



A Scrutiny of Algerian EFL Teachers Perceptions toward Continuing Professional Development (CPD) in Higher Education

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Abstract ;

CPDs are considered by education researchers as the 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. Yet, despite the benefits that CPDs offer to teachers, most of them are devoted to teachers of undergraduate levels. The current research paper attempts to explore the attitudes and opinions of English as foreign language (EFL) teachers at a higher level, specifically in the context of EFL higher education. It is intended to probe the different angles that are related to CPDs such as the teachers experience with the CPDs and their impacts on their knowledge, skills and practices, their needs analysis, their ways of evaluating CPD outcomes, and the hindrances that inhibit their participation in the CPD programs. To this end, research was conducted within the English Department at the Teachers' Higher College of Laghouat in Algeria with a sample of twenty four (24) full-time teachers. The obtained data were analyzed quantitatively and qualitatively through an exploratory descriptive design. By the end of the study, instructors reported positive effects of CPDs at different levels. However, the need to undergo more CPD programs was highly felt by the teachers to enhance their performance and knowledge in the areas of classroom management, introducing ICTs, and teaching in a multicultural setting.

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Introduction

Teachers always seek to enhance their productivity, background knowledge and bring about change to education systems. Many experts, however, believe that teachers and their ongoing professional development (CPD) are critical in deciding the effectiveness of any educational reform. The concept of continuing professional development (CPD) in education is often confusingly ill-defined, being split between the separate notions of formal training and on-the-job learning (Rose & Reynolds, 2007). Nonetheless, Day's (1999, p. 4) suggests a definition of CPD that embraces all behaviors, which are intended to affect change in the classroom:

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.

The existing scholarly literature ascribes a high value and importance to CPDs. This fact is confirmed by Mann (2005), who argues 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. Dads (1997) identifies these impacts by declaring that these meetings provide an appropriate atmosphere for the rapid transmission of information both in terms of

quality and efficiency. In the same vein, Harland and Kinder (1997), and Cordingley (2013) insist on the value of these meetings by regarding them as a great 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.

However, throughout my long experience of teaching, I noticed that despite the teachers' awareness of the value of CPD programs that is ostensible in their perennial intent to attend to CPDs to bridge the gap between theory and practice, and refine their skills in varying areas such as teaching, lesson planning, classroom management, time management, coping with multicultural settings...etc., they often don't care about the challenging application process required to participate in most CPDs and the barriers that hinder EFL teachers participation in CDPs.

The current study is intended to get insights into the perceptions of the target sample about the effectiveness and usefulness of CPD programs. It was conducted to investigate whether CPDs such as conferences, workshops, seminars, trainings, collaborative works, etc. had positive impacts on the EFL teachers at the Teachers Higher College of Laghouat. Moreover, it attempts also to cast light on the extent of the teachers' participation in developmental programs, and to scrutinize their need to take part in CPDs. Furthermore, this research aimed at elucidating the barriers that hinder teachers from participating in CPDs. By the end, a set of some broad guidelines and recommendations for future support of academic CPD are set forth.

The present conduct seeks, in fact, to find answers to the following question:

1. How do EFL teachers at the Teachers Higher College of Laghouat perceive the CPD programs?

Out of this research question, the following hypothesis is formulated:

1. Most of EFL full-time teachers are aware of the positive impacts of CPDs, and that CPDs provide them with necessary knowledge to be more effective in their workplace.

2. Literature review

Many research studies stressed 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. Powell et al. (2003) mention that teachers perceive the impact of professional development positively. Moreover, they claim 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. In this regard, Ed and Ivan (2003, p. 13) argue:

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.

However, teachers' needs and goals may differ from one teacher to another. Lessing and De Witt (2007), Pachler and Daly (2009), and Kennedy (2009) believe that when teachers determine their needs, new challenges appear to lead to the development of frameworks that help in continuous professional improvement. Pachler and Daly (2009, p. 7) illustrate:

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.

Moreover, the teachers' needs are inextricably tied to the CPD type, which makes the task of deciding upon the most suitable CPD type for teachers a crucial one (Lindsay et al., 2005). Accordingly, CPD received varying classifications among them we cite two major ones. The first was the one proposed by Lieberman (1996), who classified CPD into three types: direct teaching (such as courses, workshops and so on); learning in school (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (such as learning networks, visits to other schools, school-university partnerships and so on). The second categorization was the one suggested by Kennedy (2005), which comprises nine models. According to Kennedy, the first four were the transmission methods, which offer little opportunity for teachers to take control over their own learning. The following three represent transformational aspects, giving an increasing capacity for professional autonomy. The action research and transformative models are the ones, which offer more professional autonomy to the teachers. The list below illustrates the nine models:

- **Training:** focuses on skills, with expert delivery.

- **Award Bearing:** usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore.
- **Defecit:** it addresses shortcomings in an individual teacher, but may not be practical for the development of a collective knowledge.
- **Cascade:** this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning.
- **Standards Based:** this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting
- **Coaching / Mentoring:** the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills
- **Community of Practice:** these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members.
- **Action Research:** This enables teachers to experiment with different practices, especially if the action research is collaborative.
- **Transformative:** the integration of several different types of the previous models.

Generally, teachers come across many difficulties in their CPDs that are brought about from different barriers keeping teachers away from engaging in a critically reflective practice. Brookfield (1995) introduces some of the difficulties that the teachers are frequently suffering from, such as isolation of teachers in the classroom, lack of collaboration and support among colleagues, and discouragement of self-disclosures. Additionally, in his professional development model, Adey (2004) stresses the nature of the environment into which innovation is being

initiated. He proposes two main aspects that either sustain or hinder teachers' attempt to develop themselves. The first is the presence or absence of collegial support and the opportunity to share experiences informally but frequently. The second one is more related to the extent to which innovation is embedded in the management structure of school.

The current research study ultimately attempts to set forth the teachers' perceptions towards CPD programs in one of the Algerian Teachers' Higher Colleges by casting light on different angles that are of direct link to CPDs such as getting an overview on their experience with the CPDs, the CPDs impacts on the teachers knowledge, skills and practices, their needs analysis, their ways of evaluating CPD outcomes, the hindrances that inhibit their participation in the CPD programs, and finally their expectations from the CPD programs. The reached results are exploited to propose a set of recommendations for future higher education reforms.

3. Methodology design

3.1 The descriptive method

The present research is an exploratory descriptive study with a sample of 24 twenty four teachers. Among the main purposes of this study is investigating the perceptions of teachers about the impact of CPD programs on their training, and exploring the extent to which teachers did participate in developmental programs, and knowing whether or not they recommend more CPDs to strengthen their own skills in the workplace. Additionally, the study aims at shedding light on other issues that are of direct relation to CPDs.

3.1.1 The participants

The sample population used in this research consisted of twenty four 24 full-time-teachers at the Teachers Higher College of Laghouat, who specialized in teaching English modules such as civilization,

linguistics, phonetics, literature, reading techniques, writing, speaking... etc.

3.1.2. Data collection instruments

To gather the necessary information, we used a questionnaire that was distributed to twenty-four (24) teachers at the Teachers Higher College of Laghouat. The questionnaire was made up of closed-ended questions that were subdivided into eight (eight) sections, as detailed below.

Section 1: It provides contextual information about the participants (gender, years of teaching English ...etc).

Section 2: It explores teachers' 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 to undergo CPDs or not).

Section 3: It is about the teachers views on CPD

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

Section 5: It highlights the hindrances that block teachers from participating in CPDs (absence of the required pre-requisites, expensiveness of CPDs, lack of time, unsuitable CPD programs...).

Section 6: It explores teachers needs analysis (teaching lessons, classroom management, student assessment practices, teaching students with special learning needs...etc).

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

Section 8: It highlights teachers' 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...etc).

3.1.3. Data collection procedure

The questionnaire was administered to twenty-four (24) teachers working at the Teachers Higher College of Laghouat. It was given out during the academic year of 2019-2020 precisely during the first-term exams period to ensure the presence of all the teachers. It is noteworthy that, given the importance of the research study's issue, which directly affects teachers at work, they reacted positively with exceptional helpfulness and support.

3.2. Research Findings Analysis

The responses to the questions were compiled in tables and graphs, then evaluated and discussed once the questionnaires were collected.

Section 1: Contextual Information

S1. Q1. Gender

Table 1. Respondents gender

Options	Respondents (24)	%
Male	4	16.66
Female	20	83.33
Total	24	100

The selected sample consisted of 20 females and 4 males participated in this survey.

S1.Q2. Number of years teaching English

According to the findings, all of the teachers had been teaching English for at least 12 years.

S1.Q3. Age group

The teachers' ages range from 20 to 50 years old, according to the findings.

Section 2: Teachers' Experience with CPD

S2.Q1. In the last 5 years, approximately how many days of professional development have you attended (seminars, conferences, workshops, and training days)?

Table 2. Number of CPD days attended by the teachers

Options	Respondents (24)	%
Up to 3 days of CPDs	6	25
20 to 30 days of CPDs	8	33.33
31 to 60 days of CPDs	6	25
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Options	Respondents (24)	%
Missed classes to attend CPDs	10	41.66
Did not miss classes to attend CPDs	14	58.33
Total	24	100
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More than 60 days of CPDs	4	16.66
Total	24	100

Results show that during the last five years, eight of them attended 20 to 30 days; six of them participated in Three CPD days. The same number (6) attended more than 30 days. And just four of them, took part in more than 60 CPD days.

S2.Q2. Were the CPD programs you attended compulsory or not?

Table 3. The Compulsion of the CPD programs

Options	Respondents (24)
Some compulsory CPDs	14
No compulsory CPD programs	10

Fourteen (14) of the teachers in the table above stated that just some of the CPDs were mandatory for them to attend. And ten (10) of them claimed that no CPD programs were required at all.

S2.Q3. How many of the CPDs you attended did you have to pay for yourself?

Table 4. The CPD programs payment

Options	Respondents (24)	%
Did not have to pay for their CPD programs	16	66.66
Did you pay for some of their CPDs	8	33.33

Sixteen (16) of the teachers said that they did not have to pay for their CPD programs, while Eight (8) participants reported that they had to pay for some of their CPDs.

S2.Q4. Have you ever taken time off from school or work to attend a CPD?

Table 5. The CPD programs influence on official work hours

Fourteen (14) of the teachers claimed that they never missed a class to take part in a CPD program, while ten (10) of them said that they did.

S2.Q5. Have you received any assistance (time off work, money, etc.) to participate in a CPD program?

Table 6. The institution support to undergo CPD programs.

Options	Respondents (24)	%
Received support for undergoing CPD programs	6	25
Did not receive any support to participate in CPD programs	18	75
Total	24	100

The obtained results show that 25% (6 teachers) said that they received assistance (e.g. money) to undergo a CPD program. However, 75% (18 teachers) claimed that they did not receive any kind of support.

Section 3: Teachers' Views on CPD

S3.Q1. Have you ever engaged in any of the following types of professional development activities, and how did they affect your improvement as a teacher?

Table 7. The type of the attended CPD programs and their impact

Options	Respondents (24)		Impact	
	Number of teachers who participated in each CPD	Highly Impactful	Somehow Impactful	No Impact
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.)	18 (75%)	4(22.2%)	12(66.6%)	4%
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	22 (91.6%)	12(5%)	6 (28%)	(18.18%)
c) 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)	14 (58%)	4 (29%)	8(57.14%)	2(14.28%)
d) Individual or collaborative research on a topic of interest to you professionally (research paper, classroom projects...)	18(75%)	14 (77%)	4 (23%)	/
e) Mentoring and/or peer observation and coaching, as part of a formal school arrangement(e.g., practicum)	16(67%)	10 (62.5%)	6 (37.5%)	/

The results indicated that out the 24 teachers:

a) Eighteen (18) teachers (75%) said that they took part in classes and workshops outside of required regular classes on subject matter, methods, or other education-related topics. 4 (22.2%) of them believed that this kind of CPD had a large impact on them and 12 participants (66.6%) reported a moderate impact.

b) Twenty-two (22) of the twenty-four (24) instructors (91.6%) participated in a discussion between educators and researchers about educational issues. Four (4) (18.18%) said they had no impact, six (6) said

they had a moderate impact, and 12 said they had a major impact.

c) Fourteen instructors took part in a teacher network (more than 58 percent). Four (4) of the 14 participants (almost 29%) said the CPD had a significant influence on them, eight (8) said it had a moderate influence on them (57.14 percent), and two said it had no influence on them (14.28 percent).

d) 75 percent of the teachers (18 participants) reported to have completed collaborative or individual research, while 25% (6 participants) claimed not to have done so. More than 77% (14 participants) claimed they

had a significant impact, while more than 22% (4 participants) stated they had a moderate influence.

e) As part of a formal school arrangement, sixteen (16) participants (more than 66%) participated in mentorship, peer observation, and coaching. Ten (10) persons (62.5%) had a significant impact, while six others (37.5%) had a moderate impact.

S3.Q2. Have you engaged in any of the following activities as part of your non-formal professional development, and how have they influenced your professional development as a teacher?

Table 8. The different sorts of less formal CPD programs and their impact

Options	Respondents (24)	Impact		
		Highly Impactful	Somehow Impactful	No Impact
a) Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	18(75%)	14 (78%)	4(22%)	/
b) Engaging in informal dialogue with your colleagues (teachers) on how to improve your teaching	22(92%)	8 (37%)	10(45%)	4 (19%)

The findings revealed that:

a) Eighteen (18) teachers (75%) reported they read professional literature (journals, evidence-based papers and thesis papers). Reading professional literature had a significant impact on fourteen (14) participants (greater than 77%). Four (4) people (more than 22%) indicated they had a moderate impact.

b) Twenty-two (22) participants (more than 91%) claimed they had an informal discussion

Based on the foregoing findings, it's evident that educational conferences or seminars, courses/workshops, and individual or collaborative research on a topic of interest are the most popular CPDs among participants, and that they have a beneficial impact on them.

with their peers about ways to improve their teaching, with eight (08) of them (37%) noting that the CPD had a significant impact. Ten (ten) participants (45%) claimed they had a moderate influence, whereas four (four) participants (more than 18%) indicated they had no influence.

In brief, the results clearly show that reading professional literature and engaging in informal dialogues with other colleagues had a positive impact.

Section 4: CPDs Impact on Teaching Practices

S4.Q1. How much did the CPDs you attended influence your ability to do the following?

Table 9. The impact of the attended CPD programs on different teaching skills

Options	Impact		
	Highly Impactful	Somehow Impactful	No Impact
a) Collaborative work	14 (58%)	10 (41%)	/
b) Motivation to develop one's own knowledge	18 (75%)	6 (25%)	/
c) Motivation to develop students' knowledge.	20 (83%)	4 (16%)	/
d) Classroom management	6 (25%)	14 (59%)	4 (17%)
e) Knowledge and understanding of my main subject field(s)	14 (58%)	10 (41.66%)	/
f) Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	6 (25%)	14 (59%)	4 (17%)
g) the use of ICT skills for teaching	10 (41%)	14 (58%)	/
h) teaching students with special learning needs	8 (34%)	16 (67%)	/
i) controlling Student discipline and behavior problems	2 (9%)	12 (50%)	10 (41%)
j) School management and administration	2 (9%)	10 (42%)	12 (50%)
k) Teaching in a multicultural setting	10 (41%)	10 (41%)	4 (16%)

According to the findings:

a) More than 58 percent (14 instructors) said the collaborative work had a significant impact on them, while more than 41 percent (10 participants) said it had a moderate influence.

b) CPD programs helped eighteen (18) teachers (75%) because they boosted their motivation to expand their own knowledge, and six respondents (25%) said that these CPDs had a moderate influence in this area.

c) CPD programs helped more than 83 percent (20 instructors) in terms of motivation to enhance students' knowledge, and more than 16 percent (4 participants) had a modest influence.

d) Only Six (6) instructors (25%) stated that participating in CPDs had a significant impact on their classroom management skills,

whereas fourteen (14) participants (more than 58%) said they had a moderate influence. Four (4) people (greater than 16%) said they had no effect.

e) More than 58 percent of participants (14) have improved their knowledge and understanding of the main subject field as a result of CPD sessions. However, 41.66 percent of the population (10 participants) indicated that their past CPDs had had a moderate influence.

f) CPDs connected to the competence of mastering instructional techniques benefited six (6) teachers (25 percent). Fourteen (14) participants (more than 58%) reported moderate impacts, whereas four (4) participants (more than 16%) said there was no impact.

g) More than 41% (10 participants) took advantage of the CPDs that introduced the use of electronic equipment in the classroom, and more than 58 percent (14 participants) had a moderate influence.

h) CPDs had a moderate influence on helping participants educate students with specific learning needs, according to eight (8) participants (more than 33 percent). CPD programs had no influence on teaching students with specific learning needs, according to sixteen (16) of the teachers (more than 66 percent).

i) Two participants (more than 8%) stated that the CPDs they attended had a significant impact on the abilities needed to govern students' discipline and behavior, whereas fourteen (14) participants (half) stated that the

CPDs they attended had a moderate influence. Ten (10) of them stated they had no influence.

j) CPDs had a significant impact on two 2 participants (more than 8%) in terms of how to deal efficiently with his schoolwork and administration. Around the same area, ten (10) (more than 41%) and twelve (50%) participants acknowledged a moderate influence and no impact from the CPD programs they participated in, respectively.

k) In terms of teaching in a multicultural setting, ten (10) participants (more than 41%) acknowledged positive learning from CPDs with a major impact. Ten (10) teachers stated that they had a moderate impact on their students. Four (4) people, on the other hand, claimed to have had no effect at all.

Section 5: Hindrances to Participating in CPDs

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

Table 10. Number of the teachers who want to participate in more CPD programs

Options	Respondents (24)	%
Participants who want to participate in more CPDs	22	91.66%
Participants who do not want to participate in more CPDs	2	8.33%
Total	24	100

According to the data, more than 91 percent of instructors (22 teachers) want to participate in more CPD programs than they currently do,

with just two instructors responding that they do not want to participate in any additional CPDs.

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

Table 11. The hindrances that prohibited teachers' participation in more CPD programs

Causes	Respondents (24)
a)Absence of the required pre-requisites (e.g. qualifications, experience, seniority).	4(16.66%)
b)Expensive CPDs	4(16.66%)
c)Lack of support from school/job.	12 (50%)
d)Conflicted with work schedule.	10(41.66%)
e)Lack of time	8(33.33%)
f)Unsuitable CPD offered	/
g)Uninformed about CPDs opportunities.	14 (58.33%)

As a result, for those who said yes, the following percentages show the reasons that

prevented them from participating in more CPDs:

a) More than 16% (4 teachers) did not have the required pre-requisites (qualifications, experience, and seniority).

b) More than 16% (4 teachers) said that it was too expensive and that they could not afford the CPDs.

c) Fifty percent (12 respondents) said they were unsupportive.

d) More than 41% of instructors (10%) claimed CPDs interfered with their work

Section 6: Needs Analysis

S6.Q1. After participating in the CPD activities listed below, please indicate how much more professional development opportunities you require.

Table 12. The teachers' needs analysis

Options	Impact			Total
	Highly Needed	Somehow Needed	No Need at All	
a) Teaching lessons. (lesson planning and delivery)	6 (5%)	12 (50%)	6 (25%)	24 (100%)
b) Student assessment practices	8 (34%)	10 (41.66%)	6 (25%)	24 (100%)
c) Classroom management	10 (41.66%)	6 (25%)	8 (33.33%)	24 (100%)
d) Knowledge and understanding of my main subject field(s)	8 (33.33%)	12 (50%)	4 (16.66%)	24 (100%)
e) Knowledge and understanding of instructional practices in my main subject field(s)	8 (33.33%)	8 (33.33%)	8 (33.33%)	24 (100%)
f) ICT skills for teaching	10 (41.66%)	8 (33.33%)	6 (25%)	24 (100%)
g) Teaching students with special learning needs	2 (8.33%)	12 (50%)	10 (41.66%)	24 (100%)
j) Teaching in a multicultural setting	10 (41.66%)	8 (33.33%)	6 (25%)	24 (100%)
k) Student counselling	2 (8.33%)	10 (41.66%)	12 (50%)	24 (100%)

According to the results obtained in the above table:

a) Six (6) instructors, or 25% of the total sample, stated that they had a high need for teaching lessons, while twelve (12) teachers (50%) stated that they had a moderate need for teaching lessons (lesson planning and delivery). Six (6) others (25%) said they didn't think it was necessary to teach lessons at all.

b) Eight (8) instructors (more than 33%) stated a high degree of need for student assessment methods, while ten (more than 41%) stated a moderate degree of need. Six

schedules.

e) More than 33% (4 participants) did not have time.

f) No participants believe that there was no suitable professional development offered.

g) Over 58 percent of teachers (14 instructors) were unaware of CPD opportunities.

(6) responders (25%) stated that there was no need at all.

c) More than a third of the teachers (ten out of ten) reported a strong desire to enhance their classroom management. Six (6) additional respondents (25%) thought they had a moderate level of need, while eight (8) teachers (more than 33%) indicated they had no need at all.

d) More than a third of the teachers (eight out of ten) appeared to be looking for ways to improve their knowledge and understanding of their main subject matter. Twelve (12) of the total participants (50%) thought they had a moderate need in this area, whereas four (4)

participants (more than 16%) said they had no need at all.

e) Eight (8) instructors (more than 33%) said they needed to learn and comprehend instructional practices in their main subject field very well, while eight (8) others said they needed to enhance their instructional practices somewhat. However, eight (8) respondents (more than 33%) stated that they had no need.

f) In terms of technological equipment inside the classroom, ten (10) of the entire sample (41%) reported a great demand for ICT. A moderate level of need was reported by eight (8) of the participants (33.33 percent). Six (6) other teachers (25%) said they didn't need guidance on how to use ICT skills in the classroom.

g) Two of the participants (8.33%) reported a significant desire for professional

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 (14): The CPDs programs outcomes evaluation

Options	Respondents (24)
Improvement in knowledge and skills	16(66.66%)
Change in attitude and behavior inside and outside the classrooms	12(50%)
Improvement in the teaching and learning process.e.g., time and classroom management and enhancement in learners' performances and productions.	22(91.66%)
Colleagues' assessments and comments	20(83.33%)

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

- Sixteen (16) teachers (more than 66%) declared their ability to notice by themselves their own improvement in knowledge about their own subject field.
- Half of the sample (50%) considered their change in attitudes and behaviors.

development in the field of educating students with special needs. Twelve (12) of them (50%) stated that they had a considerable need, while ten (10) stated that they had no need.

h) More than 41% of teachers (ten teachers) said they need more professional development in teaching in multicultural situations. Eight (8) instructors (more than 33%) said they had a moderate level of need, while six (6) other teachers (25%) said they had no need at all.

i) Student counseling was not in great demand, with only two (2) teachers (more than 8%) having a significant level of need in this area. On a moderate level, ten (10) instructors (more than 41%) acknowledged a moderate need for growth in this area, while twelve (12) others (50%) stated they had no need to enhance this skill.

- Twenty two (22) teachers (more than 91%) related the improvement of their teaching and learning process inside the classrooms to time and classroom management and their learners' performances and productions.
- Twenty (20) teachers (more than 83%) preferred their colleagues' assessments and comments to evaluate the outcomes of a CPD program.

Section 8: Teachers' expectations

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

Table 15. The teachers' expectations

Options	Respondents (24)
Skills and techniques to improve the teaching and the learning process	18(75%)
Improvement in attitude and behavior inside and outside the classrooms	12 (50%)
Improvement in knowledge and understanding of the main subject field	16(66.66%)
Making new connections with researchers and teachers.	24(100%)

The percentages mentioned in the above table show that:

- 75% (18 teachers) expected to learn skills and techniques that help them develop their teaching and learning process.
- 50% (12 respondents) expected a change in their attitudes and behaviors inside and outside the teaching and learning process.
- More than 66% (16 teachers) wished improvements in their knowledge and understanding of their own subject field.
- 100% (24 participants) hoped to make new connections with other teachers and researchers.

3.3 Discussion of the findings

Results show that most of the teachers who are currently working in the Teachers Higher College of Laghouat confessed that they have taken part in courses and workshops outside of required regular classes such as 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. Over the last five years, these teachers have participated in a variety of CPD programs, with more than half of them without having to pay for them. However, more than a third of the instructors paid for some of their CPDs, demonstrating the value of these programs to them. In addition, they declared that less formal professional development programs had a significant impact on their training

especially engaging in informal dialogue with their peers. This is confirmed by Fullan and Hargreaves (2013) who declared that CPD of teachers and educational changes are recognized as quite interrelated and having a crucial function in determining each other's success.

The results reveal that the different CPDs in which the target instructors have participated have substantially assisted in their ability to improve their teaching talents. Peer collaboration, enriching their own and their students' knowledge, classroom management, using ICT to teach, and learning how to use instructional approaches were all extensively stressed. Furthermore, the participants expressed a strong desire to improve various professional and personal areas in order to conduct a more positive teaching and learning process, such as student assessment practices, and teaching in multicultural settings because according to Basalama and Machmud (2018); Jain (2014) and Motha et al. (2012) as cited in Ji et al. (2020) when language teachers fail to consider the deep link between identities and teaching practices, they lose sight of students' cultures, values, and language ideologies as vital, critical, and transformative classroom resources.

As far as the difficulties that teachers face are concerned, the findings of this study reveal that teachers face a number of impediments to their advancement, including

a lack of CPD programs, a lack of support, time constraints, and so on and this is well explained by Swafford (2000) who ascribed the teachers' failure in the implementation of new ideas to having no support from their institutions and colleagues when they attempt to learn new knowledge and skills, and change their practices. In the same vein Khan, Zahid and Akhtar (2017) as quoted in Aqsa & Swaleha (2021) extended the number of problems that instructors face by setting forth some of them, for instance, inconsistency in linguistic policy, inadequate training of teachers, demotivation, the pressure to perform extra activities apart from teaching. However, it is apparent that despite these constraints teachers want to develop their skills through CPDs in order to constantly give their students the best for a better teaching and learning experience.

Concerning the teachers' expectations from the CPD programs, a considerable percentage of the teachers expected from CPDs to learn skills and techniques that help them develop their teaching and learning process, to change in their attitudes and behaviors inside and outside the teaching and learning process and wished improvements in their knowledge and understanding of their own subject field, and hoped to make new connections with other teachers and researchers. This fact is confirmed by Day and Sachs (2004) who declared that the CPDs have become no longer an option, but an expectation of teaching profession.

To summarize, it is clear that teachers seek CPDs both inside and outside the classroom in order to develop themselves and their talents. Regardless of the barriers that prohibit them from engaging in CPDs, it is obvious that they make advantage of the many options accessible to them on occasion. Accordingly, teachers' CPDs are being given increasing importance by almost all governments throughout the world, as they

are seen as indispensable for responding the ever-changing needs of students (Swafford, 2000).

4. Conclusion

It is not a simple process to teach English, particularly to non-native speakers. To improve the teaching and learning process, teachers must take steps to further their personal and professional development. The participation in CPD programs is one of the major steps towards the achievement of better endeavors in the teachers and learners as well. This study was an attempt to explain the perceptions of EFL teachers in higher education context about the impact of Continuing Professional Development on the teaching experience and whether they are aware of CPDs role to strengthen their areas of weakness.

Teachers, according to the findings of this study, face numerous roadblocks to their advancement, including a lack of CPD programs, a lack of support, time constraints, and so on. However, it is apparent that instructors have a strong desire to enhance their skills through CPDs in order to provide the greatest possible instruction and learning experiences for their students.

As a result, teachers must participate in CPD programs on a regular basis to keep their expertise in the educational field up to date in order to foster development in all areas, because CPDs provide teachers with better outcomes due to the rigorous and constant updating of techniques and methods by experts in the field of education for fruitful workplace results.

5. Recommendations and suggestions

Kennedy (2005) suggests that CPDs should be evidenced at all stages of an academic's career; and should be related to institutional contexts and supported by institutional structures and rewards. In this regard, Eraut (1994), professional development support necessitates: a suitable

combination of learning environments; adequate time and space; the availability of both learning resources and people who can provide support; and the professional's ability to learn and take advantage of available development opportunities. Moreover, any program of CPD should be self-directed and related to the needs of the individual.

Because the world is experiencing difficult times as a result of Pandemic-19, it is recommended that regular online CPDs be organized to ensure successful teaching experiences that are tailored to the changing circumstances. In this regard, Yasamiyan (2021) states that, despite a few drawbacks, e-learning has proven to be beneficial to learners and educators all over the world and the global crisis has highlighted the critical role of e-learning in today's environment.

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