time and classroom management and enhancement in learners' performances and productions.</b>	11 (91.66%)
<b>Colleagues' assessments and comments</b>	10 (83.33%)



**Figure27. Bar Graph hinting Teachers' evaluation options of CPD outcomes.**

**Analysis and discussion:**

The results mentioned below show the options that the teachers make use of to evaluate the outcomes of CPDs they participated in:

- 8 participants (more than 66%) notice by themselves their own improvement in knowledge about their own subject field and the skills involved with.
- 6 participants (50%) take into consideration their change in attitudes and behaviors.
- 11 participants (more than 91%) reflect on the improvement of their teaching and learning process inside the classrooms in relation with time and classroom management and their learners' performances and productions.

- 10 participants (more than 83%) favor their colleagues’ assessments and comments to evaluate the outcomes of a CPD program on themselves.

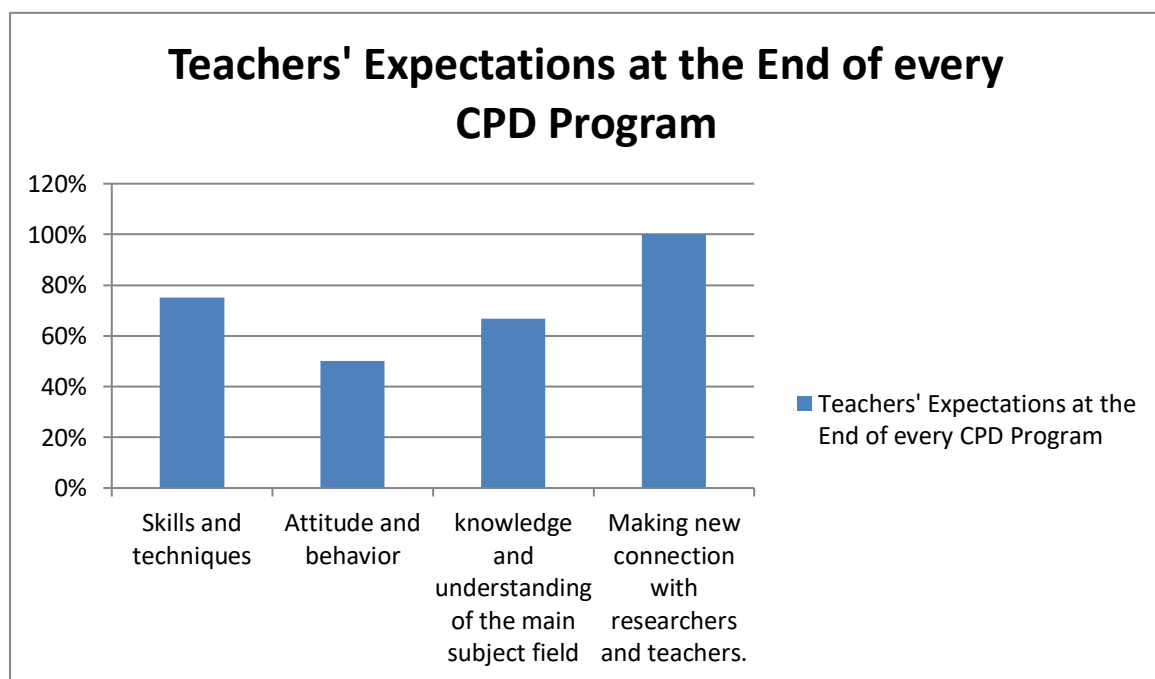
**Section 8: Suggestions & Expectations**

**S8.Q1. What do you expect to gain at the end of every CPD activity?**

**Table28.**

*Teachers’ expectations at the end of every CPD program.*

Options	Participants
<b>Skills and techniques to improve the teaching and the learning process</b>	9 (75%)
<b>Improvement in attitude and behavior inside and outside the classrooms</b>	6 (50%)
<b>Improvement in knowledge and understanding of the main subject field</b>	8 (66.66%)
<b>Making new connections with researchers and teachers.</b>	12 (100%)



**Figure28. Bar Graph revealing Teachers’ expectations at the end of every CPD program.**

**Analysis and discussion:**

The following percentages show that the teachers' expectations at the end of every CPD program:

- 75% (9 participants) expect to learn skills and techniques that help them develop their teaching and learning process.
- 50% (6 participants) foresee a change in their attitudes and behaviors inside and outside the teaching and learning process.
- More than 66% (8 participants) seek for improvements in their knowledge and understanding of their own subject field.
- 100% (12 participants) hope for making new connections with other teachers and researchers.

### **4.2.3. Discussion of the findings**

Results show that teachers that are currently working in the High Training School for Teachers of Bouzareah have almost the same perceptions about CPDs as teacher trainees. Most of the teacher participants said that they have taken part in courses and workshops outside of required regular classes on their subject matter, educational conferences and seminars, Collaborative and individual research on a topic of their own interest, and mentoring and coaching as part of a formal school arrangement with large and moderate impacts which is also the case with teacher trainees. In the last five years, these teacher participants have undergone many CPD programs and more than 66% of them did not have to pay for these events while teacher trainees also participated in many free of charge CPDs. However, more than 33% of the teachers paid some of their CPDs and this shows the importance of these programs for them as teachers. These participants worked on reading professional literature to develop a certain aspect of research. Engaging in informal dialogue with their colleagues had been one of the major less formal professional development programs that have had a high impact rate on their training. Almost most of the participants

expressed their strong desire to undergo other professional developments. However, according to them they were uninformed about CPD opportunities; they had no support from their workplace, and the offered CPD programs conflicted with their work schedules.

This analysis presents the different CPDs in which these teacher trainees and teachers have participated in and which contributed largely in the development of their teaching skills. Collaborative work, developing their own knowledge and their students' knowledge, classroom management, the use of ICT skills for teaching, and learning on how to use instructional practices were all strongly strengthened thanks to these Continuing Professional Development events. In addition, the participants expressed strong desires to develop various professional and personal areas to conduct a more positive teaching and learning process such as:

- Student assessment practices.
- Knowledge and understanding of their own subject field.
- The use of ICT skills for teaching.
- Teaching in multicultural settings.

Though the number of hindrances that blocked these teachers and teacher trainees from attending CPD activities such as, the lack of information about the available CPD programs, the lack of support from schools and research centers, and the inadequate scheduling of these activities by the organizers, they kept their strong desire to seek more knowledge by attending the number of CPDs that they knew about whenever they had the chance to.

Teachers and teacher trainees favor both their colleagues' assessments and comments besides noticing by themselves the improvement of their teaching and learning process inside their classrooms as evaluation option with percentages between 80% and 100% from the advantageous training they got from undergoing CPD programs. Noticing their own

improvement in knowledge about their own subject field, the skills involved with, and their change in attitudes and behaviors were also taken into consideration but with lower percentages between 40% and 70%.

73 teacher trainees and 8 of their teachers expect to improve their knowledge and understanding of their own subject field from undergoing CPD programs. 68 teacher trainees expect to learn skills and techniques that help them develop their teaching and learning process and to make new connections with new teachers and researchers. The former is expected by 9 teachers and the latter is highly demanded by all teacher participants. 52 teacher trainees and 6 teachers foresee changes in their attitudes and behaviors inside and outside the teaching and learning process.

To summarize, it is clearly noticeable that teacher trainees and teachers seek for CPDs to develop themselves and their abilities inside and outside their workplace. Despite of the reasons that hinder them from undergoing CPDs, it is apparent that they occasionally seize the different opportunities at their disposition.

## **5. Conclusion**

This chapter was the practical part of this research paper. It focused on the analysis and the discussion of the collected data from both teacher trainees' and teachers' questionnaires. The discussion of the results opened the door to suggest for practical CPD activities in the general conclusion.



# General Conclusion

## **General Conclusion**

Teaching English especially to non-native speakers is not an easy task to do. Teachers are in need of taking action for their personal and professional development to achieve a better teaching and learning process. The participation in CPD programs is one of the major steps towards the achievement of better outcomes in the field. CPDs grant for teachers better outcomes because of rigorous and constant update of techniques, and methods by experts in the domain of education for fruitful results in the workplace. This study was an attempt to explain the perceptions of EFL teachers and teacher trainees of the High Training School for Teachers of Bouzareah about the impact of Continuing Professional Development on their training and whether they are aware of the need of CPDs to strengthen their areas of weakness. Hence, this research was divided into two main chapters:

The first chapter was a theoretical part of two sections tackling the importance of CPDs, their steps, and their types, in addition, it encapsulates the main themes related to the field of CPDs such as collaborative work, CPD steps, support, CPD and classroom management, CPD and multicultural settings, and teachers' contributions in the field of professional development. The second chapter was a methodological part in which the researcher used a descriptive research design for the study. After that a detailed analysis of the final results gathered from the instrument was provided for the readers. Finally, some CPD activities that are possible for teachers to conduct in order to work on their professional and personal development are stated by the researcher below.

The researcher conducted the study at the High Training School for teachers of Bouzareah with experienced teachers already working on the field and teacher trainees in the process of becoming future educators on the field as well. The gathered information from the questionnaires have been analyzed thoroughly, transformed into data and percentages, represented into graphs and then discussed and evaluated.

Interesting results were gathered from the study that was conducted showing that CPD programs are very important in the achievement of better outcomes in teachers personally and their workplace professionally. That is to say, CPDs have a salient goal in helping teachers and teacher trainees at acquiring the necessary knowledge for excelling in the teaching profession and enhancing the learners' capacities and abilities. Results show that both teachers and teacher trainees are taking part into CPD programs and their willingness to get more involvement with these activities gets higher and higher to develop their personal and professional capacities such as, collaborative work, classroom management, their own knowledge about the language, the use of ICTs, etc. Linday et al. (2005) affirm that "The research found that schools have varied understandings of both the nature and the value of CPD. Staff at all levels pointed to not only formal courses but peer observation, delivering training to others, and professional discussion as valuable means of CPD" P.125. Therefore, teachers need to be constantly involved in CPD programs to update their knowledge in the educational field to promote development from every angle. These results confirm the hypotheses that have been formulated to answer the raising questions at the beginning of this study. Cordingley (2013) says that "This paper highlights the important role that CPD facilitators, including researchers, have in developing growing independence amongst teachers and the way harnessing peer support could motivate teachers to sustain their engagement with research" P.9

Though being uninformed about CPD programs, not receiving support to participate into CPDs, and the lack of organization of the CPD activities' schedules, many teachers and teacher trainees expressed a strong desire to foster their capacities and their evaluation techniques for a better teaching and learning process through taking part into these events. Besides, their professionalism and determination for more advantageous outcomes in their workplaces help them expect what to focus on and gain at the end of each and every CPD

program. Lindsay et al. (2005) assert that “The implication of this is that CPD must be prioritized in terms of resources, and that value for money means of CPD must be highlighted. These would include collaborative means of CPD, as well as emphasizing the value to be gained from peer observation...” P.126

Additionally, teachers are the most powerful group of workers that supports the future of schools and their learners. Continuing Professional Development is a crucial step towards the achievement of a strong support. According to the results that were obtained from this research, Teachers are facing many obstacles that impede their progress namely the unavailability of CPD programs, lack of support, time problems, and so on. However, it is clearly noticeable that teachers have a big desire to improve their skills via CPDs in order to always give the best to their learners for a better teaching and learning process. Their results show that the amount of CPD programs that they have participated in were a source of encouragement, motivation, and full of positive impacts. For that reason, teachers are in constant need of practical and educational support. The researcher will present some practical suggestion along with some CPD programs that are available for teachers. First, SILA’s educational conferences held at SOFITEL hotel. Moreover, the webinars and workshops held at the U.S Embassy in Algiers on a regular basis. Furthermore, the ELT conference held by the British Council every two years in Algeria’s big cities such as Algiers and Oran. Besides, the CELTA (Cambridge), TESOL (U.S.A), and TESL (Canada) certificates for teachers. Finally, the activities of Harmer’s book “The Practice Of English Language (2008)” are also advantageous for the training of efficient teachers and teacher trainees.

In this extended essay, the researcher pointed out the perceptions of teacher trainees and teachers of the High Training School for teachers of Bouzareah about the positive effects of CPD programs on their training both personally and professionally which opens a myriad of ideas and questions to be answered among them; one should think more about how to

implement CPDs inside and outside schools and universities for all teachers and provide them with a list of CPD programs schedule in addition of giving them the necessary support.

Ultimately, the present study encountered some limitations. The inability to test the continuing professional development of these teachers and teacher trainees in the field is a major concern of this research as the researcher did not have suitable conditions to accomplish this task. Additionally, the lack of time made it difficult for the researcher to incite teachers and teacher trainees to take part into some of the CPD programs available in their area. Besides, the most noticeable limitation is the unavailability of male participants as the teachers' trainees were mostly females with males not exceeding 5 including the researcher.

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## Appendix

### The Teachers' and Teacher Trainees' Questionnaire

This questionnaire aims at exploring the teachers' perceptions towards CPDs that are defined by Day (1999, 5) as activities that “encompass all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school.” All the information you provide is fully confidential, and will not be used for any purposes other than research for this project.

#### Section 1: Contextual information

Are you female or male?

Female

Male

1- How long have you been studying English?

.....years

2- Are you a current teacher at ENS?

Yes

No

3- Please circle your age group

20-30

31-40

41-50

51-60

>60

#### Section 2: Teachers' and teacher trainees' experience with CPD

1- In the last 5 years as teachers and teacher trainees at the High Training School for Teachers of Bouzareah, approximately how many days of professional development have you attended (seminars, conferences, workshops, and training days)?

Please round to whole days. Write 0 (zero) if none. (Estimate if not sure)

.....days

2- Of these, approximately how many days were compulsory for you to attend?

Please round to whole days. Write 0 (zero) if none. (Estimate if not sure)

.....days

3- For the CPDs in which you have participated, how many did you personally have to pay for? Please tick one option.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

None

Some

All

4- Have you ever missed classes or work hours to attend a CPD? Please tick one option.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

5- Have you received any support for undergoing a CPD program (time off work, money, etc)? Tick one option.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

### Section 3: Teachers and teacher trainees' views on CPD

1- Have you ever participated in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?

N.B. For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

Participation	If yes, to what extent it was impactful?				
	Yes	No	Not impactful	Somehow impactful	Highly impactful
a) Courses/workshops outside of required regular classes on subject matter, methods, or other education-related topics (e.g., teachers' mini world club, British council, U.S Embassy etc.).....					
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems) .....					
d) Participation in a network of teachers formed specifically for the professional development of teachers(e.g., in a private school or in teachers' mini world).....					
e) Individual or collaborative research on a topic of interest to you professionally(research paper, classroom projects...)					
f) Mentoring and/or peer observation and coaching, as part of a formal school arrangement(e.g., practicum).....					

2- Thinking about less formal professional development, have you participated in any of the following activities, and what was the impact of these activities on your development as a teacher?

N.B. For each question below, please mark one choice in part (A). If you answer ‘Yes’ in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.

Participation			If yes, what was the impact?		
	Yes	No	Not impactful	Somehow impactful	Highly impactful
a) Reading professional literature (e.g. journals, evidence-based papers, thesis papers) .....					
b) Engaging in informal dialogue with your colleagues (teachers or classmates) on how to improve your teaching .....					

#### Section 4: CPDs Impact on teaching practices

1- To what extent did the CPDs you attended impact the following skills?

	Not impactful	Somewhat impactful	Highly impactful
a) Collaborative work			
b) Motivation to develop one’s own knowledge			
c) Motivation to develop students’ knowledge.			
d) Classroom management			
e) Knowledge and understanding of my main subject field(s)			
f) Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)			
g) the use of ICT skills for teaching			

h) teaching students with special learning needs			
i) controlling Student discipline and behavior problems			
j) School management and administration			
k) Teaching in a multicultural setting			

### Section 5: Hindrances to participating in CPDs

1-Do you want to participate in more professional development than you have?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

2-Which of the following causes prohibited your participation in more CPDs? Please mark as many choices as appropriate.

<input type="checkbox"/>	a-I did not have the required pre-requisites (e.g. qualifications, experience, seniority).
<input type="checkbox"/>	b-It was too expensive/I could not afford it.
<input type="checkbox"/>	c-There was a lack of support from my school/job.
<input type="checkbox"/>	d-It conflicted with my work schedule.
<input type="checkbox"/>	e-I didn't have time.
<input type="checkbox"/>	f-There was no suitable professional development offered.
<input type="checkbox"/>	g-I was uninformed about CPDs opportunities.

### Section 6: Needs analysis

1-Please indicate the extent to which you need more professional development opportunities after having participated in the CPD activities listed below. Please mark one choice in each row.

	No need at all	Somehow needed	Highly needed
a)Teaching lessons. (lesson planning and delivery)			

b) Student assessment practices			
c) Classroom management			
d) Knowledge and understanding of my main subject field(s)			
e) Knowledge and understanding of instructional practices in my main subject field(s)			
f) ICT skills for teaching			
g) Teaching students with special learning needs			
j) Teaching in a multicultural setting			
k) Student counselling			

### Section 7: CPDs' evaluation in practice

1- Which of the following options do you opt for when evaluating the outcomes of CPDs you participated in? Please tick as many choices as appropriate.

	a-Improvement in knowledge and skills
	b-Change in attitude and behavior inside and outside the classrooms
	c-Improvement in the teaching and learning process.e.g., time and classroom management and enhancement in learners' performances and productions.
	d-Colleagues' assessments and comments

### Section 8: Suggestions & Expectations

1-What do you expect to gain at the end of every CPD activity? Please mark as many choices as appropriate.

	a-Skills and techniques to improve the teaching and the learning process
	b-Improvement in attitude and behavior inside and outside the classrooms
	c-Improvement in knowledge and understanding of the main subject field
	d-Making new connections with researchers and teachers.

**Thank you for your co-operation**

## Summary

The aim of this present research is to explain the perceptions of EFL teachers and teacher trainees of the High Training School for Teachers of Bouzareah about the impacts of CPDs on their training. It aims also at knowing whether these teachers are willing to develop their skills personally and professionally to achieve better outcomes in their learners and develop their teaching and learning process.

**Key words:** teachers, teacher trainees, professional development, collaborative work, classroom management, continuing professional development.

## Résumé

La présente étude vise à expliquer les perceptions des enseignants et enseignants stagiaires de la langue anglaise comme langue étrangère de l'Ecole Normale Supérieure de Bouzaréah des impacts des développements professionnels continus sur leurs formation. Cette étude vise aussi à savoir si ces enseignants la sont disposés à développer leurs compétences aux niveaux personnel et professionnel pour obtenir de meilleurs résultats chez leurs apprenants à fin de développer leur processus d'enseignement et d'apprentissage.

**Mots-clés :** enseignants, enseignants stagiaires, développement professionnel, travail collaboratif, gestion de classe, développement professionnel continu.

## ملخص

يهدف هذا البحث إلى توضيح تصورات الأساتذة والأساتذة المتربصون الذين يدرسون اللغة الانجليزية كلغة أجنبية في المدرسة العليا للأساتذة ببوزريعة حول آثار التطوير المهني على تكوينهم. وتهدف هذه الدراسة أيضا إلى معرفة ما إذا كان هؤلاء الأساتذة على استعداد لتطوير مهاراتهم شخصيا ومهنيا لتحقيق نتائج أفضل لدى المتعلمين قصد تطوير عملية التدريس والتعلم.

**الكلمات المفتاحية:** الأساتذة، الأساتذة المتربصون، التطوير المهني، العمل التعاوني، إدارة الفصل، التطوير المهني المستمر.