People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research
Kasdi Merbah Ouargla University

Faculty of Letters and Languages

Department of Letters and English Language

Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in field of English Language and Literature

Specialty: Linguistics

Investigating Algerian EFL Primary School Teachers' Attitudes towards In-Service Continuous Professional Development:

An Experimental Study

Presented and publicly defended by

Souheyla SELMANE

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Supervised by

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Jury

Mr. Youcef BENCHEIKH	KMU-Ouargla	Chairperson
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Dedication

To my parents,

to my niece Hiba,

to my canary Willow,

and to all those who care about me.

You are my inspiration!

Souheyla

I would like to express my special thanks of gratitude:

To my parents who gave me the gift of dreams and the ability to realize them.

to my supervisor, which saw potential in quiet student and fanned the spark into a flame.

to Mrs. Souheyla, for her understanding and encouragement.

to my friends, who helped me in my journey.

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Abstract

Understanding the professional growth of educators is pivotal for educational advancement. The current study probes into the attitudes of EFL primary school teachers in Algeria towards in-service continuous professional development (CPD) programs. Furthermore, it aims to explore teachers' perceptions of the importance of CPD, their participation in CPD activities, and the perceived challenges to effective CPD implementation. A mixed-method approach was employed, combining quantitative surveys and qualitative interviews. To put this bluntly, Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were analyzed thematically. The findings reveal that while teachers acknowledge the importance of CPD, they exhibit a neutral attitude towards it. Notably, teachers' demographic characteristics did not significantly influence their overall views on CPD. Barriers such as time constraints, workload, and geographical limitations hinder their participation. Ultimately, the study concludes with recommendations for improving CPD programs, including conducting regular needs assessments and providing flexible and accessible CPD opportunities. The discussed findings contribute to the scientific literature on teacher professional development in Algeria and have implications for policy and practice.

Keywords: Attitudes, teachers, CPD, challenges, EFL context.

List of Abbreviations

CPD: Continuous Professional Development

EFL: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FLA: Foreign Language Anxiety

IQ: Intelligence Quotient

L2: Second Language

MA: Master

MSA: Modern Standard Arabic

n: Number

PD: Professional Development

PDE: Provincial Departments of Education

PDP: Pre, During, Post

PIASP: Presentation, Isolation, Analysis, Practice, Use

PPU: Presentation, Practice, Use

SACE: South African Council for Educators

Sig: Significance

SPSS: Statistical Package for the Social Sciences

SRL: Self-Regulated Learning

TEL: Technology-Enhanced Learning

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General Introduction

General Introduction

Primary school teachers play a critical role in shaping the learning experiences of young students within the education system. Education is an important factor in the development of a country as it provides significant contributions to improving the quality of human resources. One of the important levels of education is basic education, namely education received by students from first to fifth grade. In basic education, the role of teachers is very important in improving the quality of education and developing student competencies (Kunter et al., 2013; Mincu, 2015; Syukkur & Fauzan, 2021). Continuous Professional Development (CPD) keeps teachers stay updated on new teaching methodologies, technologies, and research, enhancing their teaching practices and improving student outcomes. High-quality professional development is a central component in nearly every modern proposal for improving education. Policy-makers increasingly recognize that schools can be no better than the teachers and administrators who work within them. While these proposed professional development programs vary widely in their content and format, most share a common purpose: to `alter the professional practices, beliefs, and understanding of school persons toward an articulated end' (Griffin, 1983, p. 2). Moreover, Hossain et al. (2015) discuss how rural primary schools in Bangladesh face similar challenges such as an insufficient number of trained teachers who can teach EFL effectively. Despite this, in Algeria there has been limited research into how these teachers view in-service CPD for their continual growth and effectiveness in the classroom.

Statement of the Problem

Despite the recognized importance of CPD for primary school teachers in Algeria, there is a nuanced lack of comprehensive understanding regarding their attitudes towards in-service CPD with new English program for 3rd and 4th year primary school students. This gap in knowledge hinders the development of effective CPD programs tailored to meet the specific needs and preferences of teachers in the Algerian context. Furthermore, the factors influencing teachers' participation in CPD activities remain underexplored, including how demographic characteristics such as experience, age, and educational background may affect their views and engagement with CPD.

Research Aims

The aim of this research project, therefore, is to investigate the teachers' attitudes towards the effectiveness of in-service continuing professional development by examining the factors that affect their participation to improving the quality of teaching and learning in primary schools in Algeria.

Research Questions

The research attempts to answer the following questions:

- What are the typical attitudes of Algerian elementary school teachers towards in-service continuous professional development?
- What factors influence the level of involvement of primary school teachers in Algeria when it comes to in-service CPD activities?
- Is there a correlation between primary school teachers' gender, age, experience, and educational background in Algeria, and their views on participating in in-service CPD?

Research Hypotheses

- There exists a variety of attitudes among Algerian elementary school teachers towards in-service CPD.
- Factors such as school support, CPD program accessibility, and perceived benefits significantly influence primary school teachers' participation in in-service CPD activities in Algeria.
- There is a relationship between primary school teachers' demographic characteristics (gender, age, experience, and educational background) and their willingness to participate in in-service CPD, with more experienced, older, and higher-educated teachers showing more positive attitudes.

Methodology

Data in this research will be gathered and analyzed using a mixed-methods approach to gather and analyze data. Quantitative data pertaining to participants' demographics and professional backgrounds will be summarized through descriptive statistics. Inferential statistics will then be employed to investigate potential relationships between variables, such as teachers' attitudes towards Continuous Professional Development (CPD) programs and

their perceptions of these programs' effectiveness. Survey responses will be analyzed using frequency distributions to identify patterns and trends. Additionally, qualitative data obtained from interviews will undergo thematic analysis through coding techniques. This comprehensive approach, combining both interviews and surveys, will allow for a deeper understanding of the research topic.

Structure of the Study

The present study comprises an introduction and three chapters. The first chapter conducts a literature review in two parts. The first part discusses the concept of attitude and provides a historical overview of the status of English in social life, education, and teaching in Algeria. Additionally, it discusses the teaching of English in primary schools and factors influencing its teaching in Algeria. The second part of this chapter defines CPD and emphasizes its importance, along with discussing some models utilized in in-service CPD. Furthermore, the dissertation includes a practical chapter that focuses on presenting the data collected through questionnaires and interviews with teachers. Finally, this work concludes with a general conclusion that restates the results and offers suggestions for future research.

Chapter I: Language Attitudes

Introduction

The importance of effective communication in English has grown significantly in today's globalized world. Algeria has recognized this necessity and has taken significant steps to promote English language learning in its educational system. However, the success of these initiatives relies on educators who not only have a strong grasp of the English language but also possess the essential skills and motivation to teach it effectively. This chapter focuses on the impact of Continuing Professional Development (CPD) in empowering English language teachers in Algeria. We start by analyzing teachers' attitudes towards teaching English as a foreign language (EFL). Understanding these attitudes is crucial as they can greatly influence the learning environment and student outcomes. Moving forward, we explore the current state of English language learning in Algeria. This part looks into the existing curriculum, teaching methods, and any obstacles faced by learners.

I.1. Language Attitudes

The term "attitude" is derived from the Latin word '*aptitude*' and the Italian word '*atto*,' both of which mean having a tendency towards certain actions or possessing an aptitude for action (Baker, 1996, p. 11). This definition aligns with the perspective of mentalists. According to Fasold (1984), attitude can be seen as a state of readiness or an intervening variable that influences a person's response to stimuli. This viewpoint suggests that attitude cannot be directly observed. The response to a stimulus alone does not fully encompass attitude. It is important to consider various intervening variables when examining the relationship between stimulus and response.

I.1.1 Definition of Attitude

Nevertheless, according to Sarnoff's (1970, p. 279) definition, attitude can be described as "a predisposition to react favorably or unfavorably to a specific group of objects." Therefore, attitude represents an evaluative stance towards a social entity, such as a language or political policy. As a disposition, attitude possesses a certain level of stability that can be quantified. Dawes (1972, pp. 15-16) summarizes the definition of attitude as follows: a. Attitude is acquired through learning and is not inherited; b. Attitude is shaped through interactions with individuals in one's environment; c. Attitude is always connected to the object of the attitude, which can be either concrete or abstract; d. Attitude encompasses

a readiness to act in a particular manner towards the object of the attitude; e. Attitude is affective, implying that it involves emotions that can be expressed through the selection of an object of attitude (e.g., positive, negative, or neutral); f. Attitude incorporates temporal dimensions, meaning that it may be appropriate at one time but not at another; g. Attitude exhibits elements of continuity, persisting consistently over an extended period; h. Attitude is discerned through interpretation.

The concept of attitudes appears to be closely associated with the mentalist perspective, as discussed by Fasold (1984) and Knops (1987). According to the mentalists, attitudes act as an intermediary linking stimulus, object, and response, whereas Eagly and Chaiken propose a different view in which attitudes serve as a barrier between stimulus and response. Despite this difference, the attitude in their perspective is seen as a predictor of behavior due to its role in connecting stimulus and response. Sometimes, individuals may not align their thoughts or actions with their feelings due to inconsistencies among affective, cognitive, and behavioral reactions. An alternative approach to attitudes challenges the multidimensional view by focusing solely on the affective component as an indicator of relevant assessments, using the term affect or feeling. Additionally, attitudes are seen as encompassing positive and negative feelings towards a person, object, or issue (Petty & Cacioppo, 1981, p. 7). This unidimensional definition, concentrating on one aspect of attitude, is similar to the viewpoint of Fishbein and Ajzen (in Deprez & Persoons, 1987), which emphasizes the affective component.

Fasold (1984) explained the rubric for studying language attitudes based on the nature of attitude. There are two orientations to consider when studying language attitudes: the mentalist view and the behaviourist view. The former concerns the inner state of readiness that can be inferred via behaviours or reports of attitude. The latter refers to responses to social situations for a given language. The first orientation is based on the view that attitude is a combination of three conceptually different reactions to a particular object (Rosenberg & Hovland, 1960; Baker, 1992; Eagley & Chaiken, 1993). These reactions are divided into three major components, i.e.: (1) affective, dealing with emotion, such as love or hate, like or dislike of an object; (2) cognitive, referring to belief, opinion, and evaluation to an object; and (3) conative, related to behavioral intention and action tendencies.

Eagely and Chaiken (1993) define attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of satisfaction and

dissatisfaction. Assessment refers to all forms of assessment responses, whether clear or vague, cognitive, affective, or relating to the way it behaves. They also emphasize status as an awake hypothetical attitude that becomes a barrier between certain classes of stimuli and responses that can be observed.

I.1.1.1 Manifestation of Attitude

Attitudes are considered intricate due to the presence of multiple facets and expressions. For instance, in an educational setting, when examining students' attitudes towards their Swahili language classes, it is essential to identify the relevant facets of these attitudes. This involves understanding what is encompassed by 'Swahili language lessons' according to both the students and researchers. The facets may encompass the Swahili language itself, peers, instructors, teaching techniques, learning materials, class activities, evaluation methods, and even the classroom environment. When discussing manifestations, the focus shifts to how these attitudes will be demonstrated (as per Oppenheim's definition): what indicators will be sought during the research to recognize, interpret, measure, or evaluate attitudes? This could involve gathering feedback from students through individual or group interviews, written reflections, or maintaining journals throughout the course. Another approach could be to have students complete attitude assessment scales, or to gauge their attitudes based on their level of engagement and productivity in class. If resources permit, exploring a variety of manifestations may provide a more comprehensive understanding of students' attitudes. The decisions regarding facets and manifestations play a crucial role in shaping the research design.

I.1.1.2 Attitude as an Input or Output

It is widely acknowledged that attitudes play a dual role in social action, serving as both input and output. This duality holds particular significance in fields like educational research and language planning. For instance, in the context of Welsh-language education in Wales, Baker (1992, p. 12) emphasizes the importance of attitudes towards the Welsh language as a crucial input for learning and the overall revitalization of the language. Positive attitudes can serve as a driving force behind the success of Welsh language programs. Conversely, the successful completion of a Welsh-language course for beginners can foster more favorable attitudes towards the language. Language planners and educators often strive for this two-way function of attitudes in their endeavors. Beyond the educational context,

Language attitudes are not only relevant in educational settings but also have a significant impact on how we receive and produce language. These attitudes, along with the socio-cultural norms they are associated with, are crucial components of our ability to communicate effectively (Hymes, 1971). Therefore, our language attitudes not only shape how we interact with other language users, but also help us predict how others will respond to our own language use, ultimately influencing the language choices we make during communication. To elicit specific responses from others, we may adjust our speech to convey friendliness, intelligence, community membership, dynamism, or suitability for a particular role (Coupland, 2007). Thus, attitudes play a key role in both understanding and producing language, creating a reciprocal relationship between social cognition and language variation. Considering this dynamic connection between 'language' and 'language attitudes' is highlighted by Giles and Coupland (1991, p. 59), who suggest that these two concepts do not necessarily have to be distinct. It is important to note, however, that attitudes, when viewed in terms of input and output, are closely associated with behavior. The interplay between behavior and attitudes becomes apparent when examining notions regarding the structural makeup of attitudes.

I.1.1.3. Learning Attitudes

Allport's definition of attitude points to attitudes as being things that we learn, rather than as innate. In fact, there is some recent research that hereditary factors may also influence attitudes (Tesser, 1993). A study of twins in the USA and Australia concludes that both genetic heritability and social environment contribute (Alford et al., 2005). There is as yet, though, no clear evidence that such influences impact on language attitudes specifically, and so this is not pursued here. Suffice it to say for our present purposes that we learn attitudes, and that we do this through a variety of means (for a brief overview, see Erwin, 2001, p. 21). Two important sources of attitudes are our personal experiences and our social environment, including the media. Various processes may be involved in our learning of attitudes. One of these is observational learning, which involves noticing the behaviour of other people and the consequences of that behaviour. Another is instrumental learning, where we attend to the consequences of attitudes and whether these bring rewards or detriments. For example, some fundamental language attitudes (evaluatively distinguishing a familiar non-standard language variety from a standard one) have been found to become established as we enter the school system as children (e.g. Day, 1982). This suggests that parents and teachers can

have some role in the development of such attitudes at the person-to-person level, consciously or not. Parents might indicate approval or agreement at times when their children express attitudes with which they themselves concur. Our experiences of the media may also influence attitudes in some areas. (We may also of course oppose the specific attitudes that the media – and indeed individuals – project.) Media portrayals of the elderly, for example, have been found generally to stereotype them as frail, unattractive, useless (Williams & Giles, 1998), though with some more positive stereotypes emerging in some recent studies (e.g. Williams, Ylanne & Wadleigh, 2007). And television advertisements have been found to reinforce rather than bring into question conventional attitudes to gender roles (Manstead & McCulloch, 1981). Language controversies, as shown in chapter 1, also frequently surface in the media, and in so doing keep these issues on the public agenda, as a focal point for the shaping, reinforcement or change of attitudes.

I.1.1.4 Structure of Attitudes

Attitudes have often been talked about in terms of three components: cognition, affect and behaviour. All three are evident in the definitions by Allport and by Oppenheim mentioned at the start of this chapter. Attitudes are cognitive insofar as they contain or comprise beliefs about the world, and the relationships between objects of social significance: e.g. judgements of standard language varieties tending to be associated with high-status jobs. Attitudes are affective in that they involve feelings about the attitude object. This affective aspect of attitudes is a barometer of favorability and unfavourability, or the extent to which we approve or disapprove of the attitude object. This positive-to-negative directionality of attitudes is usually augmented by an assessment of intensity: for example, whether we mildly disapprove of something or we well and truly detest it. Thirdly, the behavioral component of attitudes concerns the predisposition to act in certain ways, and perhaps in ways that are consistent with our cognitive and affective judgements. In terms of language, then, if we were considering a student's attitude towards Spanish as a foreign language, we could talk about a cognitive component (she believes that learning Spanish will give her a deeper understanding of Spanish culture), an affective component (she is enthusiastic about being able to read literature written in Spanish), and a behavioral component (she is saving money to enroll on a Spanish course). There is some questioning over the status of these three components in relation to attitudes. Recent views warn against equating them with attitudes themselves. Cognition, affect and behaviour can instead be seen

more in terms of causes and triggers of attitudes. Hence, for example, an emotional reaction (affect) might bring to mind an attitude object and its associations. Or the activation of an attitude might trigger a set of emotions. (See, for example, Clore & Schnall, 2005)

I.1.2. Teachers' Attitudes towards TEFL

English is widely recognized as the predominant language in academic and business settings across various regions globally. Mastering the ability to communicate effectively in English is considered a crucial skill. Numerous countries where English is not the primary language have made significant efforts to incorporate English education starting from the early stages of schooling. These nations are situated in regions such as the Middle East, Asia, and Africa. Typically, educators in these institutions are local individuals who have pursued higher education. Just like in any other educational sector, the approach and demeanor of teachers play a pivotal role in either inspiring or discouraging students (Abrar et al., 2018).

During the last decade, new efforts have aimed at improving foreign language education in our country. English as a foreign language has also witnessed a great interest. Indeed, teaching EFL requires urgent initiatives because of the evolution of the world scientifically and economically. Thus, this change implies to question again the educational system concerning the second foreign language in Algeria: English. Furthermore, children today are entering a new era of science and technology, as English is acknowledged to be the language of science, it might help them be sally involved. Indeed, the teaching of English as a foreign language is now necessary in primary schools. The implementation of English has brought along the need to establish clear objectives that are different to the ones traditionally assigned to intermediate or secondary schools.

According to Gömleksiz (2010), various factors such as age, socio-economic status, teaching methods and strategies, learning attitude, and expected benefits in learning, have an impact on teachers' approaches and students' attitudes towards learning a foreign language. The social and business environment within a community also plays a significant role in teaching and learning. Both students and teachers are influenced by their community and culture. Mellom et al. (2018) emphasize that when the culture, attitude of elders, business opportunities, and employment prospects support the learning of English, teachers and students are motivated to achieve proficiency. Conversely, if the community holds a skeptical view regarding the benefits of learning English, it becomes a tedious task for

teachers to complete the curriculum, and students make minimal efforts to obtain a passing grade. Therefore, this study aims to investigate the epistemological and cognitive competencies of teachers and students in relation to teaching and learning English.

Crystal (1997) describes attitude as the evaluative response to objects, behaviors, events, and situations stemming from individual beliefs and opinions. In a study conducted by Al Hosni (2014) on the speaking challenges of EFL students in Oman, the author utilized qualitative methods such as semi-structured interviews and observations involving teachers and students. The findings revealed three main issues encountered by both students and teachers: the use of mother tongue, linguistic obstacles, and inhibition.

The challenges faced by students in learning English are greatly influenced by the attitudes, beliefs, and perceptions of their teachers. The teaching methods, strategies, curriculum activities, and assessment evaluation also play a significant role in these challenges. In a study conducted by Al-Jamal and Al-Jamal (2014), 566 Jordanian students were surveyed and 66 interviews were conducted to understand the difficulties faced in learning English as a Second Language (ESL). The findings revealed that the respondents had low proficiency in speaking, and this was attributed to factors such as large classroom sizes, limited study time, and minimal interactions between teachers and students. Despite the teachers' interest, the lack of close interactions due to the large class sizes resulted in a diminished attitude towards English among both teachers and students. According to Chaney and Burk (1998), speaking in a foreign language involves the development and communication of meaning through verbal and non-verbal symbols in various contexts. It also entails expressing ideas, thoughts, and the ability to recognize and interpret different meanings. Four factors contribute to difficulties in learning and speaking English, namely inhibition, low participation, lack of ideas or motivation to speak. The use of the mother tongue is a common problem for ESL students, as it leads to the adoption of the same pronunciation, dialect, tones, and word mixing when speaking in English. This habit can pose a challenge and is difficult to correct, requiring extensive practice, listening, and speaking with native speakers.

Horwitz et al., (1986) utilized existing research to create the Foreign Language Classroom Anxiety Scale (FLCAS) which assesses the anxiety levels of students and teachers in the process of learning and teaching English. Aida (1994), Ely (1986), and Gardner et al. (1987) carried out studies that established a connection between anxiety levels

of ESL teachers and students. The researchers determined that there are six sources of foreign language anxiety (FLA) which include personal and interpersonal anxieties such as communication apprehension, self-confidence, and self-esteem; teachers' beliefs about teaching, students' beliefs about learning languages, classroom methods like giving speeches, engaging in conversations, participating in discussions, the nature of instructor interactions such as teachers humiliating students by pointing out mistakes, and testing.

Dörnyei (2014) argues that assessment should not be limited to traditional paper and pencil tests. Instead, it should be fair and include specific success criteria that not only measure learners' current level but also their progress. Additionally, assessment should provide opportunities for learners to express their opinions. These suggestions are essential components of authentic assessment, which is characterized by its continuous nature, use of authentic materials, promotion of learner autonomy, and the incorporation of rubrics to evaluate performance. Analytical rubrics, for example, offer a detailed description of each criterion and allow assessors to provide comments on learners' strengths and weaknesses. Moreover, these rubrics can demonstrate students' progress and assist them in setting new learning goals if they are trained to utilize them. In summary, the use of rubrics in assessment can potentially alleviate learners' anxiety associated with evaluation (Andrade & Du, 2005).

Authentic Assessment not only fosters learners' independence but also actively engages them in the evaluation process. Dörnyei and Ushioda (2011) suggest that as learners' autonomy increases, their motivation and subsequent performance are also enhanced. Aligning with this notion, Nier et al., (2014) conducted a study exploring the beliefs of both students and instructors regarding assessment and language learning, further supporting the potential positive impact of authentic assessment on learning and motivation.

Toth (2011) asserts that the acquisition of a foreign language (FLA) often instils a sense of fear and anxiety in both teachers and students, particularly when it comes to pronouncing English words accurately and the subsequent evaluation by teachers. Consequently, the process of learning English can lead to feelings of inferiority and a decline in self-esteem among peers. Arab and Middle Eastern students face a unique challenge due to their accent, which is naturally attuned to Arabic words. Liu (2009) highlights that when students are required to engage in public conversations in English within the classroom setting, it tends to trigger anxiety and distress. The attitudes and approaches of teachers towards error correction play a crucial role in helping students overcome their shyness.

Female learners are more susceptible to developing anxiety when speaking English. Furthermore, teachers' attitudes and expectations regarding second language (L2) proficiency, fluency, response time, comprehension, expression quality, and accuracy significantly impact the efficiency of learning. Kondo and Ying-Ling (2004) argue that the classroom environment has a profound influence on the speed and quality of learning, as well as anxiety levels. There is a negative correlation observed between anxiety, classroom performance, and course grades.

I.1.2.1. Multilingualism and Arabization

Just like Algeria, Morocco grapples with the coexistence of Arabic and French. While most Moroccans speak Moroccan Arabic, a dialect known as Derija, French held onto its influence even after independence. Schools continued teaching in French, and it remained a gateway to Western ideas and progress. A scholar named Gellner captured this perfectly, saying that French became the language of modern thought (source: Gellner, 1973). This quote highlights how Moroccans viewed Arabic as the language of religion and tradition, while French embodied progress. As a result, Moroccans became bilingual and bicultural, switching between languages depending on the situation (Bentahila, 1983).

To understand these language choices better, researcher Bentahila conducted surveys in Morocco (1983). His findings likely hold true for Algeria as well. People generally preferred French when talking to professionals like doctors and employers. Even for entertainment, French media seemed to hold a certain allure. Interestingly, Moroccans displayed a strong aversion to mixing Arabic and French in their speech, known as code-switching. They felt it was better to speak just one language correctly rather than blend them (Bentahila, 1983). This attitude extends beyond Morocco. Bentahila (1983) argues that many Arabs get bogged down in the pursuit of perfect Arabic, neglecting its actual use. Here lies a fascinating paradox: on one hand, a desire to preserve classical Arabic, which avoids mixing languages, and on the other, a need to use Arabic for modern scientific communication.

In Algeria, discussing Arabization prior to addressing attitudes toward English can facilitate the understanding of these attitudes. The policy of Arabization, promoting MSA and an Arab-Islamic Algerian identity, has influenced all facets of public life, including the educational, sociolinguistic, and sociopolitical landscape, and has been widely studied

(Benchehida, 2001; Benrabah, 2002, 2004; Djite, 1992; Grandguillaume, 2002, 2004; Mostari, 2004; Sirles, 1999; Zoulikha, 2002). This policy was widely deemed a failure by most educational and language scholars because no account was taken of the sociolinguistic reality of the country. By sociolinguistic reality, I mean that (1) dialectal Arabic and Tamazight languages are the native languages of Algerians, both of which have been continually marginalized under Arabization; (2) French is still a dominant language in many domains of use, a situation that continues to be divisive; and (3) the real and natural bilingual situation described above has been continuously demeaned. Bentahila's (1983) survey supports findings by Benrabah (2007, as cited in Chemami 2011) in Algeria and by Ounali (1970) in Tunisia. All three surveys found that respondents reject complete Arabization and instead favor multilingualism. Although many of the respondents may support the ideals of Arabization, such as Arab nationalism and Islamic unity, they also understand all too well the advantages of French (Bentahila, 1983, p.158). Thus, there seems to be a large consensus that the policy of Arabization has failed in Algeria due to its failure to reconcile these realities. For example, according to Bentaliha's study (1983), the diaglossic situation would have to be resolved before successful Arabization could be achieved and MSA could be a language of science, thus reconciling MSA with its local variety. As long as MSA is associated with Islam and Arab nationalism, and dialectal Arabic associated with ignorance rather than seen as a natural linguistic phenomenon, it is difficult to implement a successful Arabization policy (Bentaliha's, 1983). It is worth noting, however, that successive education reforms since the early 2000s in Algeria reduced the impact of Arabization and favored multilingualism in general and English in particular (Benrabah, 2007).

I.1.2.2. The Role of English in Algeria

Discussing the role of English in Algeria requires first examining the country's policy of Arabization. This initiative, focused on promoting Modern Standard Arabic (MSA) and an Arab-Islamic Algerian identity, has significantly impacted education, social language use, and even politics. While extensively studied by scholars like Benchehida and Benrabah, Arabization is widely considered a failure by educators and linguists. The primary reason lies in its disregard for Algeria's complex linguistic reality. Most Algerians speak dialectal Arabic and Tamazight languages at home, both of which have been marginalized by Arabization. Additionally, French continues to hold significant influence in many domains, creating social divisions. Finally, the natural bilingualism of Algerians, who comfortably

switch between Arabic dialects and French, has been downplayed by Arabization efforts. This complex situation is reflected in studies by Bentahila, Benrabah, and Ounali. All three report a general rejection of complete Arabization by Algerians, who instead favor a multilingual approach. While some may support the ideals behind Arabization, such as Arab nationalism and Islamic unity, they also recognize the practical advantages of French. This widespread consensus highlights the failure of Arabization to reconcile these realities. Studies suggest that valuing spoken Arabic dialects is crucial before effectively implementing MSA in scientific fields. Furthermore, as long as MSA is solely associated with religion and nationalism, while dialects are viewed negatively, successful Arabization remains elusive. Recent education reforms since the early 2000s, however, have begun to shift the focus towards multilingualism, with a particular emphasis on including English.

The dominance of English as a source of cultural knowledge seems counter intuitive. Whereas local languages are not seen as sources of cultural knowledge compared to English, an awareness of the Algerian context reveals that this result may be explained by the local languages having been characterized as useless for decades. Not even MSA, being the language of the Qur'an, and the official language in the Constitution alongside Tamazight, comes ahead of English as a rich language culturally. Perhaps the association of English with a prestigious entertainment industry earns the language the status of a source of cultural knowledge. The Arab world's relatively low cultural production (Benrabah 2013), such as literary and cinematic production, in contrast, is reflected in participants' negative attitudes towards the potential of local languages for being a source of cultural knowledge. Another surprise is that French is considered more culturally enriching than MSA. Despite the characterization of French as a colonial language, it seems that the participants still find it culturally valuable. Due to the prestigious status of English, however, survey participants put it forth as the most culturally enriching language. It could be valuable in the future to follow up with participants on what they consider to be of cultural value from each of the languages and why it is that English and French, the foreign languages, dominate the local languages. This linguistic insecurity could stem from centuries of Arabization and deprecation of local languages. The recent promotion of Tamazight to the status of an official language could be a step in the right direction, valuing local languages alongside other languages like English.

I.1.3. Exploring English in Education Policy

I.1.3.1. English Teaching and Learning in Algeria

Algeria, similar to numerous multilingual nations across the globe, faces a complex linguistic environment. The coexistence of various languages leads to sociolinguistic challenges, reflecting the country's history of colonization, diverse social and linguistic composition of its population, and the importance placed on international languages. Initially, Algeria was a region marked by invasions and the convergence of civilizations, resulting in linguistic diversity since ancient times. The original inhabitants were the Berbers, known as the Numidians and Imazighen. These Imazighen, as noted by Benrabah (1999), had prolonged interactions with Phoenician conquerors and traders who settled in North Africa. The Libyco-Berber language, which Tifinagh drew from, played a significant role in the development of the modern Touareg alphabets. Additionally, Benrabah noted that during the Roman occupation in North Africa, the majority of the Berber people learned Latin, which already included elements of Libyco-Berber.

In the seventh century, the arrival of Islam, spread by Arabs, had a profound influence on the dissemination of Classical Arabic. Mosques and missionaries played a crucial role in converting Berbers to Islam and subsequently, they acquired proficiency in Classical Arabic. Benrabah emphasized that this language held a divine status as it was the language of the Quran. Consequently, many Berbers who embraced Islam became Arabic speakers, allowing the Arabic language to permeate various aspects of society.

During the period from the fifteenth century to 1830, the majority of the people in Algeria communicated in Algerian Arabic and/or Berber. Algerian Arabic, also known as "Derja," emerged as the primary language among the Arabic-speaking population. It differed from the Arabic language spoken in the Middle East due to the influence of the local Berber dialects that were prevalent during this time, as explained by Benrabah (1999). Additionally, the various settlements that occurred during this era, including those by the Portuguese, Spaniards, Turks, and others, introduced foreign languages such as Ottoman, Turkish, Spanish, Judeo-Arabic, and Italian (Benrabah, 2007).

Despite the efforts of the French colonial authorities to impose their educational system and eradicate the Arabic language in Algeria, the indigenous population resisted and maintained their cultural and linguistic identity. The preference shown towards the Kabylian

population for schooling inadvertently allowed the Kabylian language to flourish, contributing to the diversity of languages spoken in Algeria. The transformation of traditional Arabic schools into French schools led to a sense of cultural and religious persecution among Algerian families, who chose to keep their children out of colonial schools. This resistance to assimilation further deepened the divide between the European and Algerian populations in colonial Algeria (Benrabah, 1999). The legacy of the French educational system in Algeria is a complex one, with lasting effects on the country's linguistic and cultural landscape. The high illiteracy rate at the time of independence in 1962 underscored the challenges faced by the newly independent nation in rebuilding its educational system and promoting literacy among its population (2007).

Following the attainment of independence, the languages commonly spoken in daily life in Algeria were Algerian Arabic, Berber, and French. However, Classical Arabic was only used in a limited number of educational institutions known as Medersas, which were primarily focused on teaching the Quran and literacy skills. The new leaders of Algeria were determined to dismantle the system established by the colonial authorities, particularly the significant influence of the French language on linguistic and cultural matters. The Algerian government implemented a policy of linguistic imperialism with the aim of promoting Algerian linguistic-nationalism through Arabization. The underlying principle of this policy was to restore Algeria's Arab Islamic heritage (Mize, 1978). Majumdar and Saad (2005, p. 138) quoted President Houari Boumediene's speech, stating, "Without reclaiming our national language, our efforts would be in vain, our identity incomplete, and our existence devoid of soul."

In 1962, the number of teachers proficient in teaching Classical Arabic was limited, and the weekly instruction time was only seven hours (Benrabah, 2007). The following year, in 1963, there were 3,452 Arabophone teachers and 16,456 Francophone teachers assigned to primary education, as stated by Benrabah. The Arabization program was initiated in 1965, marking a gradual process of Arabization and the recruitment of teachers from various Arab countries, primarily Iraq, Egypt, and Syria. By 1977, the total count of Francophone teachers had risen to 19,769, while the number of Arabophone teachers had significantly increased which reached a total of 47,096 individuals according to Benrabah's study in 2007. In 1976, the French language was acknowledged as a foreign language and began to be taught from the fourth year of primary school. However, it is important to note that classical Arabic

remains the sole official language of the country, as stated by Mostari in 2004. The intention behind this policy was to curb the influence of the French language, but it inadvertently sparked unrest among the Berber population, leading to violent protests. Consequently, the Algerian government engaged in discussions with Berber leaders to address their concerns and explore the inclusion of Tamazight in the education system. Eventually, in 2003, the government officially permitted the teaching of Tamazight in schools, recognizing it as a national language. Subsequently, in 2016, it was further designated as an official language alongside Classical Arabic.

I.1.3.2. Teaching Policy

It was widely acknowledged that Arabization was a complete failure in Algeria due to various reasons. Consequently, around 2002, the Algerian government reevaluated its implemented policy and made French the primary mandatory foreign language starting from grade two. Additionally, they hired 1500 new French teachers (Benrabah, 2007). In terms of English, the initial effort to promote it was made in 1969 with the establishment of a General Inspectorate of English (Mize, 1978). During that period, the Ministry of Education acknowledged the shortage of English teachers, leading them to recruit teachers from other countries and promptly train Algerian teachers. Since 1980, Algeria expanded its economic markets to include Western countries, particularly the UK and USA, which heavily invested in the Algerian oil and gas industries. Consequently, the need for intensive integration of the English language grew. As a result, numerous reforms were implemented, including the expansion of teachers' training programs and teaching durations. Furthermore, this period witnessed the opening of more English departments at universities.

In 1993, a new reform was implemented to improve the teaching of foreign languages at a young age. This reform allowed fourth graders in primary school to choose between French and English as a mandatory foreign language. The government's objective was to promote English, recognizing its status as an international language that enables full participation in the global community. Therefore, it was deemed necessary to start teaching English as early as fourth grade. However, contrary to the government's intentions, most parents opted for French instead of English. They argued that French is widely used in Algeria and believed that their children would face difficulties in learning a language that was not given the recognition it deserved. As a result, Algeria has since implemented a series of changes to redefine the role of English in this complex linguistic landscape. Currently,

French has been reintroduced as the primary foreign language taught in the third year of primary school, while English has been moved to the first year of middle school.

The preceding historical overview presents the initial success of the ELT industry in Algeria during the 1900s, followed by its decline. This section will provide an outline of how the industry regained momentum, leading to the current resurgence of English. By examining the cultural and academic initiatives promoted by the British, French, and American embassies, we can gain insight into the spread of English in a competitive linguistic environment. According to Abid-Houcine (2007), although French remains prevalent, English has gained significant popularity among Algerians, similar to the situation in Morocco (Marley, 2005). In 2004, France initiated a large-scale program to train 2,000 Algerian French teachers, resulting in numerous Master's Degrees. Additionally, the French Language Doctoral School has been established in multiple Algerian universities, offering degrees that are officially recognized by both France and Algeria. Algerian and French professors oversee the supervision of theses and dissertations. Scholarships are awarded to the most talented students to pursue further studies in France. Moreover, the French Embassy generously contributes books to university libraries and supports the publication of French books (Abid-Houcine, 2007, pp. 6-7). The United Kingdom also actively participates in academic and cultural exchange with Algeria. As an example, according to the HuffPost Algérie (2014), eight distinguished Algerian professionals were awarded the prestigious Chevening scholarships for MA programs in British universities. One of the objectives is to establish a professional network and foster development in Algeria. Highly encouraged areas of specialization include economics, politics, and various engineering programs. Additionally, Britain has plans to prepare 500 Algerian PhD students in British universities between 2015 and 2020.

The significant, positive correlations between teacher quality and student achievement, as most important within-school factors explaining performance, and between in-service training and student outcomes, are consistently borne out by research.

In particular, promoting the development of teachers' competence in teaching transversal competences and heterogeneous classes, and collaborating with colleagues and parents, are seen as essential. Council Resolution 2007/C 300/07 of 15.11.07; Council Resolution 2008/C 319/08 of 21.11.08 Although the complexities of the teaching profession require a lifelong learning perspective to adapt to fast changes and evolving constraints or

needs, international studies on teachers and their professional development have shown that so far, in-service training is considered as a professional duty in about a half of all European states, but it is in practice optional in many of them. Incentives to encourage participation in CPD appear few, and penalties for no participation are rare.

Conclusion

This review chapter has comprehensively explored the interplay between language, attitudes, and educational policy in Algeria. It began by defining attitudes and their multifaceted nature, highlighting their role in language learning. It then examined the complex multilingual situation in Algeria, where Arabic dialects, Tamazight languages, and French coexist alongside a growing presence of English. The failed Arabization policy and the surprising perception of English as a richer cultural source than Arabic or French were also discussed. Finally, the chapter analyzed the evolving role of English in Algerian education policy, from its initial marginalization to its current status as a mandatory foreign language.

Chapter II: Continuing Professional Development

Introduction

This Chapter shifts its attention to Continuing Professional Development (CPD) which underscores the importance of CPD programs in providing teachers with the latest knowledge, strategies, and teaching approaches. It highlights how these programs can enhance teacher performance and, ultimately, improve student learning. Lastly, it examines various models of Continuing Professional Development. By evaluating different CPD approaches, this chapter aims to pinpoint the most effective strategies for supporting English language teachers in the Algerian context. The objective is to identify how CPD programs can be tailored to address the specific needs and challenges encountered by English language teachers in Algeria. The ultimate aim is to establish a framework for effective CPD that empowers educators and nurtures a thriving English language learning environment in Algerian schools.

II.1. Definition of Continuing Professional Development

II.1.1. Development

Development is perpetually focused on enhancing oneself through the acquisition of fresh abilities, mindsets, and knowledge. Its ultimate goal is to enhance effectiveness. When it comes to the provision of education, development should encompass the improvement of knowledge, skills, and attitudes to elevate the quality of education offered. Educators are nurtured and empowered through diverse means by their schools, Provincial Departments of Education (referred to as PDEs hereafter), and even educator organizations.

II.1.2. Professional development

According to Steyn and Van Niekerk (2002, p.250), professional development is an ongoing program that focuses on enhancing the knowledge, skills, and attitudes necessary for effective teaching. Educators and educational leaders participate in development opportunities to improve their abilities. These activities can be done individually or collectively, and they occur throughout an educator's career. Professional development aims to enhance the personal and professional skills of educators (Tomlinson, 1997, p.162). The South African Council for Educators (SACE) (2008, p.3) states that professional

development helps educators improve their mastery of the curriculum, teaching skills, understanding of students' needs, and commitment to their learners and schools.

Rudduck described it as "the teacher's ability to sustain the class's curiosity, identify significant interests in the teaching and learning processes, and value and engage in dialogue with experienced colleagues for support in analyzing situations" (Rudduck, 1991, p. 129). From this perspective, the professional growth of teachers can be seen as an approach rooted in constant questioning and the pursuit of solutions.

> *"The professional development of teachers goes beyond a merely informative stage; it implies adaptation to change with a view to changing teaching and learning activities, altering teacher attitudes and improving the academic results of students. The professional development of teachers is concerned with individual, professional and organisational needs" (Heideman, 1990, p. 4);*

> *"The professional development of teachers is a broad area which includes any activity or process intent on improving dexterity, attitudes, understanding or involvement in current or future roles" (Fullan, 1990, p. 3);*

> *"It is defined as the entire process that im proves knowledge, dexterity or teacher attitudes" (Sparks & Loucks Horsley, 1990, pp. 234 235);*

> *"It implies the improvement of control skills of the actual working conditions, a progression of professional status within the teaching career" (Oldroyd & Hall, 1991, p. 3);*

> *"The professional development of teachers includes all the experiences of natural learning as well as the more planned and conscious ones which try, both directly and indirectly, to benefit individuals, groups or schools and which contribute to improving the quality of education in the classroom. It is the process by which teachers, whether alone or accompanied, review, renew and further their commitment as agents of change, with moral teaching aims. Moreover, they acquire and develop knowledge, competencies and emotional intelligence that are essential to professional thinking, planning and practice with children, adolescents and colleagues throughout each stage of their teaching lives" (Day, 1999, p. 4);*

> *"Work opportunities that encourage creative and reflective skills in the teachers,*
> *thus, enabling them to improve their practices" (Bredeson, 2002, p. 663);*

> *"The professional development of teachers is the professional growth the teacher*
> *ac quires as a result of his/her experience and systematic analysis of his/her own*
> *practice" (Villegas Reimers, 2003).*

Over the past ten years, there has been a shift in the concept of the teaching profession due to a better understanding of how the learning process occurs. Villegas-Reimers (2003) highlights in his analysis of teacher professional development that this process is now seen as a long-term endeavor. It involves various types of carefully planned opportunities and experiences aimed at fostering the professional growth and development of teachers.

II.1.3. Continuing Professional Development

It is widely acknowledged that the teacher plays a crucial role in facilitating all educational activities, whether they occur within or outside the educational institution. The teacher serves as the focal point around which all activities and curriculum are centered. The teaching profession holds significant importance in every society, as teachers not only facilitate educational, curricular, and co-curricular activities but also contribute to shaping individuals who go on to make history for a nation. A teacher must possess two types of knowledge - content knowledge and pedagogical knowledge - as well as two types of qualities - personal and professional. By integrating both sets of knowledge and qualities in their work, a teacher can effectively achieve their objectives and be recognized as a good or effective educator in the educational process. The quality of the teacher is a critical factor in student learning outcomes. Teaching is considered one of the largest professions globally, with unique characteristics similar to other professions (Craft, 2000).

Education is a collaborative process that revolves around the interaction between educators and students. The primary goal of education is to assist individuals in their intellectual growth. Education strives to improve knowledge acquisition, following a structured curriculum and predetermined goals. It is characterized by its rigidity and adherence to set objectives. The teacher-student relationship is seen as a qualitative one, emphasizing quality interactions. Teaching is viewed as a lifelong vocation, with established standards that educators are expected to adhere to (Agochia, 2001).

When an individual imparts knowledge or expertise to another, it is often referred to as teaching. However, not every method of facilitating learning qualifies as teaching, and each instance of teaching is considered part of the educational process. Philosophers of education have examined the concept of teaching in a broad sense and have sought to differentiate educational teaching from practices like training and conditioning. The primary focus of these studies has been to demonstrate that these alternative methods lead to superficial learning as they do not effectively cultivate the student's critical thinking abilities (Purdon, 2003).

The advancement of the field of education is dependent on the quality of teacher education. A strong correlation exists between teacher quality and student success, indicating that the effectiveness of teachers directly impacts student performance. Research demonstrates a connection between ongoing training for teachers and student achievement (Angist & Lavy, 2001). Teacher competence encompasses the ability to effectively utilize new knowledge, behaviors, skills, and abilities. This also includes the personal characteristics that teachers must possess in order to effectively carry out their responsibilities. Teacher competence is linked to attributes such as emotional intelligence, social skills, cognitive abilities, intellectual capacity, and psychomotor skills (Day, 1999).

There are three types of competency components: cognitive, affective, and performance competence. Cognitive competence pertains to knowledge and information, while affective competence is related to attitude, value judgments, and emotions. Performance competence encompasses skills such as reading, writing, and typing. The quality of education is influenced by teachers' commitment and competence, which also determine their performance. To achieve teacher competence, training is necessary (Cornell, 2003). According to Agochia (2001), the purpose of training is to enhance the trainees' potential knowledge and skills in order to carry out specific tasks.

Training of teachers is necessary for their professional development. Training improves the effectiveness and efficiency of the Individual as well as the institution. Training is helpful to solve day to day problems and develop an association with their colleagues. There are three types of training, pre-service, in-service, and induction training. In pre-service training, the program individual is prepared for specific professions. It is related to the professional qualification that is required for becoming a teacher e.g. B. Ed, M.Ed. Induction training is provided to newly selected teachers before they enter their classrooms.

In-service training is provided to those individuals when there is a difference between the actual and expected performance of the individual. Educational personnel (teachers and managers) all were passed through these training programs. There are two types of in-service training one is on the job and the other is off the job training (Craft, 2000). In the past, in-service training programs provide site training to teachers for their professional development. Off the job training is provided outside their workplace. In this training program, the same type of training is given to all the teachers. Individual difference of teachers like their IQ level, subject mastery, and competence in pedagogical skill does not care. It is difficult for the teacher to attend these training programs because training centers are far away from the schools. While off the job training in general. There is no effective way to assess the effectiveness of job training. Only knowledge is provided to the participants. Practical training is not provided to the trainees (Day, 1999).

II.2. Importance of CPD

Professional development is necessary for the reformation of the school and to improve the performance of the school. Professional development is a continuous process that empowers the individual teacher. It enables teachers to diagnose classroom problems and ways to solve these problems. Due to the professional development of the teacher, student learning outcomes will be improved. It prepares teachers to meet world-class standards (Gray, 2005). The process of professional development is well planned, ongoing, and long-term. It enhances the teaching competence of the teacher. It enhances teacher monitoring and assessment skills in his classroom. Training is provided according to the teacher's needs. It is collaborative. Follow up services are part and parcel of professional development activities (Craft, 2002).

CPD offers individuals the chance to empower themselves and be inspired. It allows dreams and aspirations to become a reality, enabling people to work towards their future goals. CPD should ignite a thirst for knowledge, encouraging individuals to learn new skills and create opportunities to build upon their existing knowledge (Whitaker and Megginson, 2007). However, some may view this as an overly idealistic perspective of CPD. Bubb (2006) highlights that effective teacher professional development should include key elements such as a clear and agreed vision, participants' prior knowledge, and a focus on continuous inquiry and problem-solving. Furthermore, it should provide opportunities for staff to enhance their subject knowledge, expand their teaching strategies, and stay updated

with advancements in technology. Bubb (2006) emphasizes that the absence of any of these key elements diminishes the impact of CPD. Implementing high-quality and meaningful professional teacher development programs can have a positive impact on teachers' skills and attitudes in the classroom, ultimately enhancing the quality of education received by students (Beavers, 2011)

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Tyagi and P. Misra (2021) conducted a study to demonstrate the importance of CPD as a prerequisite for teacher educators. They found that CPD plays a crucial role in enhancing the professional and instructional methods of these educators. By engaging in CPD activities, teacher educators are able to stay updated with the latest research and best practices in education, which in turn allows them to provide high-quality training and support to pre-service and in-service teachers.

In a similar vein, B. Vadivel and colleagues (2021) conducted a study to explore the various aspects of CPD for English as a Foreign Language (EFL) teachers. They examined a diverse group of 83 EFL teachers who came from different socio-economic, multicultural, educational, and disciplinary backgrounds. The researchers discovered that these teachers held a positive attitude towards their own CPD.

The findings of Vadivel et al. (2021) highlight the importance of CPD for EFL teachers. Engaging in CPD activities allows these teachers to continuously improve their knowledge and skills in teaching English to non-native speakers. It helps them stay updated with the latest teaching methodologies, language acquisition theories, and technological advancements in language education. This, in turn, enables them to provide effective and engaging instruction to their students.

Gartia (2013) demonstrated that Continuing Professional Development (CPD) plays a crucial role in enhancing learning and growth among educators, particularly in adapting to new roles and innovative teaching methods. It delves into the significance, principles, and impact of CPD in honing skills and expanding teachers' knowledge. According to S. Noormohammadi (2014), the CPD of instructors is a vital, long-term process essential to

meet the evolving demands of a dynamic society for skilled, seasoned, and qualified teachers. S. Shawer (2010) highlighted that teachers' professional development encompasses the initiatives educators undertake post their formal teacher training programs. J.P Collins and N.P O'Brien (2003) explored CPD and defined it as a deliberate, ongoing, and systematic series of activities and processes designed to enhance educators' professional knowledge, skills, and attitudes, ultimately benefiting students' learning outcomes. J.O Afe (1995) in his study emphasized that teacher professional development is an integral aspect of any educational system focused on preparing and equipping teachers with the necessary competencies and skills in teaching to enhance the quality of instruction in classrooms.

II.3. Models of Continuing Professional Development

The topic of teachers' continuing professional development (CPD) is gaining attention in Scotland and globally. Despite the increasing number of studies focusing on specific aspects of CPD, there is a lack of literature that compares different CPD models (Hoban, 2002). This paper explores various CPD models and suggests a framework for their analysis. The analysis delves into the intended purpose of each model, highlighting issues of power concerning central control, individual teacher autonomy, and professional autonomy. The paper proposes nine categories for grouping CPD models, which are then arranged on a spectrum based on their potential for transformative practice and professional autonomy. The underlying idea is that teachers must be able to articulate their teaching beliefs and choose appropriate practices to foster such conditions.

CPD can be arranged and structured in various ways, and for various reasons. Although most CPD experiences are typically seen as a way to introduce or enhance knowledge, skills, and attitudes, it should not be assumed that this is universally agreed upon. According to Eraut (1994), it is not just the type of professional knowledge being acquired those matters, but also the context in which it is acquired and subsequently applied, as this helps us comprehend the nature of that knowledge. Examining how CPD for teachers is organized and structured can provide insights not only into the motivations behind these frameworks, but also into the essence of professional knowledge and professionalism itself. Eraut (1994) identifies three main contexts in which professional knowledge is acquired – the academic context, institutional discussions on policy and practice, and actual practice itself (p. 20).

It is evident that knowledge acquisition is not limited to any single context among these three. However, recognizing the different contexts is beneficial for analytical purposes. Eraut does not explicitly address the significance of informal professional discussions and reading that occur outside of the institutional setting, yet this context is undoubtedly relevant. The models examined in this paper demonstrate different levels of importance assigned to each context as potential sources of knowledge acquisition. Considering these contexts helps analyze the underlying agendas supported by the various models.

II.3.1. The Training Model

The training model is widely recognized and has been the predominant form of CPD for teachers in recent years. This model emphasizes the development of skills and takes a technocratic approach to teaching. It allows teachers to update their skills and demonstrate their competence. Typically, the training is delivered by an expert, with the agenda determined by the deliverer, and the participant taking on a passive role. While the training can occur within the participant's institution, it is more commonly delivered off-site. However, this approach has faced criticism for its lack of connection to the current classroom context. Day (1999) highlights the failure of such training events to align with the moral purposes that are central to teachers' professionalism. The CPD training model aligns with a standards-based view of teacher development, where teachers aim to demonstrate specific skills outlined in a nationally agreed standard. This model promotes central control and emphasizes coherence and standardization. It tends to limit teachers' autonomy in identifying and addressing their own development needs. In Scotland, as in many other countries, there is a prevailing belief that standardized training leads to improvements in teaching, learning, and student achievement.

Kirk et al (2003) connect the standards-based approach with a training model of CPD in their discussion of the context for the development of the chartered teacher programme in Scotland. They argue that statements of competence and standards, developed with input from the profession, can ensure that development and training are closely aligned with the skills and knowledge teachers need (p. 3).

II.3.2. The Award-bearing Model

An award-bearing model of CPD is one that relies on, or emphasises, the completion of award-bearing programmes of study – usually, but not exclusively, validated by

universities. This external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies. The introduction of the chartered teacher programme in Scotland provides an interesting example of the way in which university validated award-bearing provision can become the bedrock of a particular CPD structure. While it has been argued that this, together with General Teaching Council for Scotland accreditation, provides a necessary element of quality assurance and continuity, in practice it also serves to limit the availability of other award-bearing provision (Purdon, 2003) and to standardise the experiences of those working towards chartered teacher status. However, in current education discourse in Scotland, there is an emphasis on professional action that is not always supportive of what is perceived to be 'academic' as opposed to 'practical'. There is therefore a pressure for award-bearing courses to be focused on classroom practice, often at the expense of issues of values and beliefs (Solomon & Tresman, 1999).

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II.3.3. The Deficit Model

Professional development can be specifically designed to address perceived deficiencies in teacher performance. This can be done within the framework of performance management, which is a topic of debate regarding its fundamental purpose. According to Rhodes & Beneicke (2003), performance management can be seen as a way to improve standards or as a form of government intervention to enhance efficiency, effectiveness, and

accountability (p. 124). However, performance management necessitates someone taking responsibility for evaluating and managing changes in teacher performance, including addressing any identified weaknesses. Nevertheless, it is not always clear what the expectations are for competent performance and whose definition of competence is being used. While the deficit model uses CPD to address perceived weaknesses in individual teachers, Rhodes & Beneicke (2003) argue that poor teacher performance can be attributed not only to individual teachers but also to organizational and management practices. Blaming individual teachers and relying solely on CPD to address their weaknesses implies a model that disregards collective responsibility and fails to consider the system itself as a potential cause for a teacher's perceived failure to demonstrate the desired competence. It also assumes the necessity of establishing a baseline measure of competence, which then begins to hold its own authority once it is documented.

Boreham (2004) delves into the topic of individual and collective competence, asserting that effective collective competence in schools relies on leadership that fosters three specific conditions:

- Making collective sense of events in the workplace;
- Developing and using a collective knowledge base;
- Developing a sense of interdependency (p. 9).

This viewpoint starkly contrasts with the deficit model, which places fault on individuals for perceived shortcomings and overlooks the importance of collective accountability.

II.3.4. The Cascade Model

The cascade model involves individual teachers attending 'training events' and then cascading or disseminating the information to colleagues. It is commonly employed in situations where resources are limited. Although very popular in Scotland in the early 1990s, after local government reorganisation resulted in tighter resource allocations (Marker, 1999), this model is not quite as popular in Scotland now. Day (1999) reports on a case study in which the cascade model was employed by a group of teachers as a means of sharing their own (successful) learning with colleagues. The group reported on what they had learned, but 'no detailed consideration was given to the very principles of participation, collaboration and ownership which had characterized their own learning' (p. 126). In addition to such issues surrounding the conditions required for successful learning, Solomon & Tresman

(1999) suggest that one of the drawbacks of this model is that what is passed on in the cascading process is generally skills-focused, sometimes knowledge-focused, but rarely focuses on values. This is an argument that is also articulated by Nieto (2003), when she claims that teacher education 'needs to shift from a focus on questions of "what" and "how" to also consider questions of "why"' (p. 395). It could therefore be argued that the cascade model supports a technicist view of teaching, where skills and knowledge are given priority over attitudes and values. The cascade model also neglects to consider the range of learning contexts outlined by Eraut (1994), assuming that it is the knowledge per se that is the important part of the process and not necessarily the context in which it is gained or used.

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II.3.5. The Standards-based Model

Before delving into the characteristics of the standards-based model of CPD, it is important to consider the terminology being used. In Scotland, the use of 'standards' instead of 'competences' has become the norm, with proponents of standards highlighting their

advantages over their predecessors. However, despite the change in language, it is difficult to identify any significant practical or philosophical differences between the two. While the shift in language may suggest a focus on values and commitment, the true test lies in the implementation of standards. In the Scottish chartered teacher program, for instance, the emphasis is firmly placed on professional actions as a means of demonstrating that the standard has been met. The emphasis on evidence-based and demonstrable practice indicates that the program is still competence-based, despite claims to the contrary. In fact, Kirk et al (2003), in their discussion of their experiences as members of the Chartered Teacher Project Team, assert that the assessment of potential Chartered Teachers should primarily focus on competence in professional performance. Therefore, it can be argued that, in practical terms and contrary to popular academic discourse, there is very little substantial difference between competences and standards, aside from linguistic distinctions.

The CPD model based on standards undermines the idea of teaching as a multifaceted, context-specific endeavor with political and moral implications. Instead, it aims to establish a teaching system and teacher education that can establish and validate connections between teacher effectiveness and student learning through empirical means (Beyer, 2002, p. 243). This scientific approach adopted by the standards movement restricts the consideration of alternative forms of CPD. Moreover, it heavily relies on a behaviorist perspective of learning, emphasizing the individual teachers' competence and resulting rewards, while neglecting collaborative and collegial learning.

According to Smyth (1991), externally imposed forms of accountability and inspection, such as standards, demonstrate a lack of regard for teachers' own capacity for reflective and critical inquiry. In fact, this argument can be extended to suggest that not only does it lack respect, but it also establishes clear expectations regarding the extent to which teachers should assume responsibility for their own professional learning. It encourages them to rely on central direction, even when assessing their own teaching abilities.

There are numerous critics of the standards-based model of CPD. For instance, Beyer (2002) critiques the lack of attention given to central and contentious questions regarding the purpose of teaching, asserting that 'teacher education must be infused with the kind of critical scrutiny about social purposes, future possibilities, economic realities, and moral directions' (p. 240). He argues that the move towards increasing standardization in the USA narrows the range of potential conceptions of teaching to focus on quality assurance and

accountability, which contradicts the notion of critical scrutiny. Beyer (2002) and others suggest that the push towards standardization in teacher education is partly a response to concerns about nation states' competitiveness in the global economy. In this light, standardization can be seen as a means to pursue improved economic status.

Despite the extensive literature critical of the standards-based approach to teacher education, policies that embrace this approach do offer a rationale for its implementation. For example, in the context of the chartered teacher program in Scotland, members of the development team argue that the participative approach to developing the Standard for Chartered Teachers will make teachers more willing to engage with it (Kirk et al, 2003). Standards also provide a common language, facilitating dialogue among teachers about their professional practice. However, Draper et al (2004) highlight the tensions inherent in the standards-based approach, cautioning that 'the Standard [Standard for Full Registration] itself may be viewed as a useful scaffold for professional development or as a source of pressure for uniformity' (p. 221).

There is clearly capacity for standards to be used to scaffold professional development and to provide a common language, thereby enabling greater dialogue between teachers, but these advantages must be tempered by acknowledgement of the potential for standards to narrow conceptions of teaching or, indeed, to render it unnecessary for teachers to consider alternative conceptions out with those promoted by the standards. There is clearly capacity for standards to be used to scaffold professional development and to provide a common language, thereby enabling greater dialogue between teachers, but these advantages must be tempered by acknowledgement of the potential for standards to narrow conceptions of teaching or, indeed, to render it unnecessary for teachers to consider alternative conceptions out with those promoted by the standards.

- Making collective sense of events in the workplace;
- Developing and using a collective knowledge base;
- Developing a sense of interdependency (p. 9).

II.3.6. The Coaching/Mentoring Model

The coaching and mentoring model encompasses various practices for CPD that are grounded in different philosophical principles. Nevertheless, the defining characteristic of this model is the significance of the one-on-one relationship, typically between two

educators, which aims to facilitate CPD. Both coaching and mentoring share this characteristic, although attempts to differentiate between the two often suggest that coaching is more focused on skills development, while mentoring involves an element of counseling and fostering professional camaraderie (Rhodes & Beneicke, 2002, p. 301). Additionally, mentoring often implies a relationship where one partner is less experienced, acting as a novice, while the other partner is more experienced (Clutterbuck, 1991).

The mentoring or coaching relationship can take on a collegial nature, such as in the case of "peer coaching," but it is more likely to be hierarchical. For instance, in Scotland, the new induction procedures guarantee that every new teacher has a "supporter" who aids in the CPD process and is involved in assessing the new teacher's competence against the Standard for Full Registration (General Teaching Council for Scotland, 2002). However, the key aspect of the coaching/mentoring model is the belief that professional learning can occur within the school environment and can be enriched through dialogue and collaboration with colleagues.

In opposition to the novice/experienced teacher mentoring dynamic, Smyth (1991) advocates for a 'clinical supervision' model that is collaborative and teacher-driven. These contrasting approaches highlight the distinct purposes of mentoring. The novice/experienced teacher model resembles an apprenticeship, with the experienced teacher guiding the novice teacher into the profession. This guidance not only assists the novice in acquiring and applying necessary skills and knowledge but also communicates the social and cultural norms of the institution. On the other hand, the coaching/mentoring model fosters a more balanced relationship, allowing both teachers to explore possibilities, beliefs, and aspirations in a less hierarchical manner. Depending on the individuals involved, this model can either support a transmission perspective of professional development, where teachers are introduced to the existing norms by their more experienced counterparts, or a transformative perspective where the relationship serves as a nurturing yet challenging space for critical reflection on practice.

Robbins (cited in Rhodes & Beneicke, 2002) defines peer coaching as: A confidential process through which two or more colleagues work together to reflect upon current practices; expand, refine and build new skills; share ideas; conduct action research; teach one another, or problem solve within the workplace. (p. 298)

According to Rhodes and Beneicke (2002), peer coaching is defined by Robbins as a confidential process where two or more colleagues collaborate to reflect on their current practices, enhance and develop new skills, exchange ideas, conduct action research, teach each other, and solve workplace problems. (p. 298). Robbins acknowledges the importance of the one-to-one relationship, but his definition focuses on confidentiality rather than accountability. This introduces a significant shift in power dynamics, as confidentiality becomes a key factor in the relationship. Unlike the induction type relationship, which serves the dual purpose of support and assessment, Robbins' definition does not support peer coaching as a form of accountability. Instead, it aligns peer coaching with a transformative conception of CPD.

Regardless of whether the coaching/mentoring model is intended to be mutually supportive and challenging or hierarchical and assessment-driven, the quality of interpersonal relationships is crucial. For the coaching/mentoring model of CPD to be successful, participants must possess well-developed interpersonal communication skills (Rhodes & Beneicke, 2002). It is worth noting that although the new induction arrangements in Scotland require each new teacher to have a designated "supporter," there are no specific requirements regarding the supporter's interpersonal communication strengths or training. However, recent research on probationer teachers in the new induction scheme in Scotland suggests that for an optimal relationship, the supporter should be willing to fulfill the role and receive proper training (Draper et al, 2004, p. 219).

So, the coaching/mentoring model is primarily defined by its emphasis on a one-to-one relationship. Depending on its underlying philosophy, it can either facilitate a transmission or a transformative approach to CPD.

II.3.7. The Community of Practice Model

The relationship between communities of practice and the coaching/mentoring model discussed above is evident. However, there are some key differences between the two. A community of practice typically involves more than two individuals and does not necessarily rely on confidentiality. On the other hand, the coaching/mentoring model of CPD discussed above, which is hierarchical and assessment-driven, may not be as closely connected to the communities of practice model. According to Wenger (1998), learning within communities of practice involves three essential processes:

- Evolving forms of mutual engagement;
- Understanding and tuning [their] enterprise;
- Developing [their] repertoire, styles and discourses (p. 95).

Wenger's thesis emphasizes a social theory of learning, highlighting that learning within a community of practice occurs through interactions within the community, rather than solely through planned learning episodes like courses.

Participants' recognition of the community's presence is crucial for their internalization of the learning process. The nature of learning within the community can vary depending on the individual's role within the team. It can either be an active and positive experience or a passive one, where the knowledge and influence of dominant members shape others' perceptions of the community. Yeatman & Sachs (cited in Day, 1999, p. 183) illustrate this through a case study in Australia, where they note that a successful community of practice has formed through a formal and explicit connection between teachers and teacher educators.

Although not using the term 'communities of practice', Boreham (2000) considers a social conception of learning in relation to the medical profession, when he argues that: When the professional activity is collective, the amount of knowledge available in a clinical unit cannot be measured by the sum total of the knowledge possessed by its individual members. A more appropriate measure would be the knowledge generated by the richness of the connections between individuals. (p. 505)

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Boreham clearly articulates the significance of learning within communities, recognizing the presence of individual knowledge and the amalgamation of multiple individuals' knowledge through practical experience as a potent catalyst for the generation of fresh insights.

The issue of power is crucial for successful CPD within a community of practice. According to Wenger (1998), a community of practice should develop its own understanding of the joint enterprise, enabling its members to have some control over the agenda. In this context, professional learning should not be seen as a means of accountability or performance management. Instead, Wenger (1998) suggests that negotiating a joint enterprise leads to mutual accountability among participants, which can potentially foster transformative practice more effectively than a managerial form of accountability.

While communities of practice can sometimes reinforce dominant discourses without critical examination, they can also serve as powerful platforms for transformation. Under specific conditions, collective efforts within these communities can significantly enhance the overall knowledge and experience of individuals.

II.3.8. The Action Research Model

Somekh (cited in Day, 1999, p. 34) describes action research as the examination of a social setting, where the participants themselves act as researchers, aiming to enhance the quality of actions within that setting. The term 'quality of action' encompasses the participants' comprehension of the situation and the actions taken within it.

Supporters of the action research approach (Weiner, 2002; Burbank & Kauchack, 2003) often argue that its effectiveness is heightened when shared within communities of practice or inquiry. Many communities of practice indeed participate in action research. Nevertheless, collaborative efforts typical of a community of practice are not a mandatory component of the action research model.

Weiner (2002) examines a specific instance of research-based professional development in Sweden, within the national context. A crucial aspect of this context is the agreement among various partners, including universities, the government, and professional groups, that national education research should be more applicable to practitioners. By supporting teachers in conducting action-based research, the issue of relevance can be addressed. Weiner acknowledges that this agreement may have multiple implications, but she primarily focuses on its potential to promote "greater participation, relevance, and democracy." She asserts that the main aim of action research is the development and transformation of practitioners. However, this particular approach must be considered in light of the increasing decentralization of the Swedish education system, where local

authorities and schools are responsible for their teachers' CPD, without an overarching national strategy. Furthermore, the shift away from universities as the sole producers of research could be interpreted as an effort to diminish their power.

Burbank & Kauchack (2003) contend that collaborative action research offers an alternative to the passive role traditionally assigned to teachers in professional development models. They advocate for teachers to perceive research as a process rather than solely the outcome of others' efforts. It can also be seen as a way to reduce reliance on externally generated research and instead empower teachers by involving them in the identification and implementation of relevant research activities.

Action research, recognized as an effective CPD model, enables teachers to pose critical inquiries about their teaching methods. Nonetheless, Sachs (2003) raises doubts about its ability to encourage teachers to question the political factors that influence the boundaries of their practice. Nevertheless, the action research model undeniably possesses substantial potential for transformative practice and professional independence.

II.3.9. The Transformative Model

The 'transformative model' of CPD, which encompasses various processes and conditions. Some of these elements are derived from other models. The key feature of this model is the integration of practices and conditions that facilitate a transformative agenda. One could argue that the transformative model is not a distinct and well-defined model on its own, but rather acknowledges the diverse range of conditions necessary for transformative practice.

Hoban (2002) presents an intriguing viewpoint on the concept of CPD as a tool for facilitating educational change. He contrasts the knowledge-centered, contextually empty training model with the context-specific communities of practice model, which does not necessarily embrace new formal knowledge. Hoban argues that instead of a complete shift towards teacher-centered, context-specific CPD models, there should be a better balance between these models and transmission-focused ones. However, Hoban's spectrum does not include communities of inquiry, which could involve partnerships between teachers, academics, and other organizations, focusing on both context and knowledge necessary for genuine and sustainable educational change. These communities prioritize 'enquiry' over

'practice,' taking a more proactive and deliberate approach compared to communities of practice.

One could argue that the transformative model's key characteristic is its effective integration of various models, along with a keen awareness of power dynamics and whose interests are being served. While examples of this model may be limited to small-scale research activities (Nieto, 2003), it is increasingly featured in academic literature. This model seems to counteract the restrictive nature of standards, accountability, and performance management, potentially being classified as a poststructuralist approach to CPD.

Nevertheless, a clear recognition of power dynamics implies that the transformative model is not devoid of conflicts. In fact, one could contend that it heavily relies on these conflicts. It is only by acknowledging and deliberating on the divergent interests and ideologies that genuine discussions can take place among the different participants in the field of education. Such discussions have the potential to foster transformative practices.

II.4. Seminars, Workshops and Conferences

II.4.1. Origin of Seminars

Seminars have their origins in Germany and are considered the most modern form of higher education used in tertiary institutions today. They differ from traditional English tutorial and lecture methods, which are more commonly associated with the French. In seminars, students have the opportunity to present and discuss their knowledge and opinions, with professors overseeing the sessions. The main goal of seminar presentations is to cultivate original ideas and interpretations. After a student presents a paper, it is then scrutinized, corrected, expanded upon, or challenged by others in the group. This process helps refine the paper for potential publication, as scholarly ideas are often shared in the marketplace. Seminars also allow students to present their interpretations of a subject, bringing carefully considered and articulated opinions to the table. When these opinions are challenged, it sparks intellectual friction and stimulates the generation of knowledge.

Seminars hold significant importance in various academic and educational programs. Their main purpose is to provide professionals with a platform to acquire new knowledge on specific topics. Seminars serve as an effective means for individuals to deepen their

understanding and gain valuable insights relevant to their profession or field of work. They are an essential training approach that enables participants to stay updated with the latest industry developments and enhance their professional skills. Unlike training courses that can span several days or weeks, seminars are typically condensed into a few hours or a single day. The duration of a seminar depends on factors such as the topic, complexity of content, and teaching methodology. Seminars share similarities with workshops, as both offer an intensive exploration of a particular subject, delving into it with thoroughness.

II.4.2. Workshops

A workshop refers to a seminar or a singular session aimed at providing training, facilitating discussions, and more within a specific field (Ferguson, 1984). It entails a structured program of study or work, particularly of an experimental nature, designed for a collective of individuals working on a specific project.

II.4.3. Conference

Typically, this involves a formal exchange of opinions among individuals regarding issues related to a specific group or professionals.

II.4.4. The Role of Seminars, Conferences and Workshops in Professional Development

Professional development encompasses a range of activities that enable individuals to become proficient in a specific job, progress in that role, and stay updated with changes that impact the nature of the job (cordis, 2002). According to Amia (2004), professional development is a lifelong process where individuals constantly encounter changes. It primarily aims at personal and career advancement. Undoubtedly, seminars, conferences, and workshops play a crucial role in facilitating teaching, learning, and research. Without effective seminars, conferences, and workshops, humanity would lag behind and become outdated in all areas of human endeavor. The exponential growth of information and knowledge necessitates that professionals stay updated with the latest trends and occurrences in their respective fields. This is precisely what research, seminars, conferences, and workshops aim to accomplish.

II.5. Factors Affecting Teachers' Work, Learning, and CPD

II.5.1. System-level factors

The extensive body of literature on educational policy highlights the challenge of providing a precise definition for the term 'policy' (Bowe et al., 1992; Ozga, 2000; Bell and Stevenson, 2006; Nudzor, 2009). Moreover, it is complex to encapsulate policy in a straightforward definition due to its constant rearticulation and recontextualization throughout the policy cycle (Taylor et al., 1997). Ball (1994, p. 15) argues that "the meaning of policy is often assumed and this leads to a theoretical and epistemological decay within the constructed analytical frameworks," resulting in difficulties in comprehending the true essence of the term. Additionally, the interpretation of the term heavily relies on the researcher's own perspective (Ozga, 2000). Similarly, Ball (1994) asserts that the definition or possible meanings attributed to 'policy' influence the approach and interpretation of research. Therefore, in order to establish a suitable description of policy for the purpose of this study, it would be beneficial to examine some policy models initially.

Scott (2000) suggests that there are generally three models of the policy process depicts policymaking as a centrally-controlled process that is one-way, directive, and often carried out in a top-down manner, from issue identification to policy implementation aimed at addressing it (Bates et al., 2011). In this model, policies are developed and determined based on the intentions and motivations of policymakers. Policy choices and decisions are then solidified and incorporated into well-conceived policy statements meant to be strictly adhered to, facilitating successful specific changes (Nudzor, 2009). Subsequently, practitioners implement the policy in accordance with the guidelines, indicating a top-down approach to policy implementation.

In a similar manner to the increasing need for CPD, the importance of CPD within the TEL domain is acknowledged as a crucial element in supporting educational development. Innovative technologies, such as online discussions and wikis, are being adopted by higher education institutions, motivating education stakeholders to explore new methods and incorporate them into pedagogical practices. The continuous evolution and success in technology are leading to significant changes in traditional teaching methods, encouraging ongoing development for academics. Just like other studies that have emphasized the value of integrating TEL in education and CPD to enhance teaching and

learning, Ming & Azman's (2010) research provides further evidence to support this objective. The researchers highlighted that a key barrier to integration is the resistance to change, often due to TEL skills gaps and lack of experience in its application. This reluctance is also influenced by preconceived notions about TEL tools and their impact on teaching and learning.

The perspectives of educators regarding the perceived advantages of utilizing technology, as well as the overall alignment of technology with traditional practices and methods, along with the perceived value, all impact the integration of TEL in the educational setting and its continuous advancement. Moreover, a skepticism towards the benefits, coupled with a reluctance to embrace change and embrace newer, more innovative approaches, is acknowledged as a barrier to educators' readiness to merge education and technology (Birch & Burnett, 2009). In other words, modifications in practices within pedagogy and instruction can be associated with educators' attitudes towards the change itself, with a positive outlook or viewpoints linked to a greater openness to learn and utilize technology in teaching. Therefore, it is crucial to establish and consider teachers' perceptions and beliefs regarding TEL in order to achieve effective TEL professional development and the required technological transformation. Additionally, as noted by Osika et al. (2009), these pedagogical beliefs, as held by educators regarding technology, are typically shaped early in their careers, with a longer tenure in this aspect being more likely to impact their confidence in technology. Consequently, efforts should be focused on educators' necessity to explore a diverse learning environment to uncover the potential to engage with TEL and its full range of benefits.

In addition, it is crucial to prioritize the availability of adequate software and hardware resources for academics in order to facilitate the diffusion of Technology-Enhanced Learning (TEL). When educational institutions recognize the need for implementing technology in teaching and learning, they must also provide the necessary support, including valuable resources, to ensure accessibility for both teachers and students (Tabata & Johnsrud, 2008; Cheawjindakarn et al., 2012). The academic environment plays a significant role in communicating the value of TEL and the required developmental efforts that need to be encouraged. Moreover, institutional support for academics, such as access to various opportunities, promotion, and funding, is recognized as a fundamental element in fostering academic involvement in the integration and development of TEL. Osika et al.

(2009) argue that for successful TEL professional development, the entire institution must be supported, with the most successful entities being those that incorporate TEL support into their long-term strategies. Additionally, Guesky (2002) emphasizes the importance of considering culture and context as a priority when proposing any organizational developments to accommodate specific individuals. Without valuing principles and taking practical steps to ensure consistency and alignment, the objectives and involvement of the targeted subjects cannot be fully achieved.

II.5.2. Changes in Teachers' Work and Professionalism

Despite the emphasis on the professional development of educators in Botswana, it is evident that a significant number of lecturers have not fully embraced this new initiative. Research conducted by Steyn (2010, p. 257) highlights the crucial role lecturers play in shaping the learning environment due to their direct interaction with students and control over the curriculum. However, studies by Samuel (2008), Steyn (2011), and Pitsoe and Maila (2012) indicate that many lecturers still lack the motivation to actively engage in CPD programs. Given this scenario, it was necessary to explore lecturers' perceptions regarding the factors influencing their participation in CPD. Our review of the literature revealed five main categories of CPD for lecturers, including school-led, employer-led, qualification-oriented programs, as well as initiatives by NGOs, lecturers' unions, community-based organizations, faith-based programs, and self-directed activities (Steyn, 2009, p. 262). Furthermore, existing literature suggests that educators' active involvement in CPD can be influenced by various factors or a combination thereof.

Lee (2005) and Steyn (2009) argue that a crucial factor influencing lecturers' participation in professional development programs is their sense of ownership and the ability to voice their opinions. The question arises as to when this sense of ownership is most feasible - during the development or implementation phase of the programs. Ownership plays a significant role in how lecturers perceive and engage with professional development initiatives. Vemic (2007) supports this notion, emphasizing the importance of teacher commitment in fostering a positive impact on lecturers' willingness to participate in CPD. Steyn (2011, p. 227) further stresses the significance of teachers' commitment to CPD for successful collaboration. Lecturers are encouraged to take charge of their professional growth by identifying their development needs through self-evaluation and integrating them into their practice. This understanding underscores the importance of the research.

An intriguing aspect of teacher participation in CPD, as discussed in various literature sources (Hustle et al. 2003; Barter 2008; Steyn 2008; Burton and Johnson 2010; Wan and Lam 2010; Pitsoe and Maila 2012), is the impact of a top-down approach on CPD development and implementation. Many educators seem to dislike this approach and may struggle to connect with any programs that stem from it. Steyn (2009, p. 126) argues that "a top-down approach that fails to acknowledge the professionalism of educators may hinder the effectiveness of PD." This perspective aligns with Du Perez and Roux's (2008, p. 77) notion that "one reason for educators' negative reaction to professional development is that program developers often struggle to clearly conceptualize the methodological foundations of professional program development or its conceptual paradigms," as they have distanced themselves from the educators who are supposed to implement such programs. Therefore, it is suggested that educators would be more receptive to embracing PD programs that originate from a bottom-up approach, where their experiences as educators are actively involved in the program development process. This approach would ensure that the resulting programs effectively address the needs of the educators themselves.

Other elements that could influence the engagement of educators in ongoing professional development initiatives may involve the presence or absence of a school-specific policy framework for teacher participation in CPD (Vemic, 2007; Steyn, 2011), as well as the dedication level of the educators. Steyn (2009, p. 266) has contended that "PD programs will be ineffective without the educators' full commitment, even if such programs are well structured." Furthermore, the leadership within schools and the collaborative spirit of specific educators (Mewborn and Huberty 2004; Hirsh 2005; Lee 2005; Steyn 2009) are also crucial factors in encouraging active teacher involvement in CPD activities. The readiness of teachers for change has also been highlighted by De Witt and Lessing (2007) as a significant factor influencing their engagement in CPD activities. As per the authors, "the successful implementation of new policies will only be successful if educators are adequately prepared and supported through initial training, and they recognize the importance of enhancing their practice through CPD."

II.5.3. Changing Perspectives

CPD activities encompass a wide range of options, from formal courses to informal learning opportunities both inside and outside the classroom. Historically, CPD has revolved around singular training methods like workshops and formal continuing education. These

methods often portray learning as a packaged experience, with teachers being passive recipients of knowledge (Friedman & Phillips, 2004). The underlying assumption is that learning is an individual cognitive process that immediately translates into changes in teaching practice and the ability to apply new knowledge in different scenarios (Bausmith & Barry, 2011). However, research indicates that this is not the case in reality (Girvan et al., 2016; Guskey, 2002), as various sociocultural factors influence the learning process. Consequently, the conventional approaches to professional development for teachers have been criticized for their mechanistic nature and simplistic view of learning (Simon and Campbell, 2012), which ultimately fails to address the complexities of real classroom situations.

With these constraints in place, there is a necessity for a broader range of CPD activities that support teacher learning, which is the process of acquiring specific changes in teachers' professional knowledge, skills, attitudes, or beliefs (Fraser et al., 2007). This can be achieved by ensuring that CPD initiatives consider both the individual teachers as learners and the social systems they are part of (Borko, 2004), providing opportunities for teachers to develop new perspectives and modify existing practices. The updated forms of CPD activities should also encompass a "complex blend of the individual teacher's knowledge development, the professional teacher working in a specific environment, and the social teacher collaborating with others in that environment" (Simon and Campbell, 2012, p. 310). Moreover, teachers should be acknowledged as learners who bring prior knowledge and teaching experiences to a new learning environment, and should be viewed as active learners who construct their learning within a specific context (Desimone, 2011; Roseler & Dentzau, 2013). Innovative CPD approaches based on these principles include lesson study, teacher reading groups, reflection groups, peer observations, professional learning communities, curriculum study groups, collaborative materials development, and personal learning networks (Borg, 2015). These methods can complement traditional teacher development strategies to provide variety, as certain knowledge and skills are still best acquired through conventional means. As Guskey (2000) suggests, it is improbable that a single CPD method will be effective for all teachers and in all circumstances; therefore, the suitability of each approach will depend on the objectives, content, and implementation context.

While the various forms of CPD are accessible to teachers, a crucial inquiry arises regarding whether participation in these programs fosters teacher learning and if educators

can effectively apply the knowledge gained in actual classroom settings. Numerous studies have delved into different facets of teachers' CPD, showcasing alterations in instructional methods, pedagogical content knowledge, teacher learning, and enhancements in student achievements. However, scant research has explored how teachers assimilate and adapt the new CPD knowledge within classroom contexts. In a recent investigation, Hinojosa (2022) examined how teachers integrated their instructional approaches in the field through PD involvement and on-site coaching. The study unveiled that to implement new instructional strategies, teachers engaged in additional activities such as debriefing sessions, feedback sessions, reflection, reflective dialogue, and scaffolding, indicating that the acquisition or assimilation of new CPD knowledge is not a spontaneous process. Cleary et al. (2022) also explored teachers' PD in self-regulated learning (SRL) and their strategies for classroom implementation. Their findings demonstrate that while the PD influenced teacher outcomes, not all educators effectively implemented SRL practices. Some reported challenges in implementation include a limited grasp of SRL and its enhancement, time constraints, student disengagement, and parental influences.

Conclusion

In conclusion, this review explored the multifaceted concept of Continuing Professional Development (CPD) for educators. It established CPD as a vital process for enhancing teacher proficiency and ultimately student learning. By examining various models like training sessions, award programs, and collaborative approaches, the section highlighted the diverse pathways for educator development. Each model offers distinct advantages and disadvantages, with some models criticized for their standardization or limited focus on real-world application. Furthermore, the review acknowledged the influence of external factors like educational policies and evolving perspectives on professional development. Overall, this analysis underscores the need for ongoing and adaptable CPD programs to empower educators and ensure a thriving educational environment.

Chapter III: Methodology and Results

Introduction

This present chapter will detail the research design, methodologies, data collection, and analysis procedures employed to comprehensively explore teachers' attitudes, based on the theoretical framework and research questions established in the previous sections. By integrating both quantitative and qualitative approaches, the study seeks to provide a thorough understanding of teachers' perceptions and the challenges they face in implementing effective CPD. The findings gained from this practical investigation will contribute to the development of more effective CPD programs and policies, ultimately enhancing the quality of English language teaching in Algerian primary schools.

III.1. Questionnaire Design and Implementation

III.1.1. Rationale of the Study

Effective teaching relies heavily on CPD programs to equip educators with the latest knowledge and skills. However, with the Algeria new English program for 3rd and 4th year, research on Algerian primary school English teachers' experiences with CPD programs is limited. This study aims to address this gap by investigating their attitudes towards current CPD offerings. By understanding their perspectives on the availability, design, and effectiveness of these programs, we can gain valuable insights to improve the CPD system in Algeria. Ultimately, this can lead to a more motivated and skilled teaching workforce, fostering a positive learning environment for students.

III.1.2. Study Location

Data collection was conducted across thirty-nine diverse regions throughout Algeria to ensure a representative sample of the national teacher population. Participants included primary school English teachers with ages ranging from twenty-five to forty-four years old.

III.1.3. Sample Size

This study aimed to investigate the attitudes of Algerian primary school English teachers towards Continuing Professional Development (CPD) programs. A random

sample of 108 teachers was selected from various Algerian departments of English. All participants were approached via an online questionnaire to participate in the study.

III.1.4. Choice of Online Questionnaire

- Teacher Availability: Due to their busy schedules and commitments, recruiting participants for a face-to-face questionnaire distribution might have resulted in lower response rates. An online format offered greater flexibility for teachers to complete the survey at their convenience.

- Enhanced Recruitment: Social media platforms like Facebook can be a linkage within relevant groups for Algerian primary school English teachers. This may help to reach a wider target audience compared to traditional methods.

- Data Management Efficiency: Online questionnaires offer several advantages for data analysis. Responses are automatically collected and stored electronically, facilitating easy organization and transfer to spreadsheet software like Excel for initial analysis. The data can then be seamlessly imported into statistical software like SPSS for further analysis.

Inclusion criteria: Algerian primary school English teacher from the public sector.

III.1.5. Statistical Analysis

Quantitative data of teachers obtained from surveys administered to 108 primary school English teachers was analyzed using the Statistical Package for Social Sciences (SPSS) Version 20. The survey instrument employed a 15-item Likert scale to measure various aspects of teacher attitudes and experiences.

Thematic content analysis was utilized to analyze the qualitative data gathered from interviews with school supervisors.

III.1.5.1. Data Collection Instruments and Data Analysis

The questionnaire is comprised of three distinct sections and encompasses a total of 24 items. These items utilize various question formats to gather data: 15 utilize a Likert scale format, 1 is limited option question (yes or no), 2 employ multiple-choice options, and the remaining 4 are closed-ended questions.

This questionnaire aims to investigate primary school teachers' attitudes towards the effectiveness of in-service continuing professional development (CPD) in Algeria.

Table 1: Demographic Characteristics of Participants.

Parameter	Frequency	Percentage %
Total	108	100
Gender		
Male	29	26,9
Female	79	73,1
Age		
Under 25	11	10,2
25-34	55	50,9
35-44	42	38,9
45-54	0	0
55 or older	0	0
Experience		
Less than 5 years	84	77,8
5-10 years	22	20,4
11-20 years	2	1,9
Qualification		
Bachelor's degree	45	41,7
Magister degree	5	4,6
Master's degree	56	51,9
Doctoral degree	2	1,9
Region		
Ain Defla	2	1,9
Algiers	4	3,7
Annaba	5	4,6
Barika	2	1,9
Batna	7	6,5
Bechar	2	1,9
Beni Abbes	1	0,9
Biskra	1	0,9

Blida	5	4,6
Bordj Bou Arreridj	1	0,9
Boudouaou	1	0,9
Bouira	6	5,6
Constantine	2	1,9
Djelfa	2	1,9
El Oued	5	4,6
Elbayadh	5	4,6
Illizi	1	0,9
Jijel	1	0,9
Khenchela	3	2,8
M'sila	3	2,8
Mascara	2	1,9
Medea	4	3,7
Mila	2	1,9
Mostaganem	1	0,9
Msila	1	0,9
Naama	3	2,8
Ouargla	7	6,5
Ouled Djelall	1	0,9
Oum El Bouaghi	2	1,9
Relizane	1	0,9
Setif	2	1,9
Sidi Bel Abbes	3	2,8
Souk Ahras	3	2,8
Tebessa	1	0,9
Tiaret	5	4,6
Tissemsilt	2	1,9
Tizi Ouzou	2	1,9
Tlemcen	6	5,6
Touggourt	1	0,9
Availability of CPD programs		
Yes	72	66,7

No		36	33,3

It can be seen from the data in Table 1, breakdown of the demographic characteristics of the participants. It includes information on gender, age, experience, level of education, and region. There are 108 participants' total, with 73.1% female and 26.9% male. The largest age group is 25-34 years old at 50.9%, followed by 35-44 years old at 38.9%. Most participants, 77.8%, have less than 5 years of experience. The most common educational level is a Master degree (51.9%), followed by a bachelor's degree (41.7%). The participants come from 37 different regions, with the number of participants from each region ranging between 1 and 7. Additionally, the data shows that the majority of respondents (66.7%, or 72 teachers) indicated that CPD programs are available. This suggests that there is a system in place for offering professional development opportunities to teachers. However, a significant minority (33.3%, or 36 teachers) reported that CPD programs are not available. This highlights a potential gap in access for some teachers, and further investigation might be needed to understand the reasons behind this lack of availability.

Table 2: Teachers' Agreement on Likert Scale Statements.

Items	Likert Scale	Frequency	Percentage
	Strongly Agree	50	46,3
	Agree	52	48,1
CPD is essential for enhancing teaching skills and techniques in primary school.	Neutral	6	5,6
	Disagree	0	0
	Strongly Disagree	0	0
	Strongly Agree	41	38
	Agree	62	57,4
Participating in in-service CPD programs positively impacts student learning outcomes.	Neutral	5	4,6
	Disagree	0	0
	Strongly Disagree	0	0
	Strongly Agree	47	43,5
	Agree	52	48,1
	Neutral	7	6,5

In-service CPD helps primary school teachers stay updated with the latest educational trends and practices.	Disagree	1	0,9
	Strongly Disagree	1	0,9
	Strongly Agree	6	5,6
The support provided for in-service CPD in primary schools is sufficient.	Agree	33	30,6
	Neutral	23	21,3
	Disagree	40	37,0
	Strongly Disagree	6	5,6
	Strongly Agree	33	30,6
CPD Increases the awareness of teaching and learning issues.	Agree	68	63
	Neutral	4	3,7
	Disagree	2	1,9
	Strongly Disagree	1	0,9
	Strongly Agree	14	13
I am satisfied with the continuous professional development activities provided to me.	Agree	52	48,1
	Neutral	16	14,8
	Disagree	25	23,1
	Strongly Disagree	1	0,9
	Strongly Agree	12	11,1
I do regularly participate in CPD activities.	Agree	55	50,9
	Neutral	26	24,1
	Disagree	12	11,1
	Strongly Disagree	3	2,8
	Strongly Agree	10	9,3
My school provides me with frequent CPD seminars and workshops.	Agree	35	32,4
	Neutral	19	17,6
	Disagree	37	34,3
	Strongly Disagree	7	6,5

	Strongly Agree	8	7,4
My geographical barriers hinder access to CPD programs.	Agree	50	46,3
	Neutral	24	22,2
	Disagree	21	19,4
	Strongly Disagree	5	4,6
	Strongly Agree	6	32,4
I feel that CPD content does not target different skills and areas of language teaching and learning.	Agree	35	32,4
	Neutral	19	17,6
	Disagree	43	39,8
	Strongly Disagree	5	4,6
	Strongly Agree	8	7,4
I feel that the in-service training I receive does not respond to my immediate needs and context.	Agree	48	44,4
	Neutral	20	18,5
	Disagree	26	24,1
	Strongly Disagree	6	5,6
	Strongly Agree	7	6,5
I am not motivated to participate in CPD because of the working environment is not adequate.	Agree	38	35,2
	Neutral	22	20,4
	Disagree	28	25,9
	Strongly Disagree	13	12
I do not have energy to devote to my professional development due to the school level for instance calm, workload or overloaded activities, leadership, and materials.	Strongly Agree	10	9,3
	Agree	44	40,7
	Neutral	17	15,7
	Disagree	29	26,9
	Strongly Disagree	8	7,4
	Strongly Agree	29	26,9
My teacher training prepared me to plan and prepare lessons effectively.	Agree	51	47,2
	Neutral	12	11,1

	Disagree	13	12
	Strongly Disagree	3	2,8
	Strongly Agree	42	38,9
My teacher colleagues are cooperative, helpful, and supportive.	Agree	38	35,2
	Neutral	15	13,9
	Disagree	11	10,2
	Strongly Disagree	2	1,9

1. **Importance of CPD**: strongly agree (46.3%) and agree (48.1%) - a very high percentage (almost 95%) of teachers agree that CPD is essential for enhancing teaching skills. this indicates a strong recognition among teachers of the value of professional development for improving their practice.

2. **Impact on Student Learning**: strongly agree (38%) and agree (57.4%) - over 95% of teachers agree that participating in CPD programs positively impacts student learning outcomes. this aligns with the previous finding, highlighting a belief in the connection between professional development and student success.

3. **Keeping Up-to-Date**: strongly agree (38%) and agree (48.1%) - nearly 92% of teachers agree or strongly agree that in-service CPD helps them stay updated with educational trends. this suggests a strong desire among teachers to remain current in their field.

4. **Sufficiency of Support**: agree (30.6%) and neutral (21.3%) - the responses are more divided here. only 61% agree or strongly agree that the support provided for in-service CPD is sufficient. this suggests a potential need for improvement in resources and structures available for teacher development.

5. **Awareness of Teaching and Learning Issues**: strongly agree (30.6%) and agree (63%) - a vast majority (over 96%) of teachers agree or strongly agree that CPD increases awareness of teaching and learning issues. this reinforces the perceived benefits of CPD programs in enhancing teachers' understanding of their field.

6. **Satisfaction with CPD Activities**: Agree (48.1%) and neutral (14.8%) - the response is mixed. While over 61% agree or strongly agree with satisfaction, a significant portion (23%)

disagree or are neutral. This suggests room for improvement in designing and delivering CPD activities to better meet teachers' needs and preferences.

7. Regular Participation in CPD: Agree (50.9%) and neutral (24.1%) - a similar sentiment emerges here. Over 50% agree or strongly agree with regular participation, but a notable portion (24%) is neutral or disagrees. This suggests potential barriers to consistent participation in CPD programs.

8. Frequency of CPD Seminars: Agree (32.4%) and neutral (17.6%) - only 67% agree or strongly agree that schools provide frequent CPD seminars and workshops. This could indicate a need for schools to prioritize offering more frequent professional development opportunities.

9. Geographical Barriers: Agree (46.3%) and neutral (22.2%) - the response is spread across all categories. While some teachers (over 50%) agree or strongly agree that geographical barriers hinder access to CPD programs, others (around 24%) disagree or are neutral. This suggests the issue may vary depending on location and accessibility of programs.

10. Targeting of CPD Content: Disagree (39.8%) and neutral (17.6%) - here, a slight majority (around 62%) disagree or strongly disagree that CPD content doesn't target different skills and areas. This suggests teachers perceive a good level of variety in the content offered. However, a significant minority (around 32%) remains unsure or disagrees.

11. Responding to Immediate Needs: Agree (44.4%) and neutral (18.5%) - this item reveals a potential gap. Only 70% agree or strongly agree that in-service training responds to their immediate needs and context. This suggests a need for more targeted and personalized CPD programs that address specific school or teacher challenges.

12. Motivation for Participation: Agree (35.2%) and neutral (20.4%) - the response is again split. While over 35% agree or strongly agree that the working environment hinders their motivation to participate, a similar percentage (around 38%) disagree or are neutral. This suggests that factors beyond the working environment may also influence motivation.

13. Lack of Energy for CPD: Agree (40.7%) and neutral (15.7%) - over 40% agree or strongly agree that lack of energy due to workload or other factors hinders their ability to

dedicate time to professional development. This highlights the importance of creating a supportive school environment and addressing factors that contribute to teacher burnout.

14. Adequacy of Teacher Training: Strongly agree (26.9%) and agree (47.2%) - a significant majority (over 74%) of teachers agree or strongly agree that their teacher training programs adequately prepared them to plan and prepare lessons effectively. This suggests confidence in the quality of initial teacher training programs in equipping educators with essential lesson planning skills.

15. Supportive Colleagues: Strongly agree (38.9%) and agree (35.2%) - over 74% of teachers agree or strongly agree that their teacher colleagues are cooperative, helpful, and supportive. This highlights a positive aspect of the school environment that can contribute to ongoing professional development. A strong sense of collaboration and support among teachers can foster knowledge sharing and peer learning, which can indirectly contribute to professional growth.

Table 3: Summary Statistics for Teachers' Attitudes towards In-Service CPD.

Total Number of Teachers	108
Mean	52,45
Std. Deviation	6,32

The table clearly summarizes the survey responses of 108 Algerian primary school teachers regarding their preferred frequency for in-service professional development programs. The table shows descriptive statistics with a mean score of 52.45 and a standard deviation of 6.32.

• **Calculating Teacher Orientation**

Methodology for calculating the overall orientation (negative, neutral, positive) of teachers towards In-Service CPD programs based on their responses to a Likert-scale survey.

a. Likert Scale and Domain Scores:

The study utilizes a Likert scale with five response options representing different attitudinal domains (strongly disagree, disagree, neutral, agree, and strongly agree). The

specific number of domains (n = 3) is defined by the underlying construct being measured (e.g., relevance, effectiveness, engagement).

b. Score Range and Domain Intervals:

The potential score range for each item on the Likert scale is calculated as the maximum score minus the minimum score:

Score Range = Maximum Score - Minimum Score = 5 - 1 = 4

This score range is then divided by the number of attitude domains (n) to determine the interval representing each domain on the Likert scale:

Domain Interval = Score Range / Number of Domains = 4 / 3 = 1.33

c. Assigning Orientation Categories:

Based on the calculated domain interval and the Likert scale scores, teachers are assigned an orientation category for each item:

[1 - 2. 33[$\rightarrow$ **Negative attitude**

[2.33 – 3. 66[$\rightarrow$ **Neutral attitude**

[3. 66 - 5[$\rightarrow$ **Positive attitude**

Table 4: Teachers' Orientation Analysis towards CPD Programs.

Items	Negative %	Neutral %	Positive %
CPD is essential for enhancing teaching skills and techniques in primary school.	0	5,6	94,4
Participating in in-service CPD programs positively impacts student learning outcomes.	0	4,6	95,4
In-service CPD helps primary school teachers stay updated with the latest educational trends and practices.	1,9	6,5	91,7

The support provided for in-service CPD in primary schools is sufficient.	42,6	21,3	36,1
CPD Increases the awareness of teaching and learning issues.	2,8	3,7	93,5
I am satisfied with the continuous professional development activities provided to me.	24,1	14,8	61,1
I do regularly participate in CPD activities.	13,9	24,1	62
My school provides me with frequent CPD seminars and workshops.	40,7	17,6	41,7
My geographical barriers hinder access to CPD programs.	53,7	22,2	24,1
I feel that CPD content does not target different skills and areas of language teaching and learning.	38	17,6	44,4
I feel that the in-service training I receive does not respond to my immediate needs and context.	51,9	18,5	29,6
I am not motivated to participate in CPD because of the working environment is not adequate.	41,6	20,4	38
I do not have energy to devote to my professional development due to the school level for instance calm, workload or overloaded activities, leadership, and materials.	50	15,7	34,3
My teacher training prepared me to plan and prepare lessons effectively.	14,8	11,1	74,1
My teacher colleagues are cooperative, helpful, and supportive.	12	13,9	74,1

Figure 1: Teacher Evaluation Results

As the figure above demonstrates, the results of the study partially support the first hypothesis. We were able to identify and characterize the typical attitudes of Algerian elementary school teachers towards CPD programs by categorizing their responses into three ranges.

The data shows a generally positive teacher orientation towards In-Service CPD programs. With a neutral response of 72 teachers (66.7%), a significant majority of teachers have neither a negative nor strongly positive view of these programs. Additionally, there are 36 teachers (33.3%) with a positive orientation, suggesting a portion of the teachers find these programs effective. Notably, there are no teachers (0%) with a negative orientation (Table 4: Total Evaluation of Teachers' Orientation with CPD Programs.)

Table 5: Total Evaluation of Teachers' Orientation with CPD Programs.

Orientation (total)	Frequency	Percentage
Negative	0	0,0
Neutral	72	66,7
Positive	36	33,3
Total	108	100,0

The table titled "Chi Square Significance" shows how gender, age, experience, and educational background are related to overall orientation on teachers' attitudes towards CPD

activities, each cell shows the number of people who fall under a specific combination of categories. For instance, the top left cell shows 18 males out of 29 who have a positive orientation.

The table also includes chi-square (X²) values, which is a statistical test to see if there's a connection between two factors. In this case, it tests the relationship between total orientation (positive or neutral) and demographic background of teachers. The significance level (Sig.) indicates how likely it is that there is a connection or not. A value of 0.05 or lower is typically considered significant. Here, the chi-square significance (sig.) for teachers' gender, age, experience, and educational level are as follows: 0.539, 0.264, 0.076, and 0,943.

Table 6: Chi Square Significance.

		Total Orientation		Chi Square	Sig.
		Neutral	Positive		
Gender	**Male**	18	11	0,377	0,539
	Female	54	25		
Age	Under 25	5	6	2,665	0,264
	25-34	37	18		
	35-44	30	12		
Experience	Less than 5 years	55	29	5,167	0,076
	5-10 years	17	5		
	35-47	0	2		
Qualification	Bachelor's degree	30	15	0,386	0,943
	Magister degree	3	2		
	Master's degree	38	18		
	Doctoral degree	1	1		

III.1.5.2. Questionnaire's Responses to Open-ended Questions

1. Primary school English teachers have varying preferences for the frequency of in-service CPD programs:

Table 7: Preferred Frequency of In-Service CPD Programs for Primary School Teachers.

	Frequency	**Percent**
Monthly	34	31,5
Neutral	10	9,3
Once a year	17	15,7
Quarterly	23	21,3
Twice a year	24	22,2
Total	108	100,0

The table shows the frequency of in-service CPD programs for primary school teachers. The data suggests that teachers have a variety of preferences, Monthly: 31.5% (or 34 teachers) of respondents prefer CPD programs to be offered monthly. Quarterly: 21.3% (or 23 teachers) prefer CPD programs to be offered quarterly. Twice a year: 22.2% (or 24 teachers) prefer CPD programs to be offered twice a year. Once a Year: 15.7% (or 17 teachers) prefer CPD programs to be offered annually. Neutral: 9.3% (or 10 teachers) expressed a neutral response.

2. The teachers' responses regarding their preferred format for in-service CPD training methods reveal a clear preference for workshops:

a. Most Popular Format: Workshops (70 teachers) is the overwhelming favorite for CPD training.

b. Alternatives Considered: Online courses (22 teachers) and conferences (29 teachers) were the next most popular options, but significantly less chosen than workshops.

c. Neutral Response: Only one teacher remained neutral on the preferred format.

d. Desire for Interaction: One teacher expressed a desire for a more interactive format beyond the three listed options, including presenting lessons.

The teacher' responses regarding the challenges they face as in-service CPD trainers reveal a variety of issues. Here's a breakdown of the most common themes:

e. Lack of Resources: This is a major concern, with teachers mentioning lack of materials equipment, and technology.

f. Time Constraints: Many teachers highlighted the challenge of balancing CPD training with their busy schedules and the limited time for training sessions.

g. Participant Engagement: Some responses pointed to difficulties keeping participants motivated and ensuring their active participation.

h. Content and Delivery: A few teachers mentioned challenges related to content that is not practical or applicable in the classroom, outdated information, and difficulty tailoring training to diverse learning styles.

i. Supportive Environment: Lack of support from school administration and colleagues was mentioned by a few teachers.

j. Other Challenges: Travel, geographical barriers, and bureaucratic hurdles were mentioned as occasional issues.

3. Description of Teachers' Responses on How to Improve In-Service CPD Programs:

The teacher responses provide valuable insights on how to improve in-service CPD programs for primary school teachers in Algeria. Here's a breakdown of the most common suggestions:

a. Content and Delivery

- Tailored Content: Programs should address teachers' specific needs and those of their students.
- Practical Application: The focus should be on practical skills and strategies directly applicable in the classroom.
- Relevance and Update: Content should be current and relevant to the latest teaching methods and challenges.
- Interactive Methods: Workshops, discussions, and peer learning opportunities were viewed favorably.

b. Resources and Support

- Materials and Equipment: Providing adequate teaching materials, technology, and resources is crucial.
- Qualified Trainers: Experienced trainers who can effectively guide teachers are essential.
- Ongoing Support: Regular follow-up and support through workshops, forums, or mentoring can be beneficial.

c. Needs assessment and Recognition

- Teacher Input: Conducting surveys or focus groups to understand teachers' needs is important.
- Motivation and Recognition: Strategies to increase teacher motivation and recognize their contributions were suggested.

d. Accessibility and Scheduling

- Flexible Scheduling: Offering programs during breaks or holidays and shorter sessions cater to busy schedules.
- Online Options: Utilizing online courses or resources can improve accessibility.
- It is important to note that not all responses included suggestions for improvement. Some teachers were satisfied with the current programs or unsure about improvements.

e. Additional Observations:

- There is a strong emphasis on the need for practical, applicable training that addresses teachers' specific needs.
- Many responses highlight the importance of providing adequate resources and support to teachers.
- A few teachers suggested incorporating technology and digital resources in the programs.
- Involving teachers in the needs assessment process and recognizing their contributions emerged as important themes.

III.2. Supervisors' Interview

III.2.1. Participant Selection

This interview was conducted with two primary school supervisors. The first supervisor manages a district with 60 schools and 33 teachers. In contrast, Inspector Two supervises a district with 55 primary schools and 30 teachers.

III.2.2. Interview Description

III.2.2.1 Interview Objective

To gain insights from school supervisors on the effectiveness of current CPD programs for primary school English teachers in Algeria.

III.2.2.2 Interview Methodology

Semi-structured interviews were conducted with two inspectors, it was chosen for the following reasons:

- Semi-structured interviews allow supervisors to elaborate on their experiences and perspectives beyond a predetermined set of questions. This flexibility helps capture unique insights and nuances in their responses.
- The interviewer can ask follow-up questions to clarify or delve deeper into interesting aspects of the supervisor's experience that arise during the conversation. This allows for a more comprehensive understanding of the topic.

The interview guide explored a range of themes concerning teachers' professional development, including their perceived importance of CPD programs, the content and delivery methods used in current offerings, the challenges they face in participating, the perceived effectiveness of these programs on their teaching practices and student outcomes, the role supervisors play in supporting their professional growth, and finally, recommendations for improvement of the CPD programs themselves.

III.2.3. Analysis of Results

The interview consists of structured and semi-structured questions with responses as follows:

III.2.3.1. Answers of Supervisors' Interviews

Supervisor One

Question 01: How many years have you been teaching English?

Aim: Understand the supervisor's background in teaching and inspecting English teachers.

Response: The inspector devoted 27 years teaching English before transitioning to his current role as inspector in 2017.

Question 2: How do you describe your experience in training teachers?

Aim: Gain insight into the supervisor's experience and perspective on teacher training.

Response: The supervisor emphasizes the importance of ongoing professional development for teachers. They have extensive experience delivering training sessions on various topics relevant to teachers, such as assessment, teaching methods (didactics), and classroom management. These sessions are designed to teachers at all experience levels, from new recruits to seasoned educators. The frequency of these sessions ranges from weekly to monthly.

Question 03: Can you describe your role as a primary school inspector and how it relates to the professional development of teachers?

Aim: Understand the supervisor's role in supporting teachers' professional development.

Response: Supervisor's role involves overseeing and supporting the professional development of teachers. This support includes conducting training sessions, providing guidance and resources, and evaluating teaching practices. They work closely with teachers to identify their needs and develop personalized professional development plans. His ultimate goal is to ensure teachers have the necessary skills and knowledge to effectively teach English in primary school.

Question 04: Do you think that CPD programs are more practical?

Aim: Determine the supervisor's view on the value of practical CPD programs for teachers.

Response: The interviewee affirms the value of CPD programs, highlighting his practicality and essential nature for teachers. These programs offer opportunities to improve teaching skills, learn new methods, and stay current on educational trends. Additionally, CPD programs are seen as beneficial for developing classroom management and assessment techniques, ultimately leading to improved student learning outcomes.

Question 05: How do you perceive the role of CPD in improving the quality of teaching and learning in primary schools?

Aim: Explore the supervisor's perspective on how CPD programs impact teaching quality.

Response: The supervisor emphasizes the critical role of CPD (Continuing Professional Development) programs in enhancing primary school education. These programs provide teachers with ongoing training and support, fostering motivation and engagement in their profession. This ultimately translates into improved teaching practices, increased student engagement, and ultimately, higher academic achievement.

Question 06: Do you think that teachers are highly motivated to take in-service training?

Aim: Assess the supervisor's view on teachers' willingness to participate in professional development.

Response: Supervisor expressed a positive observation regarding teacher motivation for CPD by stating "Yes, teachers are highly motivated to take in-service training." He noted that teachers actively seek out in-service training opportunities, demonstrating a strong desire to improve their skills and stay current with educational advancements. This suggests that teachers recognize the value of CPD in enhancing their teaching practices and are willing to dedicate time and effort to their ongoing professional development.

Question 07: Are CPD programs mandatory?

Response: CPD programs are mandatory for teachers. They underscored their critical role in maintaining professional standards and equipping teachers with the necessary skills for effective instruction. The supervisor further emphasized the importance of CPD programs

in keeping teachers updated with the latest educational trends and methodologies, ultimately contributing to enhanced educational quality.

Question 08: What types of CPD activities have you participated in during your teaching career?

Aim: Gain context for the supervisor's understanding of professional development for teachers.

Response: Clearly, supervisor highlighted his participation in various activities like workshops, seminars, and training programs. These experiences, contributed to teachers' professional growth by enhancing their skills, introducing new methodologies, and keeping them current with educational trends.

Question 09: Do you impose teachers to use specific lesson plan or they are free to choose?

Aim: Understand the level of control over lesson planning for primary school English teachers.

Response: Teachers are required to follow specific lesson plans that are provided to them. There is a template for the lesson plan that includes elements such as the school's name, the teacher's name, the grade level, the sequence number, and the learning objective. The learning objective is particularly important and should be specific and measurable. Teachers are encouraged to make their learning objectives SMART (Specific, Measurable, Achievable, Relevant, and Time-bound). We also emphasize the use of action verbs in writing learning objectives, as stative verbs are not observable. While we do not currently use the Accurate Modi framework in primary schools, we use other frameworks such as PDP (Pre, During, Post) for listening and reading lessons, and PPU (Presentation, Practice, Use) for teaching English. We also sometimes use the PIASP framework (Presentation, Isolation, Analysis, Practice, and Use) for middle school.

Question 10: What types of CPD initiatives or programs are currently available for primary school teachers in Algeria?

Aim: Identify the current availability and focus of CPD programs for primary English teachers.

Response: Interviewee anticipated the introduction of specialized training for fifth-grade teachers next year, coinciding with the implementation of a new fifth-grade syllabus. This training will focus on specific criteria for effective English instruction at this level. He acknowledged logistical challenges in organizing CPD programs, citing issues like the lack of designated training days and occasional facility limitations. However, they emphasized ongoing efforts to overcome these hurdles and ensure teachers receive the necessary support and training for successful implementation.

Question 11: What challenges do you face in promoting and implementing CPD for primary school teachers?

Aim: Explore the obstacles faced in organizing and delivering CPD programs.

Response: A key obstacle highlighted in promoting and implementing CPD programs for primary school teachers was the lack of a dedicated training day or time. This constraint necessitates scheduling training sessions during regular school days, disrupting the established teaching schedule. The supervisor also mentioned occasional facility limitations, such as insufficient space or seating to accommodate all teachers comfortably.

The time constraint is a major challenge for both inspectors and teachers, especially in CPD sessions lasting only 45 minutes, which is insufficient for effective teaching. Despite this, teachers are struggling to deliver their lessons within this timeframe, twice a week, totaling one and a half hours. Teaching young learners a new language in such a short time, given their energy and activity levels, is particularly difficult. Nevertheless, teachers are dedicated and doing their best, which is greatly appreciated.

Question 12: How do you assess the effectiveness of CPD programs in improving teaching practices and student outcomes?

Aim: Identify how the supervisor evaluates the impact of CPD programs.

Response: To assess program effectiveness, post-training visits assess teacher application of the training content. These visits involve interaction with teachers and examination of various aspects like lesson plans and student work. However, the supervisor emphasizes the critical role of teacher-student interaction. Even with meticulous lesson planning and adherence to instructions, the quality of this interaction is key to understanding how well teachers have grasped and applied the training in the classroom.

Question 13: Do you think that the teachers are gaining the right CPD programs?

Aim: Determine the supervisor's view on the adequacy of current CPD offerings for teachers.

Response: Despite limitations in the current range of CPD programs, teachers are receiving relevant training within these constraints. Efforts are devoted to expand and enhance these programs, particularly in light of the upcoming changes to the fifth-grade curriculum. In essence, the supervisor acknowledges challenges but emphasizes a commitment to providing teachers with the appropriate CPD opportunities to support their professional growth.

Question 14: What are your thoughts on the new English program for 3rd and 4th year primary school students, and how do you think CPD can support teachers in implementing this program effectively?

Aim: Explore the supervisor's perspective on the new program and how CPD can support its implementation.

Response: The supervisor expressed positive views on the new English program for 3rd and 4th graders, particularly its emphasis on listening and speaking skills. He highlighted the importance of these skills at this age, where children are like "blank slates" with a strong capacity for language acquisition. The supervisor then emphasized the need for CPD programs to support teachers in effectively implementing this program. He stressed the importance of CPD program content aligning with the specific curriculum of 3rd and 4th grade, ensuring training sessions directly address what teachers are delivering in the classroom. Finally, the supervisor encouraged active teacher participation in CPD programs to enhance their teaching methods and overall effectiveness.

Question 15: Relevance of CPD Programs to Third and Fourth Year:

Aim: Investigate supervisor's view on aligning CPD content with the curriculum for specific grades.

Response: CPD programs are crucial for both third and fourth-year primary school teachers. The content of CPD programs should align with the topics covered in the syllabus for these grades. It is essential to ensure that CPD programs are relevant and beneficial to teachers, enhancing their ability to deliver high-quality education to students. Without relevance to the curriculum, CPD programs may not be effective in improving teaching practices.

Question 16: Effectiveness Assessment and Strategies for Active Participation:

Aim: Understand how the supervisor assesses program effectiveness and promotes teacher engagement.

Response: The effectiveness of CPD programs can be assessed through teacher reflection and feedback. After attending a training session, teachers should reflect on their experience and provide feedback on the session's effectiveness. This feedback can help identify areas for improvement and tailor future CPD programs to better meet teachers' needs. To encourage active participation, incentives such as certificates or rewards can be offered. Additionally, providing a clear schedule of training topics in advance can help teachers plan and prepare for CPD sessions.

Question 17: In your opinion, why do teachers sometimes not accept to attend the training sessions?

Aim: Investigate the supervisor's experience with teacher attendance in CPD programs.

Response: The teacher training stated "In my district, however, I have not faced this problem yet, and I hope I won't in the future. Sometimes, among the 33 teachers I oversee, one or two might not attend. Last year, for instance, out of 19 teachers, nine were absent, and this year, out of 33 teachers, 14 were absent. However, most of the time, the teachers are present and willing to participate. In the last training session on how to deal with the confirmation exam, only one teacher was absent due to maternity leave. Overall, the teachers attend and are motivated, so I haven't faced this problem in my district."

Question 18: How do you think CPD can be tailored to better meet the needs and challenges faced by primary school teachers in Algeria?

Aim: Explore the supervisor's suggestions for improving CPD programs to better serve teachers.

Response: To better meet the needs and challenges faced by primary school teachers in Algeria, CPD programs should be organized in advance. Teachers should be informed of the topics and schedule of CPD sessions at the beginning of the school year. This allows teachers to prepare and align their teaching strategies with the CPD content. Furthermore, CPD

programs should be tailored to address specific needs identified by teachers, ensuring that the training is relevant and beneficial.

Question 19: Example of a Training Day:

Aim: Gain a specific example of how a CPD program could be structured.

Response: One example of a CPD training day could involve teachers collaboratively planning their teaching sequences for an upcoming term. Each teacher would prepare a plan for what they intend to teach over the term, focusing on aligning their teaching objectives with the syllabus. During the training day, teachers would share their plans with colleagues, allowing for discussion and feedback. This collaborative approach helps to ensure that all teachers are teaching the same content in a unified manner.

Supervisor Two

Question 01: How many years have you been teaching English?

Response: The supervisor brings extensive experience to her role, having worked in the field for 30 years. She spent 27 years as a teacher and the last three years as an advisor inspector.

Question 02: How do you describe your experience in training teachers?

Response: The supervisor expressed great enthusiasm for the experience, describing it as "fabulous" and "fruitful." She noted the unique challenge and intrigue of working with adults compared to children. This difference in interaction seems to have added to the overall enjoyment and novelty of the experience.

Question 03: Can you describe your role as a primary school inspector and how it relates to the professional development of teachers?

Response: The critical role inspectors play in connecting theory to practice for teachers. The ministry provides theoretical knowledge and official pedagogical strategies, but it is the inspector's job to effectively "transmit" this information and ensure teachers understand how to implement it in their classrooms.

Question 04: Do you think that CPD activities are more theoretical or practical?

Response: The supervisor acknowledges that the CPD programs they receive tend to be more theoretical in nature. However, they emphasize the role of inspectors in bridging this gap. Inspectors have the flexibility to adapt the training and connect the theoretical concepts to practical classroom application. This suggests that while the programs themselves might be theoretical, inspectors play a crucial role in ensuring their relevance to teachers' everyday practice.

Question 05: How do you perceive the role of CPD in improving the quality of teaching and learning in primary school?"

Response: The importance of a 10-day training program held last September for teachers, especially those new to the experience. While summer issues outside control prevented completion of the training, the supervisor emphasized the significant benefits teachers gained from the portion that was delivered. This highlights the value placed on this professional development opportunity for educators.

Question 06: Do you think that teachers are highly motivated to take in-service training?

Response: The interviewee showed the importance of training for teachers who come from non-educational backgrounds or have been out of the English teaching field for a long time. These teachers, some graduating as far back as 1998, need to refresh their knowledge and adapt to the significant changes in teaching methods, curriculum, and classroom practices. The training helps them remember essential skills, learn new strategies, and feel confident re-entering the English teaching field.

Question 07: What types of CPD activities have you participated in during your teaching career?

Response: Focusing solely on primary school teachers, the teacher training highlighted two main training initiatives. The first was subject-specific training conducted last year, while the second are ongoing national training seminars organized by the ministry. These national seminars equip the supervisors themselves with the knowledge and best practices they then share with their primary school teachers.

Question 08: What type of CPD imitative or programs are currently available for primary school teachers in Algeria?

Response: The supervisor detailed a comprehensive professional development program for teachers. Prior to entering the classroom, future teachers receive training. Once integrated into the system, teachers have access to ongoing support through inspector-led seminars and specialized programs offered by the British Council, specifically designed for primary school educators.

Question 09: How often do you have such training?

Response: Typically, CPD programs occur monthly.

Question 10: What challenges do you face in promoting and implementing CPD for primary school teachers?

Response: The teacher training identified scheduling as a major challenge for CPD programs in primary schools. Unlike middle school teachers who have a designated "pedestrian day" for seminars, primary school teachers have no set free day. Their schedules vary across different schools, making it difficult to find a common time for group training sessions. This often requires them to leave their classes during the day, which disrupts their normal teaching routine. The supervisor emphasizes the need for a dedicated day for training, similar to the system in middle schools, to facilitate smoother implementation of CPD programs for primary school teachers.

Question 11: How do you assess the effectiveness of the effectiveness of CBD programs in improving teaching practices and student outcomes?

Response: Praising the ongoing teacher training program, the supervisor highlighted its effectiveness. It provides a strong foundation and facilitates continuous assessment through classroom practice. These real-world experiences spark collaborative problem-solving during training sessions, ultimately enhancing teacher skills and addressing ongoing challenges.

Question 12: What are your thoughts on the new English program for 3rd and 4th year primary school students, and how do you think CBD can support teachers in implementing this program effectively?

Response: Supervisor finds the new 3rd and 4th grade English program interesting. It is a continuous project with interconnected skills and vocabulary building across grades.

Observations during visits confirm its effectiveness, with students readily absorbing the language. CPD programs directly align with the new curriculum, with pre-year national seminars ensuring inspectors can effectively inform teachers.

Question 13: In your opinion, why do teachers sometimes not accept to attend the trainings?
Response: The interviewee finds teachers to be highly engaged in professional development, actively participating in all sessions and expressing a strong desire for even more learning opportunities. This enthusiasm for growth is overshadowed by a challenge: the inspectors oversee both middle and primary schools. This dual responsibility limits their ability to fully address the specific needs of primary school teachers, potentially creating a gap between the current CPD programs and what these teachers truly require.

Question 14: How do you think CPD can be tailored to better meet the needs and challenges faced by primary school teachers in Algeria?

Response: The supervisor believes specialization is key to effective teacher support. They argue that separate inspectors for primary and middle schools would allow for better focus on each level's specific needs. Additionally, they advocate for dedicated professional development days within schools ("pedagogical day") to facilitate in-person collaboration among teachers. Finally, while acknowledging the potential of online training, they express a preference for a combination of online and in-person sessions to best serve teachers.

Question 15: Do you think that teachers are fully satisfied with the training or stability programs?

Response: The supervisor shared a positive story about a former student teacher who, despite being in a different district now, expressed lasting appreciation for the supervisor's training from the previous year. This encounter highlights the effectiveness of the training and the teachers' satisfaction for further professional development.

III.2.3.2. Thematic Content Analysis of Inspector Interviews

Themes

Importance of CPD: Both inspectors emphasize the crucial role of CPD in improving teachers' skills, knowledge, and ultimately, student learning outcomes. They view CPD as essential for keeping teachers updated on latest trends and methodologies.

a. Content and Delivery of CPD:

- Content: There is a perceived gap between the theoretical nature of CPD programs provided by the ministry and the practical needs of teachers in the classroom. Supervisors acknowledge this and try to bridge the gap by adapting the content during training sessions.
- Delivery: Scheduling conflicts due to teachers having full timetables and working at different schools is a major challenge in conducting CPD sessions. Both supervisors highlight the need for a dedicated day for training, such as a "pedagogical day" similar to middle school.

b. Teacher Motivation: Both inspectors believe that teachers are generally motivated to participate in CPD programs. They see these programs as opportunities to improve their skills, stay updated, and address challenges faced in the classroom.

Some teachers request even more training opportunities than what is currently available

c. Effectiveness of CPD: Both inspectors acknowledge the positive impact of CPD on teaching practices and student outcomes. They see it as a way for teachers to reflect, assess their teaching, and find solutions to problems encountered in the classroom.

d. Challenges of Implementing CPD: Inspectors highlighted logistical challenges that hinder effective professional development. Scheduling dedicated training sessions that don't disrupt regular teaching schedules proved difficult, and the workload of inspectors overseeing a large number of primary schools may limit their ability to fully address the needs of all teachers.

e. New English Program: Both inspectors find the new English program for 3rd and 4th grade to be interesting and effective. They believe that well-designed CPD programs aligned with the program content are crucial for successful implementation.

f. Inspector Role: Inspectors see themselves as facilitators who transmit information and support teachers in implementing the curriculum and using new methodologies effectively.

g. Solutions and Recommendations:

- Designate CPD programs specifically for primary school teachers, with inspectors dedicated solely to this level.
- Provide a dedicated day for training (pedagogical day) to avoid scheduling conflicts.
- Consider incorporating online sessions for added flexibility.
- Tailor CPD content to address the specific needs and challenges faced by primary school teachers in Algeria.
- Designate CPD inspectors specifically for primary schools to better address their unique needs.

III.2.3.3. Summary of the Interview Results

Both interviewed inspectors acknowledge the importance of CPD programs for improving teacher skills, knowledge, and ultimately student learning. They also agree that English teachers in primary schools are satisfied and motivated to participate. Recommendations to improve CPD include dedicating a training day, appointing dedicated inspectors for this level, offering online sessions for flexibility, and tailoring content to address the practical needs of Algerian primary school English teachers.

III.3. Discussion of the Results

This study aimed to investigate Algerian primary school teachers' attitudes and preferences regarding in-service CPD programs. The findings reveal a generally neutral attitude towards CPD; however, teachers strongly emphasize the importance of CPD for improving teaching skills and its positive impact on student learning which proved teachers' agreement on the initial training programs adequately prepared them for lesson planning.

In accordance with the present results, previous study in Morocco with fifty-five (55) EFL teachers of middle school demonstrated "The results attained clearly showed that the teachers held negative attitudes towards in-service trainings and CPD activities they receive" (Mourchid et al., 2022), this finding was also reported that CPD activities may not always address teachers' immediate needs. Therefore, the results also suggested that supervisors could support the conduct of needs analysis across Algeria before the summer vacation each year.

This outcome is contrary to that of Wang H, Xu T, Zhang M (2023) who found that Chinese primary school EFL teachers appreciated CPD programs that focused on practical teaching strategies and intercultural communication, reflecting a positive attitude towards such professional development initiatives. The study highlighted the importance of integrating language and cultural teaching to prepare students for a multicultural environment.

The findings also have found regular participation and access to frequent seminars seem to be issues. Additionally, geographical limitations and workload impacting energy levels further hinder participation. Addressing these barriers through flexible scheduling, online classes, and workload reduction strategies could be beneficial. Consequently, these challenges could be attributed to the fact that the majority of Algerian primary school English teachers were neutral.

The shared positive orientation towards supportive colleagues, observed among both inspectors and teachers, provides a compelling rationale for fostering collaborative learning environments within schools. Collaborative learning environments allow teachers to share best practices, troubleshoot challenges, and benefit from the collective knowledge within the school community. This maintains CPD among teachers, ultimately leading to improved teaching practices and student learning outcomes.

Regarding program content, teachers desire a focus on practical skills, tailored content addressing specific needs, and up-to-date information. Interactive formats like workshops and discussions were also favored.

This study has showed up a positive orientation on the part of supervisors towards (CPD) programs. This aligns with the observed participants' satisfaction regarding teacher training opportunities.

Based on the chi-square tests we found no statistically significant relationships between teachers' overall orientation towards CPD programs (positive, neutral, or negative) and either gender (chi-square = 0.377, sig = 0.539) or age (chi-square = 2.665, sig = 0.264). Similarly, experience (chi-square = 5.167, sig = 0.076) and educational background (chi-square = 0.386, sig = 0.943) did not exhibit significant associations with overall orientation. In all cases, p-values were greater than 0.05, suggesting a lack of statistically significant influence on teachers' views of CPD programs.

Conclusion

From the result and discussion above, it could be concluded that although Algerian primary school teachers expressed a neutral attitude towards in-service CPD programs, the study revealed a strong emphasis on their value for enhancing teaching skills and student learning. Interestingly, the analysis showed no statistically significant relationship between total orientation (positive or neutral) and their gender, age, teaching experience, or educational background. This indicates that these demographic factors may not be the most influential determinants of teachers' overall views on CPD programs.

However, the findings highlight the need for more responsive CPD programs tailored to teachers' needs. This includes a focus on practical skills development, interactive formats like workshops, and addressing challenges like limited time due to workload and geographical constraints. The study suggests improvements such as regular access to CPD opportunities, flexible scheduling including online sessions, and encouraging collaborative learning environments within schools. By implementing these recommendations, Algerian CPD programs can become more effective in supporting teachers' professional development, ultimately leading to improved English language instruction in primary schools.

General Conclusion

General Conclusion

In summary, this research has delved into the multifaceted landscape of English language teaching in Algeria, focusing on the attitudes of primary school English teachers towards in-service CPD programs. Chapter One explored the complex connection between language attitudes and educational policies, highlighting the evolving role of English in Algerian education. Chapter Two delved into the concept of CPD, establishing its importance in enhancing teacher proficiency and student learning, while also underscoring the need for adaptable and responsive CPD programs. Chapter Three outlined the methodology and results of the study, emphasizing the importance of understanding teachers' perspectives on CPD to improve the educational system in Algeria.

The findings reveal a neutral attitude among Algerian primary school teachers towards CPD programs, despite recognizing their value in enhancing teaching skills and student learning. This underscores the need for tailored CPD programs that address teachers' specific needs, such as practical skills development and flexible scheduling. Recommendations include regular access to CPD opportunities, online sessions, and collaborative learning environments. By implementing these recommendations, Algerian CPD programs can better support teachers' professional development, ultimately leading to improved English language instruction in primary schools.

In addressing the third hypothesis regarding the potential influence of participants' geographical background on their perceptions of CPD programs, the current study found no statistically significant relationships between teachers' overall orientation towards CPD programs and their gender, age, experience, or educational background. This suggests that these demographic factors may not be influential determinants of teachers' views on CPD.

In conclusion, this research has provided additional evidence to the field of English language teaching in Algeria, laying the groundwork for future research and policy development. It highlights the importance of addressing teachers' needs and challenges in CPD programs to create a more effective and supportive educational environment. This study represents a foundational step toward enhancing English language education in Algeria and fostering a supportive learning environment for students.

Limitations of the Study

- Single Time Point: The study captures attitudes and experiences during a specific period (2023-2024). Teacher attitudes may change over time, and longer-term studies could provide a more comprehensive picture.
- Limited Usable Data from Open-Ended Questions: A small portion (five) of teacher responses to open-ended questions fell outside the scope of the study and were excluded from the analysis.

Recommendations for Further Studies

- Impact on Student Learning: This is an important issue for future research to explore the relationship between teachers' participation in CPD programs and student learning outcomes.
- Focus on Specific Programs: Another potentially fruitful avenue for future research is to investigate the effectiveness of specific CPD program designs or modalities (e.g., workshops, online courses, peer coaching) to identify the most effective model for Algerian teachers.
- Combine language and culture: Exploring the integration of practical strategies and intercultural components in CPD could provide positive results into enhancing teacher proficiency and student learning outcomes in Algeria.
- Effect of digital platform: Investigating how digital platforms contribute to the effectiveness and accessibility of Continuous Professional Development (CPD).

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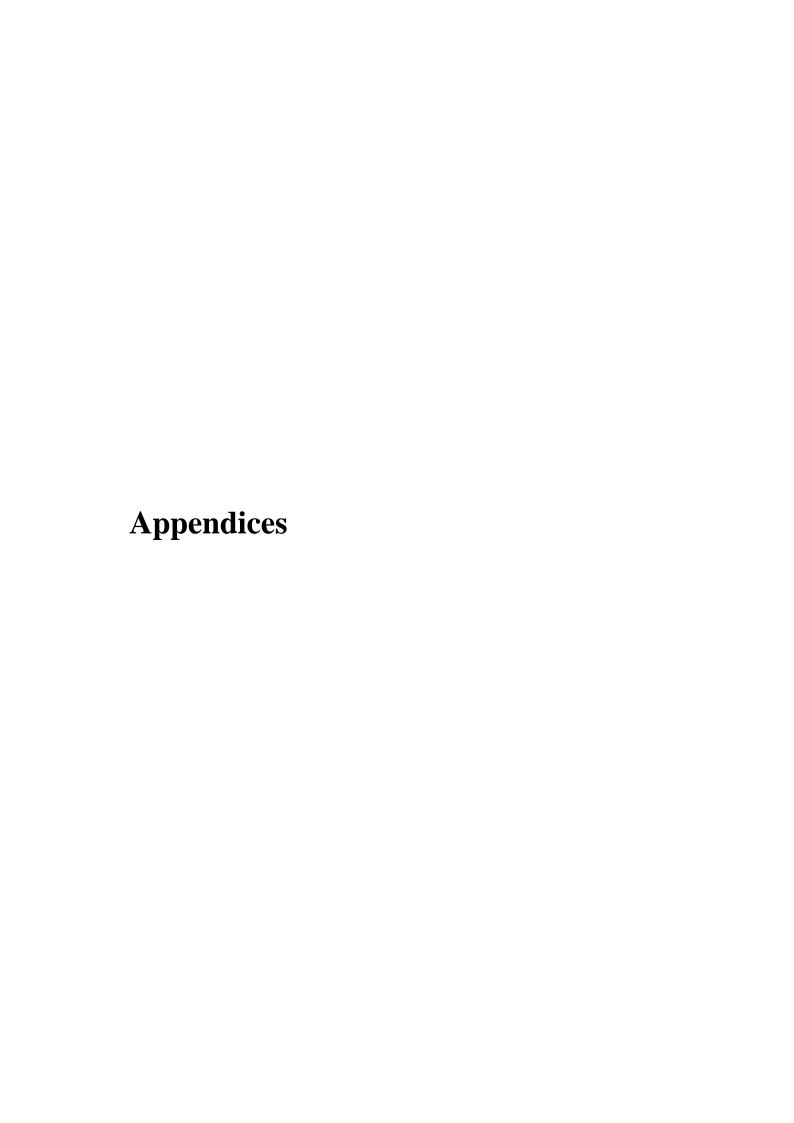Guskey, T. R. (2002). Professional development and teacher change. Teachers and Teaching, 8(3), 381–391.

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Appendices

Appendix A: Teachers' Questionnaire

Dear EFL primary school teacher,

You are kindly invited to participate in this questionnaire, which aims to investigate primary school teachers' attitudes towards the effectiveness of in-service continuing professional development (CPD) in Algeria. By participating, you will help us understand the factors that affect teachers' participation in CPD programs and their perceptions of the impact of CPD on teaching and learning quality.

Your responses will remain confidential and will be used for research purposes only. Please answer each question honestly. Your feedback is invaluable and will contribute to improving the quality of teaching and learning in primary schools in Algeria.

Part one:

1. What is your gender identity?

   ☐ Male

   ☐ Female

2. What is your age?

   ☐ Under 25

   ☐ 25-34

   ☐ 35-44

   ☐ 45-54

   ☐ 55 or older

3. How many years of teaching experience do you have in total?

   ☐ Less than 5 years

   ☐ 5-10 years

   ☐ 11-20 years

   ☐ More than 20 years

4. What is your highest level of academic qualification?

   ☐ Bachelor's degree

   ☐ Magister degree

   ☐ Master's degree

   ☐ Doctoral degree

Part two:

1. CPD is essential for enhancing teaching skills and techniques in primary school.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Neutral

☐ Disagree

☐ Strongly Disagree

2. Participating in in-service CPD programs positively impacts student learning outcomes.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

3.   In-service CPD helps primary school teachers stay updated with the latest educational trends and practices.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

4. The support provided for in-service CPD in primary schools is sufficient.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

5. CPD Increases the awareness of teaching and learning issues.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

6. I am satisfied with the continuous professional development activities provided to me.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

7. CPD is not offered at my school.

☐ Yes

☐ No

8. I do regularly participate in CPD activities.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Neutral

   ☐ Disagree

   ☐ Strongly Disagree

9. My school provides me with frequent CPD seminars and workshops.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Neutral

   ☐ Disagree

   ☐ Strongly Disagree

10. My geographical barriers hinder access to CPD programs.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Neutral

   ☐ Disagree

   ☐ Strongly Disagree

11. I feel that CPD content does not target different skills and areas of language teaching and learning.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Neutral

   ☐ Disagree

   ☐ Strongly Disagree

12. I feel that the in-service training I receive does not respond to my immediate needs and context.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Neutral

   ☐ Disagree

   ☐ Strongly Disagree

13. I am not motivated to participate in CPD because of the working environment is not adequate.

   ☐ Strongly Agree

   ☐ Agree

   ☐ Neutral

   ☐ Disagree

☐ Strongly Disagree

14. I do not have energy to devote to my professional development due to the school level for instance calm, workload or overloaded activities, leadership, and materials.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

15. My teacher training prepared me to plan and prepare lessons effectively.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

16. My teacher colleagues are cooperative, helpful, and supportive.

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

17. How often do you think In-Service CPD programs should be offered to primary school teachers?

☐ Once a year

☐ Twice a year

☐ Quarterly

☐ Monthly

☐ Other (please specify)

………
………
………
………

18. How do you prefer to receive In-Service CPD training?

☐ Workshops

☐ Online courses

☐ Conferences

☐ Other (please specify)

……
……
……
……

19. In your opinion, what major challenges and problems did you face as an in-service CPD trainer?

……
……
……
……

20. How do you think In-Service CPD programs could be improved to better meet the needs of primary school teachers in Algeria?

……
……
……
……

Thank you for your participation and time.

Appendix B: Interview with supervisors

Structured Questions

1. How many years have you been teaching English?
2. How many years have you been working as an inspector/trainer?
3. How do you describe your experience in training teachers?
4. Can you describe your role as a primary school inspector and how it relates to the professional development of teachers?
5. How do you perceive the role of CPD in improving the quality of teaching and learning in primary schools?
6. Do you think that teachers are highly motivated to take in-service training?
7. What types of CPD activities have you participated in during your teaching career?
8. What types of CPD initiatives or programs are currently available for primary school teachers in Algeria?
9. What challenges do you face in promoting and implementing CPD for primary school teachers?
10. How do you assess the effectiveness of CPD programs in improving teaching practices and student outcomes?
11. What are your thoughts on the new English program for 3rd and 4th year primary school students, and how do you think CPD can support teachers in implementing this program effectively?
12. In your opinion, why do teachers sometimes not accept to attend the training sessions?
13. How do you think CPD can be tailored to better meet the needs and challenges faced by primary school teachers in Algeria?

Appendix C : Administrative Documents

وزارة التعليم العالي و البحث العلمي
Ministry of Higher Education and Scientific Research

Kasdi Merbah University Ouargla
Faculty of Letters and Languages
Department of Letters and English Languages

جامعة قاصدي مرباح ورقلة
كلية الآداب و اللغات
قسم الآداب و اللغة الانجليزية

الموضوع : تقديم التسهيلات

تحية طيبة وبعد

في اطار التعاون بين الجامعات و المؤسسات الوطنية ، تقوم كلية الاداب و اللغات ، بتدريب طلابها علميا و عمليا على انجاز البحوث و الدراسات الميدانية ،وذلك بهدف إعدادهم و تكوينهم لخدمة قضايا البحث العلمي و تحقيق اهداف منظومة التعليم العالي في بلادنا.

و من اجل ذلك تسعدنا مشاركتكم ايانا في تحقيق هذه الاهداف و ذلك بتقديم تسهيلات للطلبة

اللقب و الاسم : سلمان سهيلة

رقم التسجيل : 12129041960

التخصص : لسانيات

أثناء تقدمهم الى مؤسستكم و منحهم جميع المعطيات و البيانات اللازمة التي تهمهم في اعداد مذكرة الماستر بعنوان

Investigating Primary School Teachers' Attitudes towards In-service Continuous Professional Development in Algeria

تحت اشراف الاستاذة : سعدون فريدة

نحن على يقين بانكم ستبذلون الجهد الكافي في في اطار ما يسمح به القانون لتقديم التسهيلات الضرورية لطلابنا

تقبلوا منا فائق التقدير و الاحترام .

ورقلة :   2024/03/10

رئيس قسم الاداب و اللغة الانجليزية

Appendix D : Administrative Documents

وزارة التعليم العالي و البحث العلمي
Ministry of Higher Education and Scientific Research

Kasdi Merbah University Ouargla
Faculty of Letters and Languages
Department of Letters and English Languages

جامعة قاصدي مرباح ورقلة
كلية الآداب و اللغات
قسم الآداب و اللغة الانجليزية

رئيس قسم الآداب واللغة الانجليزية

ترخيص بإجراء دراسة لاستكمال مذكرة ماستر

يرخص رئيس قسم الآداب واللغة الانجليزية للطلب(ة) :

اللقب :. سلمان...

الاسم :.. سهيلة..

رقم التسجيل :. 12129041960....................................

اسم المؤسسة او المركز : بعض المدارس الابتدائية ومديريات التربية عبر الوطن

التخصص : .. لسانيات..

السنة : السنة الثانية ماستر

السنة الجامعية : .2023/2024..................

بإجراء تربص في الوسط المهني و في ذلك إطار متطلبات الحصول على شهادة الماستر .

رئيس قسم الآداب واللغة الانجليزية

سلمت هذه الشهادة في اطار ما يسمح به القانون

رئيس قسم الآداب واللغة الانجليزية
إمضاء : بن الشيخ يوسف

Résumé

La compréhension du développement professionnel des éducateurs est primordiale pour le progrès du secteur éducatif. La présente étude scrute les attitudes des enseignants du primaire spécialisés en anglais comme langue étrangère (EFL) en Algérie à l'égard des programmes de développement professionnel continu (DPC) en milieu de travail. Elle cherche également à cerner les perceptions des enseignants sur l'importance du DPC, leur engagement dans les activités y afférentes et les obstacles entravant une mise en œuvre efficace de ces programmes. Pour ce faire, une démarche méthodologique mixte a été adoptée, combinant des enquêtes quantitatives et des entretiens qualitatifs. Les données quantitatives ont été traitées via des statistiques descriptives et inférentielles, tandis que l'analyse thématique a été privilégiée pour les données qualitatives. Les résultats indiquent que les enseignants, tout en reconnaissant l'importance du DPC, adoptent une attitude neutre vis-à-vis de ce dernier. Il est à noter que les caractéristiques démographiques des enseignants n'ont pas eu d'impact significatif sur leur perception globale du DPC. Des contraintes telles que le manque de temps, la surcharge de travail et les restrictions géographiques limitent leur participation. En conclusion, l'étude propose des recommandations pour l'amélioration des programmes de DPC, incluant la réalisation d'évaluations régulières des besoins et la mise à disposition d'opportunités de DPC flexibles et accessibles. Ces conclusions enrichissent la littérature scientifique sur le développement professionnel des enseignants en Algérie et comportent des implications pour les politiques éducatives et les pratiques pédagogiques.

Mots-clés : Attitudes, enseignants, développement professionnel continu, défis, contexte EFL.

الملخص

إن تحسين مستوى إطارات التربية يُعد عاملاً جوهرياً لتقدم التعليم. تستكشف هذه الدراسة الحالية الاتجاهات التي يبديها معلمو اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية بالجزائر نحو برامج التطوير المهني المستمر خلال الخدمة. وتهدف أيضا إلى تحليل تصورات المعلمين بشأن أهمية هذه البرامج، مشاركتهم في أنشطة التطوير المهني والتحديات التي يتصور أنها تعيق التنفيذ الفعال لهذه البرامج. أعتمد في هذه الدراسة عدة مناهج تجمع بين الاستطلاعات الكمية والمقابلات النوعية. للتعبير بوضوح، تم تحليل البيانات الكمية باستخدام الإحصاءات الوصفية والاستدلالية، بينما تم تحليل البيانات النوعية طبقا للموضوعات. كشفت النتائج أن المعلمين، رغم إقرارهم عمومًا بأهمية التطوير المهني المستمر، يظهرون موقفًا محايدا إزاءه. أوضحت الدراسة بشكل بارز أن الخصائص الديموغرافية للمعلمين لم تؤثر بشكل كبير على وجهات نظرهم الشاملة تجاه التطوير المهني المستمر. تشكل العوائق مثل قيود الوقت العبء الوظيفي، والقيود الجغرافية عائقًا أمام مشاركتهم. وفي ختامها، تقدم الدراسة توصيات لتحسين برامج التطوير المهني المستمر، تشمل إجراء تقييمات دورية للاحتياجات وتوفير فرص مرنة ومتاحة للتطوير المهني المستمر. أسهمت نتائج المناقشة في الأدبيات العلمية حول تطوير الكفاءات المهنية في الجزائر وتمتد آثارها إلى السياسات والممارسات المتبعة .

الكلمات المفتاحية: الاتجاهات، المعلمون، التطوير المهني المستمر، التحديات، السياق التعليمي للغة الإنجليزية كلغة أجنبية.