Exploring EFL Teachers' Perception of Continuous Professional Development

The Case of University EFL Teachers in Algeria

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Presented by: **Supervised by:**

Ms. Djamila MESSAOUD   Dr. Bakhta BELAID

Board of Examiners:

Dr. Nabila HADJ SAID	**Chairman**	**Naama University Centre**
Dr. Bakhta BELAID	**Supervisor**	**Naama University Centre**
Dr. Karima BEN HEDDI	**Examiner**	**Naama University Centre**

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DEDICATION

This study is wholeheartedly dedicated to my parents and siblings who have been the

source of my inspiration and strength.

To Abd El Madjid and Abd El Fattah for having my back.

To Ikram for her spiritual intelligence.

To my bestfriends Souhila, Naziha, Samah, Amal and
Wafaa for nursing my soul.

To the memory of my grandparents.

To my true self.

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Abstract

The purpose of the current study is to provide a better understanding of the continuous professional development (CPD) situation in Algeria. To meet this end, this exploratory case study adopts a mixed-method approach to investigate both novice and experienced EFL teachers' perceptions of the term CPD; along with the professional development activities in which they engage and the factors that influence their participation in CPD opportunities. Collecting data was initiated by conducting a structured interview with 12 EFL teachers at Naama University Centre and then was supplemented by administering an online questionnaire to 30 EFL teachers employed at Tlemcen, Mostaganem and Sidi Bel Abbas Universities. The garnered data were analysed by means of qualitative and quantitative procedures. As a matter of fact, the results revealed that university EFL teachers in Algeria perceive CPD in different ways. It was also unveiled that these teachers engage in a wide range of formal/informal CPD activities. Alongside these results, the findings of this research has also uncovered the different personal, institutional and work environment factors that can either promote or inhibit teachers' involvement in CPD opportunities.

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LIST OF ABBREVIATIONS AND ACRONYMS

CPD   Continuing Professional Development.

EFL   English as a Foreign Language.

ELT   English Language Teaching.

GPK   General Pedagogical Knowledge.

HE   Higher Education.

PD   Professional Development.

PCK   Pedagogical Content Knowledge.

SCK   Subject Content Knowledge.

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CHAPTER TWO: Research Methodology, Data Analysis and Interpretation

GENERAL INTRODUCTION

General Introduction

Continuous professional development, to a broad sense, refers to all forms of formal and less formal learning undertaken by teachers during the course of their career (Craft, 2000, as cited in Raza, 2010). Through the involvement in such type of learning, teachers familiarize themselves with new techniques and ways to empower English language teaching.

In higher education, EFL teachers are expected not only to be competent but also to be professional in their subject matters. Hence, it is inevitable for novice EFL teachers to strive for personal improvements even after finishing formal education. It is also the case for experienced teachers to reinforce and enhance their current skills while reducing any knowledge shortfalls which can be translated directly into improved work performance.

The movement toward professionalized teaching has long been the source of both enthusiasm and frustration. This is due to the fact that ELT requires knowledge in various areas, including theories of teaching, teaching skills, communication skills and language proficiency, subject matter knowledge, pedagogical reasoning and decision making (Richards, 1998). Therefore, any engagement in professional development activities can solve some of the challenges and problematic issues that may face teachers while they pursue effective teaching.

In an attempt to bring public higher education into parity with international educational standards, the ministry of higher education and scientific research has continually urged universities to develop the teachers they employ. This is done through supplying them with directives and provisions to encourage CPD among teachers as a mandatory requirement. Despite the realization of those directives in Algerian state universities and despite the developmental activities that EFL teachers engage themselves in, the development remains a relatively unexplored field as it has not received appropriate analysis to date.

In order to overcome this ambiguity, the current study is interested in exploring the CPD experiences of EFL teachers employed in Algerian universities. The specific focus is to investigate both novice and experienced

teachers' perceptions of the concept of CPD and find out about the development choices that they make, and the type of opportunities they seek; whether they were within or outside their institutions. In addition to this, this research is concerned with inspecting the factors that promote or inhibit teachers' participation in professional development activities. The results are expected to provide insights that may help better understand the CPD situation in Algeria from the perspectives of EFL teachers.

In this light, the problem issue of this research work could be structured in the form of the following questions:

1. What do Algerian EFL teachers understand by continuous professional development?
2. What type of CPD activities do they engage in while teaching EFL?
3. What are the factors that influence EFL teachers' participation in CPD opportunities?

Based on the problem of the study and the research questions, the following hypotheses have been put forward:

1. There are differences in the perception of CPD from the perspectives of EFL teachers as it may be perceived as up-grading teachers' knowledge and skills, learning continuously or keeping up-to-date.
2. EFL teachers may professionally develop through working, updating knowledge, and attending and presenting at CPD events.
3. Personal and institutional factors, as well as work factors may perform as the key factors that influence their participation in career-building activities.

To investigate the issues raised, this research work is divided into two parts; theoretical and practical with a whole chapter devoted to each part. On the one hand, the first chapter reviews the literature related to continuous professional development. It provides a conceptualization of the term; along with the characteristics and types of teacher CPD. Beside the aforementioned components, a discussion of the significance of CPD to teachers and the differences between novices and experienced teachers are also presented. Additionally, this chapter offers a detailed explanation of the model which

attempts to clarify the factors that influence teachers' participation in CPD opportunities. The last part of the theoretical chapter provides insights about the CPD situation in Algeria. On the other hand, the second chapter is the pillar of the study, because it outlines the methodology that underpins this work. It also reveals the main findings that result from the analysis and interpretation of the collected data. Therefore, it can be said that it was through this chapter that the researcher answered the research questions and tested the suggested hypotheses.

It is worthy to mention that the two terms CPD and PD are going to be used interchangeably in this dissertation since both of them refer to the on-going teacher development.

CHAPTER ONE: Review of Literature

1.1. Introduction

Given its importance and value in improving the quality of education, teacher continuous professional development has increasingly captured the attention of researchers around the world. In the past few decades, many informative analytical and theoretical frameworks were proposed to increase the understanding of teacher CPD. This chapter reviews what previous research studies have offered regarding the matter being investigated. It includes two sections: the first one illuminates the different aspects that help better understand the phenomenon of teacher CPD. These aspects encompass the conceptualization of the term, a discussion of the characteristics and types of teacher CPD, as well as the distinction between novices and experienced teachers. Alongside the aforementioned aspects, this section also highlights the significance of teacher CPD and inspects the factors that influence teachers' participation in CPD. The second section is specifically devoted to unveil the current teacher CPD situation in Algeria.

1.2. Definition of CPD

Continuous professional development (CPD) generally refers to the perpetual cycle of teacher learning that is intended to improve professional expertise through the acquisition of new knowledge and skills beyond those acquired during initial training (Richter et al., 2011). CPD encompasses all kinds of activities and interactions that can increase teachers' knowledge, improve their teaching practice, and contribute to their personal, social, and emotional growth as teachers (Desimone, 2009). Such activities may range from formal topic-specific seminars to informal "hallway" discussions with other teachers about instruction techniques. In the same line of thought, Richter et al. (2011) define professional development as, the "uptake of formal and informal learning opportunities that deepen and extend teachers' professional competence, including knowledge, beliefs, motivation and self-regulatory skills" (p.116). Even though it is always understood that when teachers learn and transform their knowledge into practice remains the core

conception of CPD, the reviewed literature shows that the term continuous professional development has no one definition as it varies due to differences in educational traditions and contexts. This generates an overwhelming consensus about the components that make up teacher CPD. To this end, Day (2000) provides a convincing definition by stating that teacher CPD refers to all-natural learning experiences from which teachers or institutions can benefit. Be they conscious or unconscious, direct or indirect, formal or informal activities. Yuen (2012) notes that any professional development opportunity for teachers should be situated in the context of their practice, must be relevant to the needs of both teachers and students, must focus on actual classroom phenomena, and must be integrated into the daily work of teachers.

The concepts of training and CPD are used interchangeably; however, there is a subtle difference between them. Richard and Farrell (2005) refer to training as "activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals". Their idea of training is the preparation of teachers for a specific assignment or responsibility. The cunning difference relies on the fact that CPD is a life-long process that goes beyond specifics as it does not only cover apprenticeship but also serves long-term goals and aims at general growth (Ziani, 2020). Richard and Farrell (2005) distinguish between training and development in terms of the goals they serve. Examples of the goals from a training perspective are: learning how to use effective strategies to open a lesson, using classroom aids and resources, using effective questioning techniques, etc. Some of the long-term goals that teacher development serves are: understanding how the process of second language teaching occurs, reviewing theories and principles of language teaching, and developing an understanding of different styles of teaching.

Compared with teachers of other fields, EFL teachers are more likely to try the most recent innovative theories and technologies related to language teaching, particularly in this constantly and technologically changing world (Allwright, 2005). The willingness of EFL teachers to professionally develop

and improve the quality of their practice becomes a priority. This is due to the highly competitive nature of the field of English language teaching (ELT). Conducting action research, peer observation, attending conferences and seminars, collaborating in workshops and articles, and checking out the latest published works on ELT are among the CPD activities that EFL teachers often engage in to update and broaden their professional knowledge.

1.3. Characteristics of Teacher CPD

One way to elucidate and better understand the concept of teacher CPD is by considering the various aspects that characterize it. Teachers pursue multiple aims by learning different types of knowledge through the use of a variety of learning methods. Thus, it can be said that teacher CPD practices are characterized by their aims and roles, the diverse content teachers intend to get acquainted with, and the methods they use to learn.

1.3.1.   The Aims and Roles of Teacher CPD

The first aspect that characterizes teacher CPD is the aims and roles of this on-going process. the principal aims of developing teachers' professional competencies, supporting professional renewal, and dealing with challenges like boredom and burnout (Njenga,2022) highlight some of the criteria of effective teacher CPD, including strong content focus, collaborative and collective participation, active learning, coherence, and sufficient duration (Desimone, 2009). Furthermore, other aims and roles of CPD like supporting teachers to remain adaptable, expanding career options, and preparing them for future work imply that effective professional development can be characterized by the motives and reasons of individual teachers that undertake it.

1.3.2.   Types of knowledge

The second key aspect that characterizes CPD relates to the knowledge that teachers seek to develop. Teacher CPD is normally a dynamic area of

constant change and growth in knowledge. Many researchers have endeavoured to identify the categories of teachers' knowledge. A persuasive categorization which was affirmed by subsequent research was that of Shulman (1986). He contends that, regardless of their subject specialism, teachers' knowledge consists of subject content knowledge (SCK), pedagogical content knowledge (PCK) and general pedagogical knowledge (GPK).

1.3.2.1.   Subject Content Knowledge

Subject content knowledge relates to the content that should be taught, and it is specific to a teacher's area of specialization. For EFL teachers, their knowledge of the subject encompasses "Their proficiency in English along with their knowledge about the formal aspects of English such as syntax, phonology, etc. (and maybe culture)" (Asl et al., 2014, p. 1601).

1.3.2.2.   Pedagogical Content Knowledge

Pedagogical content knowledge refers to how students learn and master content knowledge and which teaching methods are appropriate for the subject to be taught. Freeman (2000) believes that this type of knowledge paves the way for teachers to reach professional growth and helps them deal with the different qualities of learners as a result of expanding teachers' repertoire of techniques. In EFL contexts, PCK is drawn from the study of both language teaching and language learning. It is deemed to have a problem-solving nature since it can be applied in different ways to solve practical issues in language teaching (Asl et al., 2014).

1.3.2.3.   General Pedagogical Knowledge

General pedagogical knowledge is originally defined as the knowledge of the cross-curricular theories, strategies and principles that are essential to classroom management.

1.3.3.   Learning Methods

The third aspect that helps better elucidate professional development relates to learning methods that teachers use in their CPD. As a process of learning, CPD requires teachers to use diverse learning methods to attain the desired change and growth in skills, knowledge, beliefs and attitudes. There have been many attempts to classify these methods into a coherent framework. One categorization classifies them into two dimensions: formal/informal and planned/incidental activities (Fraser et al., 2007).

1.3.3.1.   Formal Activities and Informal Activities

Formal activities are structured learning opportunities that are known as the "traditional view" of professional development. In many countries, teachers are required to attend formal activities like workshops, e-Learning courses, online training programs and symposiums regularly. These full- or half-day activities are generally disseminated by experts in the institution or workplace to provide teachers with valuable information to elevate their level of expertise. Although these workshops and courses contribute to the development of EFL teachers around the world, there are several drawbacks to this type of practice. The institutional provision of formal CPD programs and activities may not always meet the needs of teachers which vary from novice, less experienced teachers to veteran teachers (Raza, 2010). Teachers tend to dismiss these mandated activities due to being impractical and unfeasible as they rely on the 'teacher as consumer' mode of learning. In the same line of thought, Borg (2015) contends:

> Teachers may become dependent on others for their professional development, rather than learning to take charge of it themselves. Teachers may also come to undervalue both their own knowledge and experience, believing that what they receive externally (e.g. from trainers) is more important. (p.5)

Informal learning opportunities, in contrast, are any self-directed developmental activities that are not restricted to a specific curriculum. They

include networking, reading books, classroom observation, and corridor discussions with colleagues (Desimone, 2009). Even though participation in informal CPD opportunities is not mandatory, teachers' uptake of such activities makes them active and not merely recipients of knowledge as they independently determine their own goals and learning strategies.

1.3.3.2. Planned and Incidental Activities

Planned and incidental activities represent another range of CPD opportunities that can be encountered by teachers. Planned activities tend to be pre-arranged and can be either formal or informal, whereas incidental activities are mostly unpredictable and done spontaneously. Fraser et al. (2007) represent the two dimensions of formal-informal and planned-incidental CPD activities in the form of quadrants that are exemplified in Figure 1.1.

Formal

Chartered teacher modules
Mandatory courses
Action research projects
In-service courses

Sharing professional experiences at assessment meetings
Incidental conversations at teacher network meetings

Planned ←→ **Incidental**

Joint strategic planning
Web-based networking

Staff conversation
Hallway/ corridor discussions
Breakroom conversations

Informal

Figure 1.1. Teacher Learning Quadrants (Fraser et al., 2007)

Richard and Farrell (2005) also consider the different types of activities that can be carried out by educators. Table 1.1 illustrates those that can be done at the individual level, those that are a response to an institutional directive, those that involve working with a colleague and those that are group-based.

Table 1. 1. Activities for Teacher Development (Richard & Farrell, 2005, p.14)

Individual	One-to-one	Group-based	Institutional
• Self-monitoring	• Peer coaching	• Case studies	• Workshops
• Journal writing	• Peer observation	• Action research	• Action research
• Critical incidents	• Action research	• Journal writing	• Teacher support groups
• Teaching portfolios	• Team teaching	• Teacher support groups	
• Action research			

1.4. Types of Teacher CPD

Several types of CPD can be available at the disposal of teachers. Some researchers aim at identifying these types; for instance, Richards and Farrell (2005) distinguish individual professional development from institutional development.

1.4.1. Individual Professional Development

Teacher development from the perspective of individual teachers is directed to the teacher's own goal (Richards & Farrell, 2005, p.9). It generally refers to the self-directed and self-initiated uptake of professional development through which teachers keep up to date with theory and practice in their fields. They can choose the areas they want to develop and take the necessary steps to achieve their goals. This type of CPD promotes self-reflection and critical thinking and helps practitioners develop a growth mindset. Achieving personal growth goes hand in hand with improving departmental performance as teachers may be interested in understanding the values and the nature underlying the institution in which they work.

According to Richard and Farrell (2005), the areas of PD that can be identified from the individual perspective encompass subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials, and career advancement. Despite its usefulness, individual PD has some challenges as it can be expensive and requires time. It can be costly to pay for books, online courses and webinars, or attend conferences. Teachers may also take time off work to attend these events which can affect their workload and the students' learning outcomes. In addition, this approach may not be suitable for all kinds of teachers as it requires self-discipline and motivation to identify the areas that need improvement and take the necessary steps to refine them.

1.4.2. Institutional Professional Development

Institutional development refers to the structured process that educational institutions like universities use to support their teachers' and lecturers' growth and on-going learning. The participation of teachers is mandatory and "is primarily conceived in terms of the institution's needs" (Richards & Farrell, 2005, p.10). In other words, institutional professional development is a solution that is used to solve the problem when there is a lack of fit between the needs of the institution and the teacher's skills and knowledge. It aims directly or indirectly at ameliorating the institution's performance as a whole, and incidentally at contributing to teachers' individual development.

1.5. The Factors that Influence Teachers' Participation in CPD Activities

Considering the factors that influence teachers' participation in CPD paves the way towards a better understanding of CPD practices (Njenga, 2022). In a general sense, there is a myriad of factors that promote and prohibit teacher learning.

1.5.1. Kwakman's Model

Kwakman (2003) conducted a research on such factors in the Netherlands. In her view, the salient factors that influence teachers' participation in CPD remain unclear; however, there is a sole assumption that learning is influenced by personal and contextual factors.

1.5.1.1.   Personal Factors

Kwakman (2003) has discerned five personal factors within her model, including professional attitudes, appraisals of feasibility, appraisals of meaningfulness, emotional exhaustion, and loss of personal accomplishment.

- ✓ *Professional attitudes*: encompass the teachers' commitment to on-going learning and development, and the extent to which they are attached to the role they have to fulfil and the responsibilities related to this role.

- ✓ *Appraisals of feasibility and meaningfulness:* are the assessments that a teacher conduct to determine whether a professional learning activity is feasible and meaningful. In other words, teachers make judgements about the extent to which this activity is significant to undertake.

- ✓ *Emotional exhaustion*: it is assumed that emotional exhaustion and participation in learning activities are mutually related. Teachers may feel overwhelmed, drained, and depleted of emotional and physical energy due to prolonged and intense work-related stressors. This can occur when teachers feel unable to cope with the high job demands, leading to a sense of hopelessness and burnout preventing them from the uptake of any form of professional development.

- ✓ *Loss of personal accomplishment*: also known as reduced personal accomplishment. It refers to the situation in which teachers feel that they are no longer meeting the expectations of their job, not being able to accomplish and complete their tasks effectively or feel that they are not contributing to their institution because their efforts are not valued

and appreciated. Such experience may lead to self-doubt, lack of enthusiasm and motivation for work. Reduced personal accomplishment deeply affects teachers' willingness to participate in CPD activities, and even prohibits teacher learning (pp. 155-157).

1.5.1.2.   Contextual Factors

With regard to the contextual factors that affect teachers' participation in CPD practices, Kwakman (2003) asserts that these should be split into task factors and work environment factors.

➤ **Task Factors**

Task factors, which are concluded to be important working conditions in teachers' professional learning, are further broken into five factors (i.e. pressure of work, emotional demands, job variety, autonomy, and participation). Three of these factors, including pressure of work, emotional demands, and job variety fall under the umbrella of work demands. First, *pressure of work* generally refers to the pace of work and workload. Teachers who feel the pressure in completing their daily tasks may consider engaging in CPD activities as an additional burden since they have no sufficient time to both meet their job requirements and get involved in professional development. Second, *Emotional demands* refer to the extent to which teachers invest their emotions as a part of their work. Teaching normally requires teachers to manage their own feelings, discern and deal with their students' feelings, and establish relationships with their colleagues and administration. As a matter of fact, teachers who are unable to manage the emotional demand of their job are less likely to engage in professional development opportunities. Third, *job variety* is about the number of skills and tasks that a job requires. Teachers get motivated to seek professional development to improve the wide range of skills and areas where they feel less confident, and effectively accomplish the multiple tasks that their practice assigns to them. The fourth and fifth task factors are *autonomy* and

participation. Autonomous teachers are those who can make decisions that direct their professional lives and have complete control over their work as they can freely determine task-related characteristics like the pace of work, the method, and the order of work (Firestone & Pennell, 1993). Participation refers to the influence a teacher has on the working environment and the contribution to decision-making (Firestone & Pennell, 1993).

> ➢ **Work Environment Factors**

The second type of Contextual factors known as work environment factors is further divided into management support, collegial support, and intentional learning support. These factors are different types of support available in teachers' working environments. They are included in the model based on the assumption that "support may bear relevance with regard to teacher participation in professional learning activities" (Kwakman, 2003, p.157). *Management support* is the kind of support that is offered by the institution or district leaders. It can be represented in giving teachers time to attend workshops and recognizing and rewarding teachers who participate in professional development activities. *Collegial support*, on the other hand, can take many forms, including collaboration, sharing resources, peer observation, and providing constructive criticism to one another. *Intentional learning support* relates to school culture as being a supportive factor for teachers who undertake CPD activities.

From the reviewed literature, it can be concluded that teachers' participation in CPD opportunities is influenced by personal, task, and work environment factors that are presented in Figure 1.2.
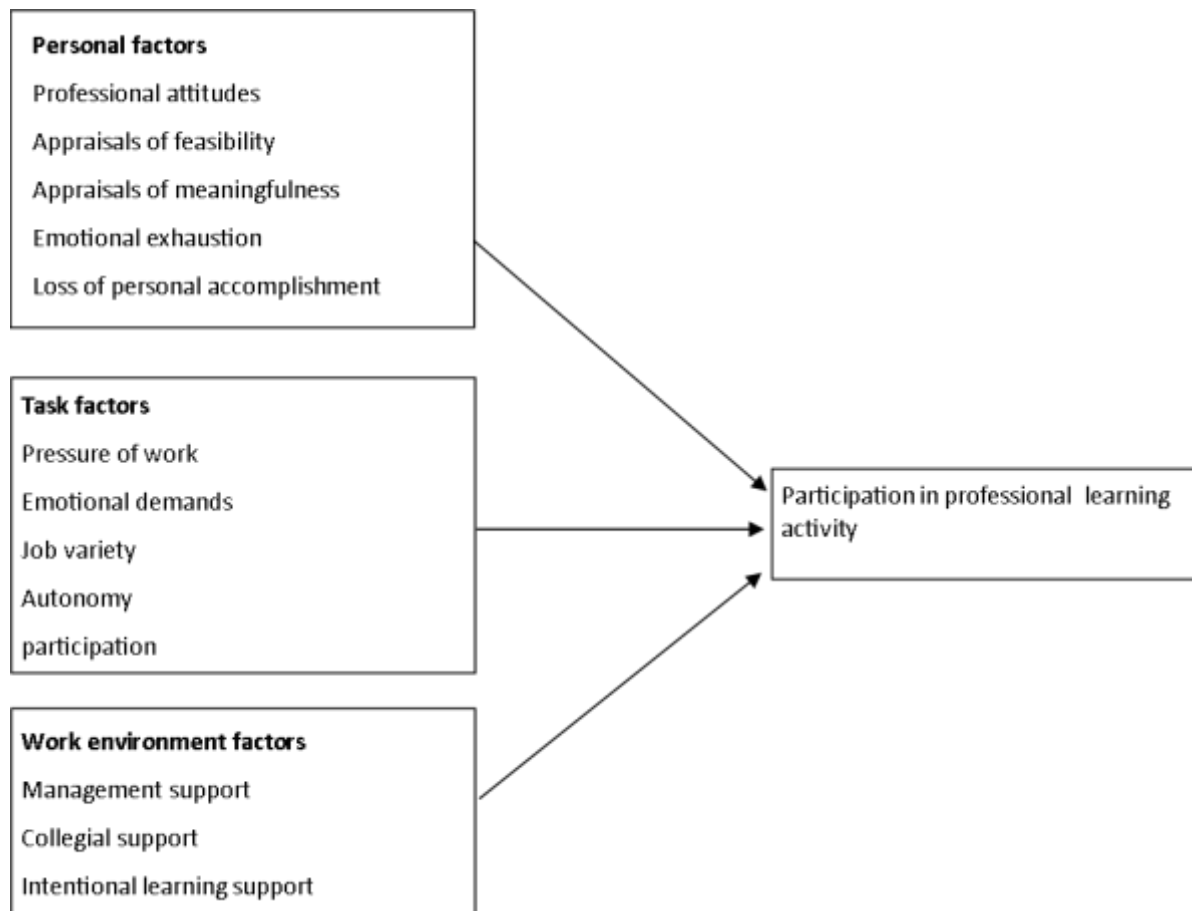
Figure 1. 2. Research Model of the Factors Influencing Professional Learning Activity
(Kwakman, 2003, p.158)

Wan and Lam (2010) criticize the model that was constructed by Kwakman (2003) as they state that, "personal factor seemed to be more significant in predicting teachers' participation in CPD activities than task and work environment factors" (p.4). In their view, this model overgeneralized the mentioned factors and understated others like family factors.

Another study conducted by Lee (2022) suggests another set of factors that may facilitate and prohibit professional development in Taiwan. The results that are listed in detail in Table 1.2 show that the most important factors that facilitate PD are 'relevant/realistic content' and 'relevant to needs identified by teachers themselves'.

Table 1.2. Factors contributing to effective professional development (Lee, 2002)

Factors	Percentage of respondents
Relevant / realistic content	34
Opportunity to share ideas	32
Relevant to needs identified by teachers themselves	25
'Hands-on' activities	25
Sufficient resources	20
Good delivery	18
Focused content	17
Participants committed	13
School supportive of CPD	11
Presenter with recent experience	9
Based on good practice	9

Remarks: Based on 255 respondents. Respondents could give more than one response.

According to Lee's study, among the factors that inhibit PD, 'insufficient resources to implement learning' and 'Teacher workload preventing/deterring teachers from taking up CPD' were the most cited factors (see Table 1.3).

Table 1.3. Factors Inhibiting Effective Professional Development (Lee, 2002)

Factors	Percentage of respondents
Insufficient resources to implement learning	21
Insufficient money to pay for courses	19
Teacher workload preventing / deterring teachers from taking up CPD	18
Content not well focused / structured	18
Irrelevant / unrealistic content	14
School not supportive of CPD	13

Remarks: Based on 225 respondents.

1.6. Novices and Experienced Teachers

The level of expertise is another important dimension that helps understand what is meant by professional development. Experienced teachers can be defined with reference to the number of years they have taught. It is assumed by Gatbonton (1999, as cited in Rodríguez & McKay, 2010) that experienced teachers are those who have approximately 5 years or more of classroom experience. Indeed, they are distinguished from novices in several ways. Some key differences were suggested by Richards and Farrell (2005). They list the following characteristics as being attributed to experienced teachers:

- A rich and elaborate knowledge base,
- ability to integrate and use different kinds of knowledge,
- ability to make intuitive judgments based on past experience,
- desire to investigate and solve a wide range of teaching problems,
- deeper understanding of students' needs and student learning,
- awareness of instructional objectives to support teaching,
- better understanding and use of language learning strategies,
- greater awareness of the learning context,
- greater efficiency and effectiveness in lesson planning (p. 7).

It is generally confirmed that experienced teachers also differ from novice teachers in their knowledge, skills, and beliefs (Rodríguez & McKay, 2010), and both of them tend to approach their work differently. Thus, it is inevitable for them to differ in their perception of CPD practices and their PD needs. In the same vein, Craig (2003) asserts that not all forms of professional learning can be beneficial for all teachers, or of relevance to the needs of each of them. Some of the actions that can be carried out by non-novice teachers to professionally evolve include shifting roles, engaging in classroom-level experimentation, and participating in activities that challenge their knowledge and stretch their skills (Huberman, 1993). While *shifting roles* may be done through teaching a new subject or new learner level, *classroom-level experimentation* entails changing classroom routine or engaging in action

research. *Participating in activities that challenge their knowledge*, on the other hand, involves the uptake of activities that push experienced teachers to the edge of their competencies.

Novice teachers, in contrast, are defined as those who are new to the teaching profession and have little or limited experience. They are often student teachers or teachers who have less than 2 years of teaching experience (Gatbonton, 2008). Novice teachers are most likely to feel the need for in-service development, especially those who are in their first or second year of teaching as formal education provides them with limited practical knowledge relevant to their day-to-day experiences in the classroom. More profoundly, less experienced teachers exhibit several characteristics, including lack of confidence, struggle with classroom management, difficulty with assessment, and limited experience with diverse learners. Thus, an on-going PD is essential to address these issues and to equip novices for their institutional needs, expectations, and challenges in a sense that their teaching becomes more adjusted, engaging and fruitful.

Both novices and experienced EFL teachers can engage in CPD opportunities that occur through the teachers' own personal initiative, collaboration with others, or institutional directives (Richard & Farrell, 2005), i.e., through the uptake of formal and informal teacher learning that can be self-directed and self-planned, collaborative, or initiated by the institution that the teacher belongs to.

Despite the differences between less experienced and veteran EFL teachers, they share common goals like stretching the existing knowledge and skills and getting acquainted with new ones and staying up-to-date with the latest ELT methods and technologies which can ultimately improve EFL students' learning outcomes. To make progress toward these goals, teacher development provides opportunities for teachers with different levels of expertise to work together through CPD activities such as action research; mentoring, coaching, and peer observation; group discussion; joint planning; and problem-solving (Rodríguez & McKay, 2010; Richards & Farrell, 2005).

1.7. The Significance of Teacher CPD

Evidently, Novice and even veteran teachers are subject to unfamiliar issues and situations. Formal education and pre-service training are not sufficient to prepare those teachers for all the challenges that they may encounter throughout their careers. Thus, several researchers have emphasized the significance of teacher CPD as a driving force for improving teachers' practice and affecting students' learning experience positively. For instance, Richard and Farrell (2005) maintain that on-going teacher development is essential for in-service practitioners to become acquainted with the most recent resources and methodologies. In the same vein, Mizell (2010) posits that this complex activity pursues multiple aims through the use of career-building activities; such activities help teachers define the best pedagogical approaches that ameliorate students' learning processes. Stein et al. (1999) also argue that the use of multiple professional development strategies helps build teachers' capacity to understand subject matter, pedagogy, and student thinking. CPD is of great significance since it is an essential aspect of the teaching profession that allows practitioners to reflect on their teaching and identify areas for improvement.

1.8. Current Teacher CPD Situation in Algeria

The Algerian higher educational system's architecture of degrees matches the European standards, and is based on Licence – Master – Doctorate (L.M.D) model. For EFL university teachers, it is prevalent that universities do not provide them, or get them involved in any pre-service training after accomplishing their PhD degree. Their formal education remains of little significance to their teaching practice and with the lack of necessary readiness, experience, and skills in the teaching profession; they find themselves confronted with problems they cannot deal with when they engage in their teaching.

Simply put, novice and prospective university EFL teachers are "sent to a 'swim or sink' situation where the rare few survive the professional

shock" (Ziani, 2020, p.100). This can drive them to lose confidence and some might even see their profession as financial support (Boudersa, 2016). In such situation, novices and beginning EFL university teachers are supposed to take the burden of forming themselves by being teachers, learners, and researchers as well. The poor quality of teaching that results from not receiving any kind of pre-service training is regarded to be the core dilemma of Algerian higher education (HE). ELT, in particular, is characterized by the complexity of competencies and skills required for better achievements in the field which brings the issue of CPD to the fore as an attempt to pave the way towards quality assurance. This elucidates that EFL teachers, both novice and experienced teachers, have the same need for in-service training or continuous professional development regardless of their level of expertise. To this end, there have been some initiatives from the part of universities to implement CPD programs for their EFL lecturers as an application of the directives of the Ministry of HE. Yet, the concept of CPD is not well internalized by those lecturers (Ziani, 2020) owing to the fact that HE does pay lip service to the importance of CPD. In other words, the initiatives remain a token acknowledgement as there is no real commitment to them and a lack of concrete efforts or actions to support them.

Missoum (2015) conducted research on Algerian EFL teachers from different universities in which he revealed that university teachers' training and development are taken for granted and seem to be overlooked despite the profound change that Algerian HE undergo. The findings of his study unveil that most of the opportunities that are available at the disposal of the Algerian EFL teachers are organized by the departments of English, and take the form of coordination meetings of teachers, study days, seminars, conferences, debates, and training workshops. In addition to informal conversations with peers, university lecturers tend to regularly review their lectures to improve them, observe and reflect on their teaching, and experiment new teaching techniques in their courses as an endeavour to improve their teaching and professionally evolve. Most of those teachers do not participate in online

webinars and the rare few benefit from scholarships (Missoum, 2015, p.171) despite the considerable budget that is allotted every year to such activities.

1.9. Conclusion

The reviewed literature in this chapter has provided a theoretical overview of teacher continuous professional development (CPD) and its significant role in improving the practice of teaching, and thus assuring the quality of education.

The first section highlights the key definitions of the concept of CPD that were presented by former studies. It continues by outlining the different aspects that characterize teacher CPD, mainly its aims and roles, the types of knowledge sought to be developed by teachers, and the methods they employ to make progress toward professional teaching. In light of this, formal/ informal activities and planned/ incidental activities are discerned as the chief methods used by teachers. This is followed by distinguishing between the types of CPD including institutional and individual professional development.

Moreover, this part of the reviewed literature encompasses a delineation of novice teachers that sets them apart from those who are experienced practitioners in the field of teaching. More profoundly, it demonstrates how they differ in terms of their needs and their perception of CPD. The subsequent part represents the theoretical foundations underpinning the diverse personal factors (i.e., professional attitudes, emotional exhaustion, appraisals of feasibility, appraisals of meaningfulness, and loss of personal accomplishment) and contextual factors (i.e., task and work environment factors) that affect teachers' participation in CPD.

While the first section tackles what is needed to elucidate and better understand the concept of CPD, the second section of this chapter delves deeply into the current CPD situation in Algeria and aims at depicting the professional development of Algerian university teachers.

Unlike this theoretical chapter, the subsequent chapter is going to be purely practical as it will explain the methodology used to conduct the current

study. Within it, the researcher is going to analyse the collected data and interpret them to draw conclusions regarding the matter being investigated.

Chapter two: Research Methodology, Data Analysis and Interpretation

2.1. Introduction

2.2. Research Design and Sample

2.3. Data Collection

    2.3.1. Teachers' Interview

    2.3.2. Teachers' Questionnaire

2.4. Data Analysis

    2.4.1. The Analysis of Teachers' Interview

    2.4.2. The Analysis of Teachers' Questionnaire

2.5. Data Interpretation and Discussion

2.6. Research Limitations

2.7.   Conclusion

2. 1. Introduction

This research study attempts to explore both novice and experienced university EFL teachers' perceptions of continuous professional development (CPD); along with the CPD activities they engage in. It also investigates the factors that affect teachers' participation in CPD opportunities. In this regard, the following questions guide the investigation:

1) What do Algerian EFL teachers understand by continuous professional development?

2) What type of CPD activities do they engage in while teaching EFL?

3) What are the factors that influence EFL teachers' participation in CPD opportunities?

Based on the research questions, it is hypothesized that there are differences in the perception of CPD from the perspectives of EFL teachers as it may be perceived as up-grading teachers' knowledge and skills, learning or keeping up-to-date. Moreover, it is speculated that these teachers may professionally develop through working, updating knowledge, and attending and presenting at CPD events. It is also hypothesized that work factors, personal factors, and institutional factors are the key factors that may have the potential to influence teachers' participation in CPD.

This chapter seeks to introduce the research design and the methodology followed in the current study. With such aims, the methodology chapter begins with an explanation of the research design and then a description of the participants in the study. This is followed by an explanation of the instruments and data collection tools that are utilized to confirm or disconfirm the hypotheses raised in this research, mainly a questionnaire is used to gather both quantitative and qualitative data from EFL teachers employed at different Algerian universities. In addition, face to face interviews with EFL teachers at the department of foreign languages at Naama University Centre were used to collect qualitative data. Furthermore, data analysis and interpretation methods and processes are going to be described in detail.

The methodology chapter is of an utmost importance for the research questions to be answered as it represents the research design and the guidelines that connect the theoretical framework to strategies of inquiry and methods for collecting empirical data (Denzin & Lincoln, 1994, as cited in Raza, 2010).

2.2.   Research Design and Sample

A case study, as Yin (2002) explains, is apt to explore any kind of contemporary phenomenon within its real life context. This research is a case study that adopts an exploratory mixed-method design as it has been considered as the best fit for investigating perceptions, insights and experiences of EFL teachers about CPD.

In terms of the target population, the researcher is interested in drawing conclusions about Algerian university EFL teachers. However, studying the whole population is deemed to be beyond the realm of possibility. Therefore, examining a smaller group known as the sample is a prerequisite to save time and efforts while undertaking the research. In this vein, the population is simply defined by Dörnyei (2007) as "the group of people whom the study is about" and the sample as "the group of participants whom the researcher actually examines in an empirical investigation". Indeed, selecting the appropriate sample with the convenient size is no easy task. Methodologists discern probability and non-probability sampling as two sampling methods that can be used while undertaking a research. Probability sampling/ random sampling is the method through which the researcher seeks to make generalizations; it implies that every member of the population has an equal chance to be selected, i.e., the inclusion or exclusion of a member is a matter of chance (Cohen et al, 2007, p.99). Non-probability sampling, on the other hand, entails the purposive selection of the members of the sample.

Based on simple random sampling, forty two (42) teachers were meticulously chosen to serve as the representative sample of the target population. In a more nuanced manner, participants in this study are

essentially a mixture of 42 novice and experienced Algerian university EFL teachers. While the online questionnaire was administered to thirty (30) teachers employed at different Algerian universities (i.e., Tlemcen, Mostaganem and Sidi Bel-Abbas), the actual study was about interviewing twelve (12) EFL teachers at the department of foreign languages at Naama University Centre. Since interviews tend to be time-consuming compared to questionnaires, this instrument has targeted a few teachers. Relatedly, the sample that has participated in the questionnaire tends to be of a larger size to ensure getting extensive, robust data.

2.3. Data Collection

Compiling data is among the systematic steps that researchers go through while conducting their research study. It implies the use of different methods to elicit and obtain data from informants. Choosing the adequate tool for gathering data highly depends on the research design that underpins the methodology followed in research itself. With adopting a mixed method approach, as William (2007) asserts, the researcher combines the incorporation of both quantitative and qualitative methods of collecting and analysing data. This mixture offers complementary data that result not only in statistics but also impressions. Thus, it provides a complete vision for the studied phenomenon.

In order to thoroughly explore the experiences and perspectives of Algerian EFL teachers about teacher learning and CPD, it is required to use both qualitative and quantitative instruments for gathering data. Therefore, collecting data was initiated by conducting a structured interview and then was supplemented by administering an online questionnaire.

2.3.1. Teachers' Interview

Tashakkori and Teddlie (1998) describe the interview as "a powerful method of data collection as it provides one-to-one interaction between the interviewer and the interviewee" (p.102). The purpose behind the use of

interviews in educational research is to collect qualitative data and to elicit participants' experiences, thoughts and perceptions in an elaborate way with respect to the topic being investigated. Interviews can be structured, semi-structured or unstructured depending on the depth of the information sought (Raza, 2010).

In this particular study, a structured interview with 8 open-ended questions was employed. It entails asking twelve (12) EFL teachers at Naama University Centre a set of questions in a standardized order, i.e., collecting similar type of information by asking the participants the same questions in the same order. More profoundly, the questions were developed to investigate respectively teachers' background, their understanding of the concept of CPD, the CPD activities they engage in and the factors that promote or inhibit their engagement in professional development opportunities (see Appendix A).

2.3.2. Teachers' Questionnaire

In this current research, a questionnaire is used as an additional instrument to collect necessary data to draw conclusions regarding the matter being investigated. Simply put, a questionnaire is "any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001, p.6). The purpose of using this research tool is primarily to elicit either factual or attitudinal data from a specific number of participants. It is exceedingly advantageous particularly when the researcher attempts to settle down findings and make conclusions from a sample of a considerable size.

In order to back up the data gathered through the interview, an online questionnaire was developed to attain more vigorous, robust data. This online questionnaire aims at investigating the same issues tackled within the interviews. However, the responses have been evoked from teachers employed at universities other than Naama University Centre. More precisely, it was administered to EFL teachers employed mainly at universities of

Mostaganem, Sidi Bel Abbas and Tlemcen. The link of the questionnaire has been dispatched to all teachers via email, ensuring that they have convenient access to participate in it. Thirty four (34) teachers have responded, however, only thirty (30) questionnaire results were included in the analysis. This is due to the fact that not all questionnaires were fully completed.

The questionnaire was developed in terms of thirteen (13) questions that are predominantly closed-ended, open-ended, and multiple-choice questions. Closed-ended questions are easier to answer as they require answers with yes or no. Multiple-choice questions involve a set of pre-arranged responses and alternatives from which the participant is asked to choose one or more (see Appendix B). While closed-ended and multiple choice questions provide quantitative data, open-ended questions enrich the study with qualitative data.

The questions were grouped into four sections, and each section has its own rubric as explained below:

✓ **Section one: Teachers' profile** (questions 1 to 3) this part of the instrument requires the participants to provide their background, such as their gender, the highest degree they have obtained and their teaching experience.

✓ **Section two: Teachers' Perception of Professional Development** (questions 4 to 7) is about the pre-service training and their perception of continuous professional development (CPD)**.**

✓ **Section three: Professional Development Activities** (questions 8 to 11) is about the frequency of the teachers' uptake of CPD activities, the type of activities they use and the preference in terms of online/face-to-face activities and formal/informal activities.

✓ **Section four: the factors that influence teachers' participation in CPD** (questions 12 to 13) includes two questions that investigate the factors that promote or inhibit teachers' participation respectively.

2.4.   Data Analysis

The process of data analysis holds a profound significance in contributing to the progression of the current study. Simply put, the essence of any data analysis is to make sense of the gathered data. It involves systematically inspecting and cleaning raw data collected by means of different research instruments. This is generally done by applying a set of statistical and analytical techniques that help extract meaningful insights and draw conclusions from those data.

This particular section of the methodology chapter deals with analysing data gathered from EFL teachers. It is worth mentioning that data obtained from interviews will be analysed separately from those collected through the online questionnaire.

2.4.1. The Analysis of Teachers' Interview

As a reminder, the interview was developed in terms of 8 questions and was carried out with 12 EFL teachers at Naama university centre who agreed to share their experiences and insights regarding continuous professional development (CPD). This part of the chapter is going to be devoted to analyse the results of the each question of the interview independently.

✓ **Item One:** How many years have you been in service?

This question aims at inspecting the level of expertise of each individual participating teacher since it is a crucial aspect to consider while investigating the professional development of teachers. A significant proportion consisting of seven subjects were veteran teachers who have extensive years of dedicated service in the field of ELT. As a matter of fact, this type of teachers demonstrates a deeper understanding of how to hone and refine their practice as teachers. The rest of the interviewees were five novice educators who are embarking on their professional journey. With such level of expertise, novices undoubtedly embrace professional development opportunities and dedicate themselves to continuous growth and improvement.

✓ **Item Two:** Did you receive any form of pre-service training?

A noteworthy observation has emerged from the results of this question. It has come to light that precisely half of the interviewed participants have undergone pre-service training. One of these teachers, emphatically expressed, *"During my tenure as a magister student, we were obliged to teach some modules as a training course"*. Similarly, other two interviewees attested, *"Indeed, I received pedagogical training for six months straight"* and *"Yes, I had some teaching workshops"*.

In stark contrast, the remaining half of the interviewees encountered a notable lack of pre-service training, signifying their initiation into the teaching realm without the formalized acquisition of such preparation.

✓ **Item Three:** Did formal education and pre-service training (if you received any) prepare you adequately for teaching experience?

Responses of this question varies from "yes, it did" to "to some extent, yes", "not in a satisfactory way", "it was supposed to do, but it did not" and "no". In other words, the answers range from unequivocal affirmation to partial agreement, dissatisfaction, and outright negation. Among the interviewees, one respondent has provided this nuanced response;

"Pre-service training helped me but only in the process of evaluation (how to evaluate students in terms of TD mark and exam) not in terms of knowledge and improving personal skills".

✓ **Item Four:** What is your current understanding of continuous professional development?

Regarding the conceptualization of continuous professional development (CPD), the interviewees have delivered many definitions depending on their own understanding of the concept. It was discerned that varying perspectives emerged regarding CPD, with several individuals perceiving it as a "the lifelong", "on-going" process that is needed to improve the educational system. In the same line of thoughts, it was claimed by a respondent that *"CPD refers to the in-service training that never stops"*. While this was the predominant understanding of CPD, other interviewees did not share the same view as they contend that professional development

revolves around refining the set of skills that are essential to appropriately teach EFL, thereby increasing the learning outcomes. Another key definition was provided by two teachers who have firmly insisted that CPD is the process through which teachers keep themselves up-to-date with the latest developments and changes in the field of ELT. Moreover, the rest of the participants have assigned definitions in which they focus, to a large extent, on the different strategies and activities that contribute to their professional growth. The following quote exemplify the perception of an experienced teacher in which she expressed a detailed conceptualization of professional development;

> *"Since this term is greatly related to my specialty which is ESP, I can say that continuous professional development refers to different tasks/courses that we are engaged in to reach various objectives such as developing and enhancing our abilities (**personal skills**) in the teaching process, to acquire new knowledge in addition to the existing knowledge and to be up-to-date with the latest developments related to our specialty."*

✓ **Item Five:** What is the kind of CPD activities that are made available to you by the university? Do they serve your needs as an EFL teacher?

Answers to this question surprisingly reveal that Naama University Centre makes a very limited range of professional development activities available at the disposal of EFL teachers at the department of foreign languages. This limited provision of PD activities includes receiving training in a foreign context. This type of formal professional development, as mentioned by one of the participants, is funded by the university for researchers in the pedagogical field. This period of undergoing practical instructions is acknowledged to be advantageous and effective in meeting the needs of EFL teachers. However, the core conundrum is that only few teachers can benefit from such type of opportunities. Additionally, some participants have conceded that they received online training; nevertheless, it is deemed to be out of purpose and do not serve their needs. As substantiated by an interviewee, *"Professional development activities that are supplied by*

our university centre have no relation with my speciality". The department of foreign languages in Naama University Centre provides a limited provision of formal activities like conferences and workshops. Such activities, as declared by the interviewees, are barely established within this context.

✓ **Item Six:** What kind of individual, or external (outside the university) professional development activities have you engaged in recently?

This question was developed to investigate the external activities in which EFL teachers at Naama University Centre engage. The results reveal that they mostly rely on reading in their respective areas of interest. It was also noted that most of the experienced teachers exhibit a higher level of engagement in diverse individual activities than novices. To illustrate, one of the experienced teachers participates in national/international study days, and conferences, in which she meets teachers. They exchange ideas, share experiences and thoughts. The study days and conferences in which she engages may be virtual in some cases. Another veteran teacher has also listed a variety of professional development activities, including conducting research and presenting papers at conferences. In addition to this, one of the interviewees tends to professionally develop through working, i.e., she follows the so-called approach of "teach and go back" which entails teaching and reflecting on what has already been prepared and performed during the session. In terms of ICT tools that can contribute to teachers' learning, the results reveal that some of the participating EFL teachers deepen and extend their professional knowledge through online teaching training, reading online forums, watching literary videos, using mobile applications, etc.

✓ **Item Seven:** What factors do you think can have the potential to promote your participation in CPD?

This question has provided opinions about the factors that positively influence EFL teachers' uptake of professional development activities. The interviewees have suggested a myriad of factors. Taking for instance, a novice teacher who declared that failure, students complains, and constructive criticism push him to participate in CPD opportunities as an attempt to enhance his reputation. It was also suggested by other teachers that they are

encouraged to take part in professional development activities due to the fact that they are expected to perform perfectly in front of their students. It was also observed that some teachers consider their awareness that teaching is a noble mission in this world, enthusiasm for being perfect practitioners and self-motivation are among the factors that highly promote their engagement in CPD. It is worth mentioning that other teachers insisted that financial support and the provision of time are the kind of support that the institution should provide to reinforce the employed teachers' professional growth.

✓ **Item Eight:** What seems to have discouraged you from participating in CPD opportunities?

The results of this question reveal that some teachers firmly believe that there is nothing can prevent or inhibit their participation in CPD opportunities. Conversely, other interviewees claim that the lack of collegial and institutional support affects their uptake of professional development activities. Financial support was also brought up to the surface as the participation in some CPD events and the registration in online webinars is considered to be expensive by the interviewees.

Along with the afore-mentioned factors, some teacher assert that Covid-19 has prevented them from socializing and meeting other teachers to share teaching experiences in occasions like national and international conferences and workshops. In addition to this, the participating teachers have also posited that workload and the pace of work affects the time and the efforts that should be devoted and directed to professional development.

## 2.4.2. The Analysis of Teachers' Questionnaire

Teachers' questionnaire was designed to help better understand the CPD situation in Algeria from the perspectives of EFL teachers employed at Tlemcen, Mostaganem and Sidi Bel Abbes universities. It was also used to validate and supplement the results of the interview. The questionnaire was filled out by 30 participants who accepted to take part in this research. This

section is devoted to the analysis of the results of the questionnaire. Each item of the questionnaire is examined separately in a discreet manner, ensuring that every item is subjected to comprehensive scrutiny and analysis.

Rubric One: Teachers' Profile

✓ **Item one:** Teachers' Gender.
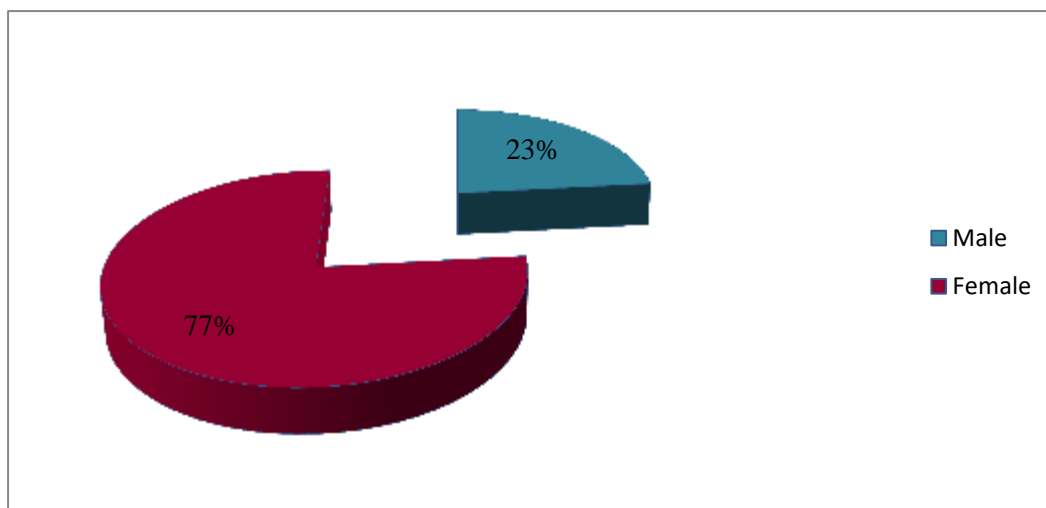
Pie-chart 2.1. Teachers' Gender

This item was designed to ascertain the composition of the participants based on their gender, specifically focusing on the quantification of both male and female individuals. This ensures that neither gender is marginalized or overlooked. Out of 30 participants in the questionnaire, 7 (23.3%) are males and 23 (76.7%) are females. In this vein, it can be said that including both genders enhances representativeness, generalizability, fairness and enables a more holistic understanding of the research topic. The results are summarized in the pie-chart above.

✓ **Item two:** Teachers' Educational Background.

What is the highest degree or diploma that you have obtained?

In regard to the educational background of the EFL teachers who took part in the questionnaire, it is worth noting that they hold a variety of degrees. The study findings, as displayed in the bar-graph, reveal that a significant portion, comprising 22 (66.66%) participants have obtained the esteemed academic qualification of a doctoral degree (Ph.D.). Roughly around 4 (13.33%) respondents have attained a master degree. In addition to the

previously mentioned respondents, approximately 4 more individuals, comprising around 13.33% of the total, hold a magister degree. Among the respondents, a small minority consisting of only 2 individuals which represents approximately 6.66% of the total have attained the esteemed position of professorship.
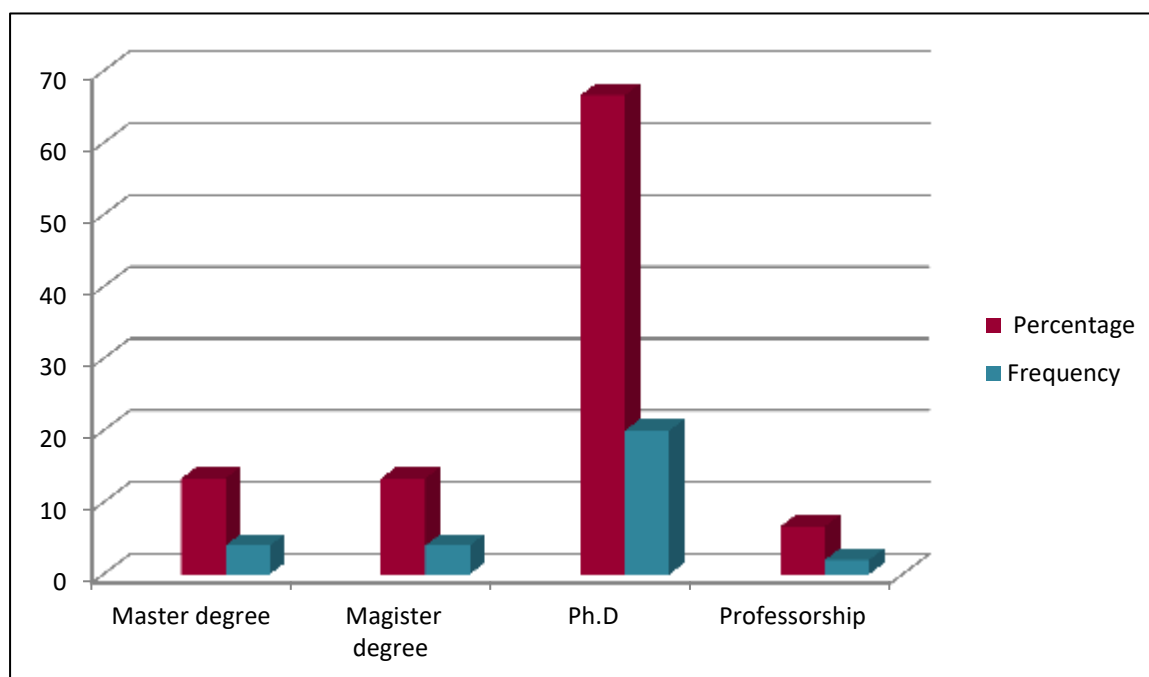
Bar-graph 2.1. Teachers' Educational Background

✓ **Item Three:** Teaching Experience.

Which of the following best describes your teaching experience?

Concerning the duration of teaching experience, a diverse group of educators with varying levels of experience are included in the study. As the bar-graph shows, a significant proportion of the participating teachers (22 accounting for 73.3%) have spent more than 5 years in the field of education. Based on the assumption of Gatbonton (2008), it can be said that the majority of the participants are experienced teachers. The bar-graph reveals that 5 other (16.7%) teachers have been working for more than two years and less than five years while 3 (10%) of them are novice teachers, who just started their career, with the experience of less than 2 years.

Teacher learning and CPD are closely related to the level of expertise. Targeted professional development is generally tailored to meet needs of teachers at different level of expertise. While experienced teachers benefit from advanced professional development, novices require more foundational training. Therefore, it is quite essential to investigate the duration of teaching experience prior to exploring the teachers' perception of CPD.
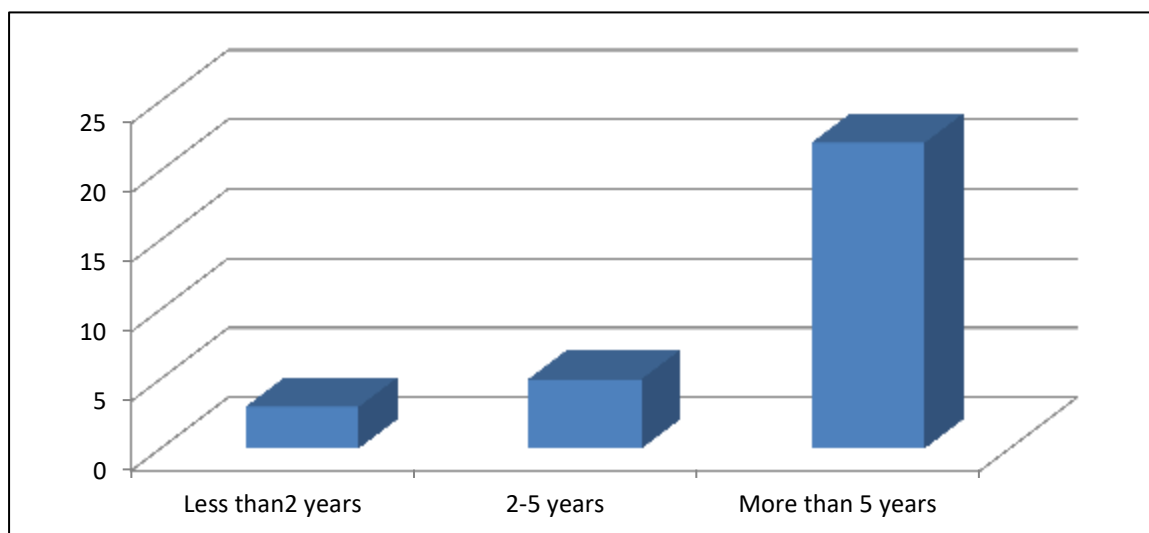
Bar-graph 2.2. Teaching experience

Rubric Two: Teachers' Perception of CPD

✓ **Item four:** Did you receive any form of pre-service training?

Concerning the answers to this question, it was found that a total of 24 EFL teachers, constituting 80% of the sample, responded with "No", confirming the absence of any pre-service training. Conversely, a comparably smaller group of participants, specifically 6 individuals, accounting for 20% of the respondents answered "yes", indicating that they have benefited from pre-service training.
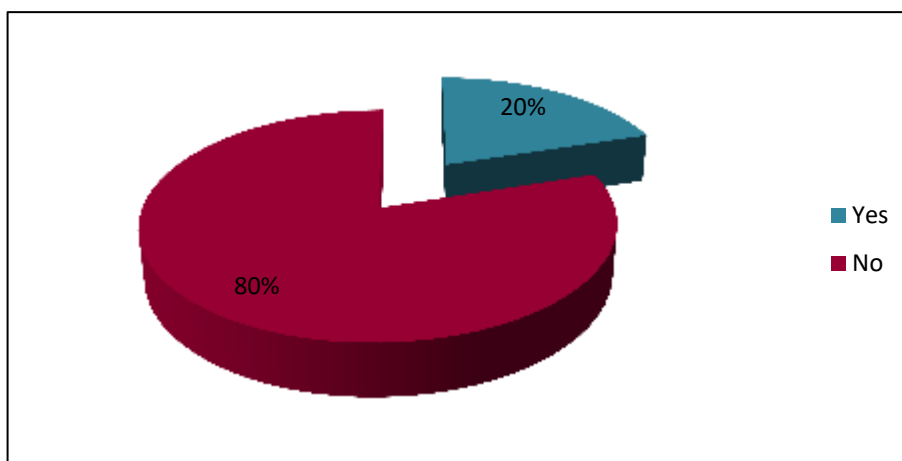
Pie-chart 2.2. Teachers' Participation in Pre-service Training

✓ **Item five:** Did formal education and pre-service training (if you received any) prepare you adequately for your teaching experience?
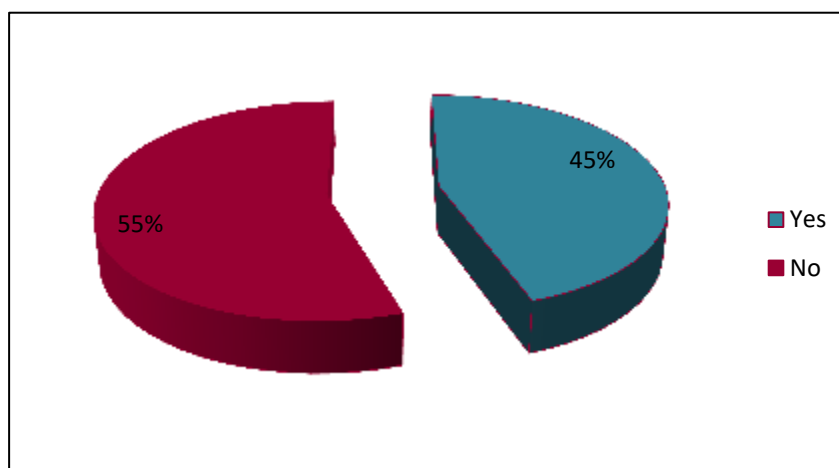
Pie-chart 2.3. Adequacy of Formal Education and Pre-Service Training for Teaching Experience

Based on the former results, this question investigates whether or not the formal education, i.e., the structured systematic learning that they had in their respective universities, along with pre-service training (for those who received it) adequately prepare university EFL teachers for classroom realities.

The pie-chart illustrates the responses of participating EFL teachers, wherein 17 individuals (55% of the sample) indicated a negative viewpoint, expressing that their pre-service training and formal education fell short in

adequately equipping them for the demands of their professional role. The remaining portion of the sample, specifically 12 individuals constituting 45% of the total, assert that formal education and pre-service training were advantageous and effectively equipped them to navigate the practical challenges and demands of EFL classrooms and the teaching profession.

- ✓ **Item Six:** Do you engage in any form of professional development to overcome the lack of readiness?
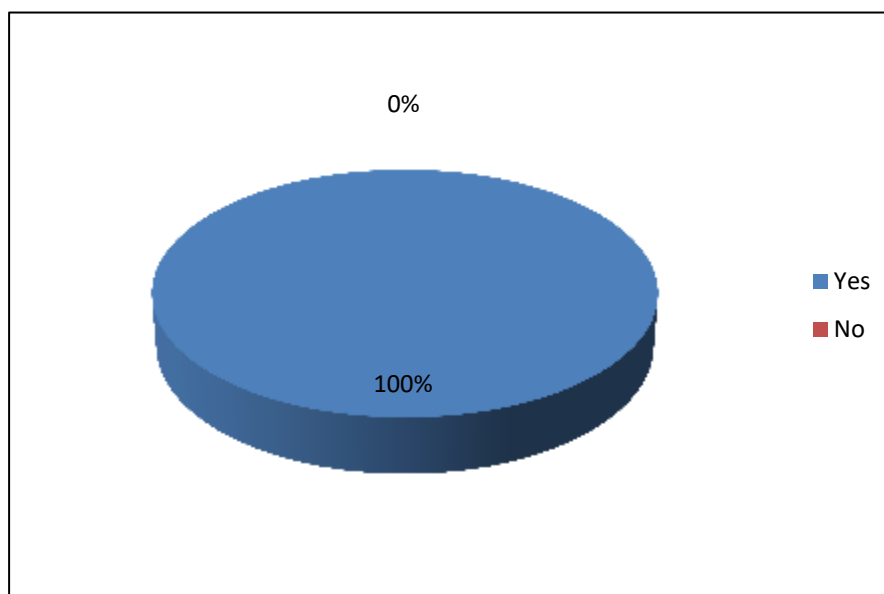
Pie-chart 2.4. Teachers' Engagement in Professional Development

As displayed in the pie-chart above, it is confirmed that all the participating teachers (100%) do engage in professional development. The responses garnered from this question undeniably affirm their inherent aspiration to enhance their professional aptitude and prowess.

- ✓ **Item Seven:** Describe what continuous professional development means to you.

The answers to this question have yielded a diverse range of views and perspectives as fifteen (15) respondents have articulately conveyed their understanding of the concept of CPD. The views are grouped into four themes, as depicted in the following table:

Table 2.1. Teachers' Understanding of CPD

Understanding of CPD	Number	%
CPD in terms of the activities that teachers engage in	4	27
CPD as skill development	6	40
CPD as a continuous process	2	13
Keeping up-to-date	3	20

Remarks: Based on 15 respondents.

> ➤ **CPD in terms of the activities that teachers engage in**

Four (4) of the total has defined the concept in terms of the various activities in which they actively participate. To a respondent, CPD is engaging in conferences, training programs and seminars nationally and internationally, to seek for better pedagogical and educational development. Similarly, another respondent perceives CPD as the proactive involvement in seminars, webinars, person training courses, online courses. Aligned with these perspectives, another participant contends that professional development is working on lacunas by Attending conferences, refreshing lectures constantly, writing articles, and reading books related to ELT. In the same line of thought, the fourth teacher claims that professional development is about trying to cope with the modules requirements and students needs through the participation in scientific events at the university and abroad, reading and discussing with colleagues and students, and presenting at CPD events.

> ➤ **CPD as skill development**

In addition to the above-mentioned view, the common viewpoint in the conceptualization of CPD was skill development. Indeed, a subset of six (6) participants maintains that CPD fundamentally revolves around skill refinement. To illustrate, a participant has contended that CPD is when you receive trainings to develop your skills continuously. The second participant

had a similar conceptualization as he confirmed that CPD is the ability to maintain and improve your knowledge and skills. It was also recognized by the third participant that CPD is developing teaching skills, personal skills, communicative skills and mainly critical thinking skills. The forth participant contributed to the same stance by asserting that CPD is about developing skills and gaining new ones as a step toward professionalism. The fifth respondent also defined CPD as acquiring new abilities to be skilful in a given field for a good performance. Last but not least, the sixth respondent perceived CPD as resisting stillness by improving teaching skills.

> **CPD as a continuous process**

While analysing the rest of the participants' perception of CPD, it was apparent that two (2) of them perceive professional development as a continuous process. While one of them pointed out that PD is a continuous process that combines teachers' experience, reflection on their own practice, collaboration with colleagues, in-service training, alongside individual learning and research to promote one's knowledge, skills and methodology, the other respondents stated that PD in teacher should be a continuous process of learning teaching practices for the sake of positive impact on students' learning.

> **Keeping up-to-date**

CPD, as a participant has underscored, is overcoming what is lacking by taking part in updating programs. In a similar way, another respondent affirmed that CPD is a way of not falling behind and keeping up-to-date. Under the same umbrella, a participating teacher has conceptualized CPD as updating teaching skills and abilities by means of ICTs and above all by interacting with more experienced teachers. This substantiates that the three (3) participants unequivocally express their perception of professional development as "keeping up-to-date" with the developments in the field of ELT.

Rubric Three: Professional Development Activities

✓ **Item Eight:** How often do you engage in professional development activities?

Regarding the frequency of the engagement in CPD activities, it is apparent in the bar-graph that half (50%) of the sample often engage in CPD activities. Furthermore, a substantial proportion of the participating teachers, comprising 9 individuals (30%), exhibit occasional involvement in CPD activities. Conversely, the remaining subset, consisting of 6 individuals (20%), appears to demonstrate a markedly infrequent engagement in CPD activities, signifying a limited emphasis on their on-going professional development.
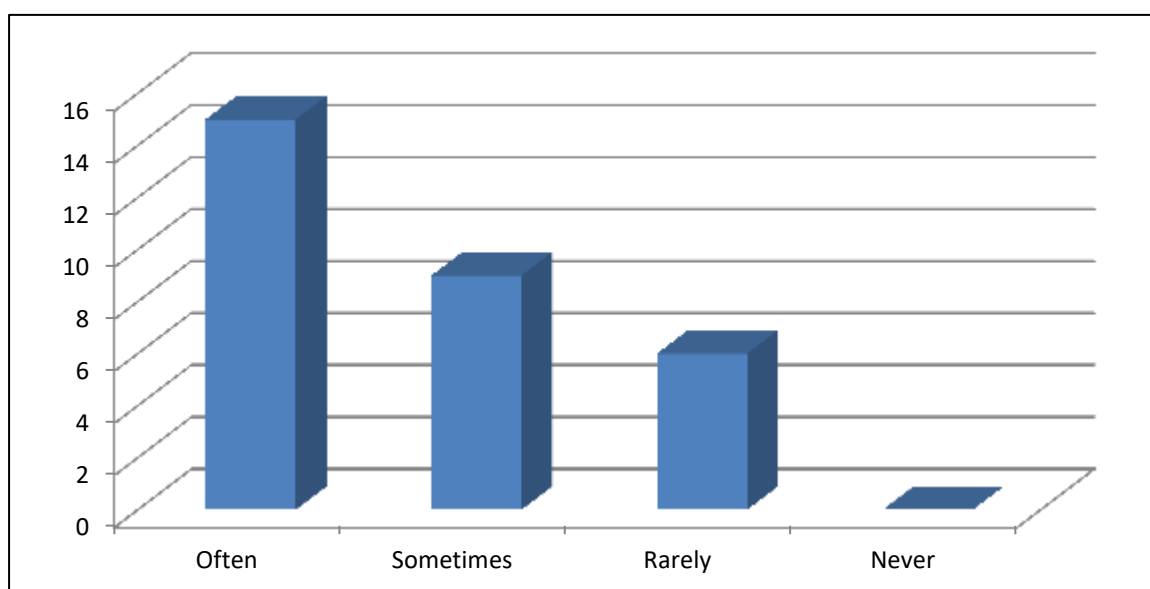
Bar-graph 2. 3. The Frequency of Teachers' Engagement in CPD Activities

✓ **Item Nine:** What type of professional development activities have you engaged in recently?

This multiple-choice question investigates the CPD activities in which university EFL teachers participate. The teachers were allowed to choose one activity or more. The bar-graph reveals the prevalence of different activities.

The activity of "reading in the area of interest" was reported by the highest number of respondents (28 participants). This indicates that a significant proportion of EFL teachers at University actively seek to enhance their professional knowledge and skills by engaging in focused reading within their respective areas of interest. Furthermore, "attending workshops/conferences" emerged as another prominent CPD activity, with 24 participants indicating their involvement in such events. "Writing articles/papers for ELT journals" was also a frequently utilized CPD activity, as reported by 19 participants.
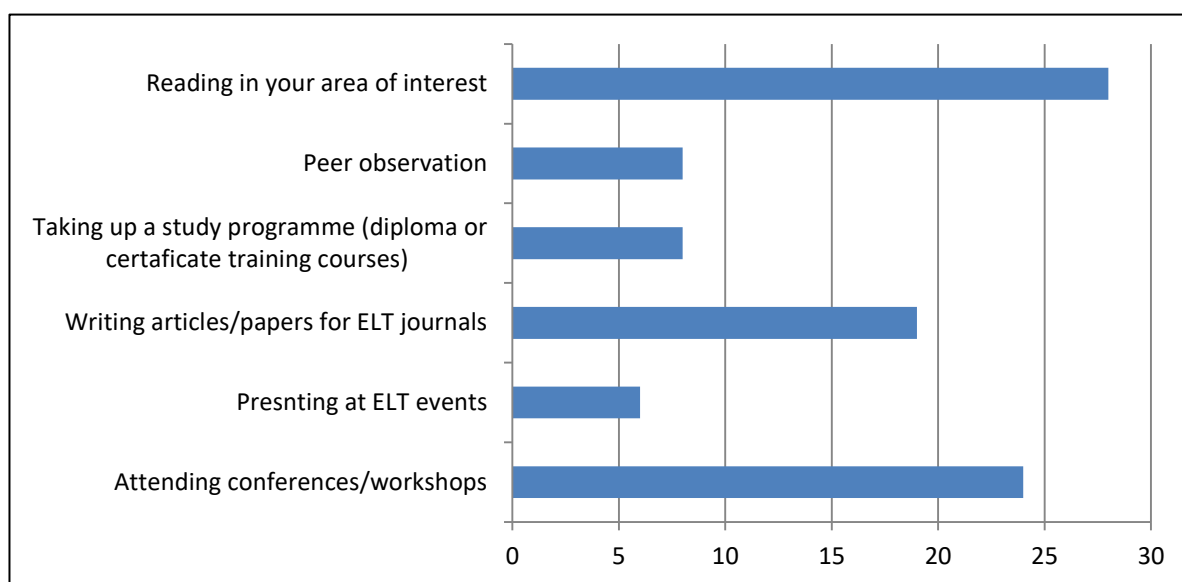
Bar-graph 2. 4. Continuous Professional Development Activities

It is worth highlighting that the bar-graph reveals a reduced inclination towards engaging in activities such as peer observation, taking up study programmes, and presenting at ELT events. Notably, the activity of "peer observation" garnered selection by a mere 8 participants and the activity of "taking up a study programme" received the endorsement of only 8 participants. Similarly, the engagement in "presenting at ELT events" was selected by a modest 6 participants.

Within this question, the participating EFL teachers were given the opportunity to add another option. The results show that a teacher added *"writing a book with a foreign friend"* as an activity that fosters his

professional growth. Whereas the other respondent stated that, "*I have the chance of working in my own private school where I am exercising new technical experiences and exchanging them with competent teachers. This helped me to professionally evolve and enhance my teaching outcomes a lot*".

✓ **Item Ten:** Which professional development (PD) format do you prefer?

Results relevant to this question, as displayed in the bar-graph bellow, substantiate that a significant proportion of the participants, specifically 15 individuals, representing 50% of the sample, express a preference for professional development (PD) sessions administered through both face-to-face interactions and online platforms. An additional 13 respondents, constituting approximately 43.33% of the participants, exhibit a pronounced inclination towards the face-to-face format. Conversely, a smaller subgroup of the sample, consisting of 2 participants (approximately 6.66%), manifests a preference for PD sessions delivered exclusively in an online format.
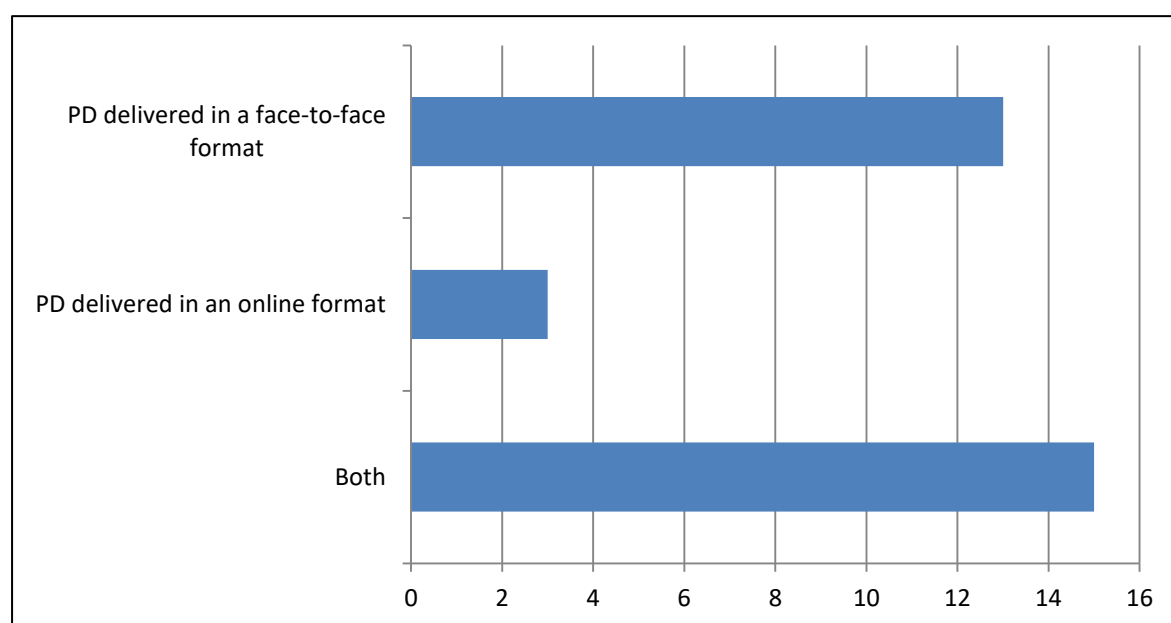
Bar-graph 2. 5. Preference for Professional Development Format: Online vs. Face-to-Face

✓ **Item Eleven:** Which professional development activities are you more inclined towards? Justify your answer.

When the participating EFL teachers were asked whether they prefer the uptake of formal or informal CPD activities, the majority of the sample, specifically 19 individuals, preferred engaging in formal activities that are provided by the university to elevate their level of expertise. This inclination arises from their perception that formal PD activities are characterized by a higher degree of control and professionalism, as articulated by one respondent, while another affirmed that they are well-structured and organized. Conversely, 11 respondents tend to adhere to informal activities that are self-directed. Informal PD activities, as a respondent justified, are more efficient and allow him to get knowledge at his own pace.
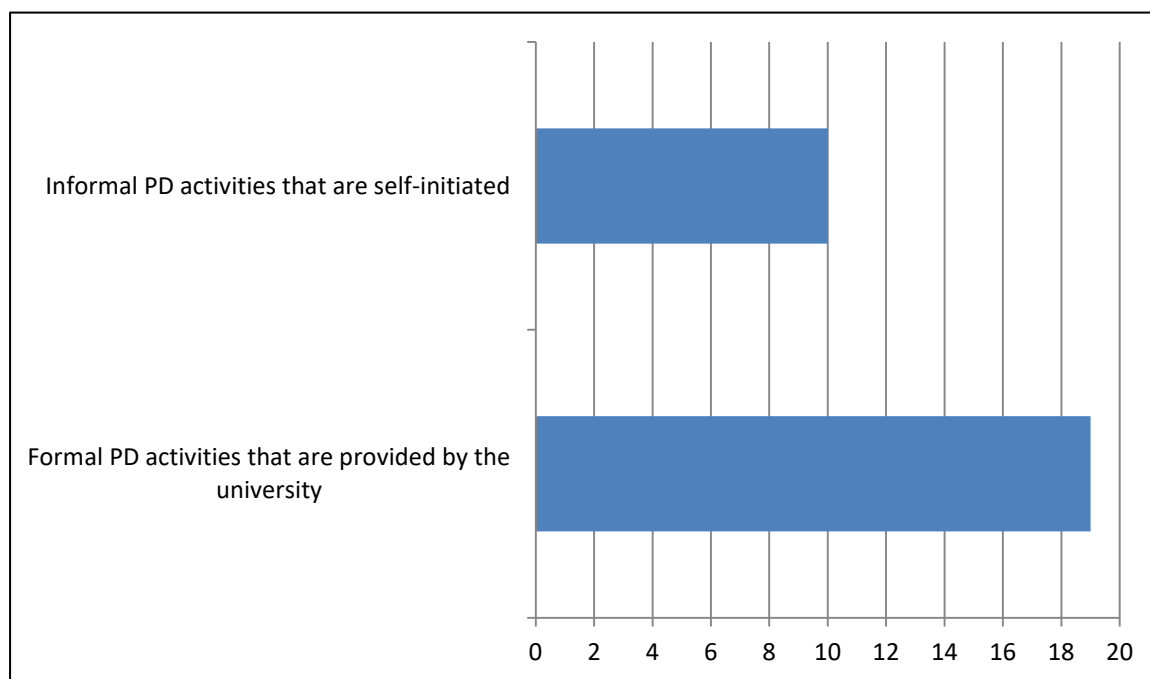
Bar-graph 2. 6. Preference for Professional Development activities: Formal vs. Informal

Rubric Four: The Factors that Influence Teachers' Participation in CPD Opportunities

✓ **Item Twelve:** Which factors do you think can encourage you to participate in professional development activities?

Table 2. 2. The Factors That Promote Teachers' Participation in CPD

Factors	N
The content of the activity is relevant to the teachers' needs	21
Being an autonomous teacher	18
The presenter at CPD events has an extensive experience	10
Support provided by the university	10
Collegial support	7
Having professional attitudes	16

Remark: Based on 30 respondents who were allowed to select more than one factor.

To investigate the factors that encourage university EFL teachers to engage in CPD opportunities, the participants were presented to six options, from which they could select one or more. As delineated in the table above, the highest number of participants, more precisely 21 individuals, firmly believe that when "the content of the activity is relevant to the teachers' needs", teachers are more likely to take part in professional development. Moreover, a significant proportion of the sample (18 participants) contends that "being an autonomous teacher" positively affects teachers' involvement in CPD. another subset consisting of 16 participants asserts that "having professional attitudes" is the factor that strongly encourage their uptake of professional development activities. "The presenter at CPD events has an extensive experience" and "support provided by the university" received an equal endorsement of 10 respondents. However, only 7 participants chose "collegial support" as a factor that has a pivotal role in promoting their participation.

✓ **Item   Thirteen:**   Which   factors   seem   to   discourage   you   from   participating in professional development activities?

Table 2. 3. The Factors That Inhibit Teachers' Participation in CPD

Factors	N
Loss of personal accomplishment (When teachers feel like their efforts are not valued or appreciated)	12
Work pressure (workload) and job demands	17
The lack of support provided by the university	17
The lack of collegial support	7

Remark: Based on 30 respondents who were allowed to select more than one factor.

In   order   to   investigate   the   factors   that   may   inhibit   teachers'   participation in CPD in a more comprehensive manner, the participating EFL teachers were further introduced to a range of factors from which they are supposed to select one factor or more. As displayed in the table above, the two factors of "work pressure and job demands", along with "the lack of support provided by the university" garnered the highest selection of 17 participants. This highlights that the uptake of professional development is also negatively affected by inadequate university support. Additionally, it underscores that teachers face challenges to cope with the work pace, workload, and the demands of their job and engage in CPD at the same time which, at this current situation, is deemed to be a mere additional burden.

As reported in the aforementioned table, the factor of "loss of personal accomplishment" has also received a significant endorsement of 12 participants. Conversely, "the lack of collegial support" was selected by only 7 respondents which denotes that it is less likely to hinder teachers' participation in CPD.

2.5. Data Interpretation and Discussion

With the analysis of the interview and the questionnaire at hand, this section delves into the interpretation of data and the discussion of the main findings to provide a detailed overview of teachers' perceptions and experiences of continuous professional development (CPD).

As exposed by the analysed data, most of the Algerian university EFL teachers, whether they were novice or experienced, have received no pre-service training. This remains the core dilemma of higher education in Algeria, as the focus is generally laid on postgraduate studies rather than pre-service training. It can be said that pre-service training is overlooked because the funding and qualified trainers, which are the perquisites of establishing a comprehensive pre-service training, are limited in such context. Due to such circumstances, the answers of the majority posit that in order to bridge the gap caused by the absence of pre-service training; it becomes inevitable for EFL teachers to engage in CPD opportunities.

The first aim of conducting the interview and administering the questionnaire is to inspect EFL teachers' understanding of CPD. In light of the teachers' answers, it seems that CPD is perceived in four ways; as a continuous process, as a set of activities that teachers may engage in, as a means of keeping up-to-date and as a process related to skill development. *A continuous process* recognizes learning as a lifelong endeavour that starts with the onset of the practitioners' career and lasts till the retirement. Adopting the same understanding, EFL teachers consider CPD as a continuous process that they should seek to elevate their level of expertise and expand their knowledge to teach EFL in a more professional manner, thereby ameliorating the learning outcomes of their students. Additionally, CPD is perceived by university EFL teacher as *a means of keeping up-to-date* since professional development activities help them to stay informed with the latest developments in the field of ELT. Moreover, CPD is also conceptualized by university teachers as the process of *developing skills* through which teachers become able to perform effectively in EFL classrooms. Alongside these

perceptions, CPD is also deemed to be *a set of different activities* that contribute to a teacher's growth and prowess. These activities may take the form of workshops, conferences, webinars, reading professional literature, collaborating with colleagues, etc. Since it is clear from data interpretation that EFL teachers in Algerian universities perceive the term CPD in different manners, it can be said that the first hypothesis has been upheld.

The second aim of collecting and analysing data was to investigate the different CPD activities that EFL teachers at different Algerian universities engage themselves in. The most interesting results revealed that these teachers are more into formal activities that are made at their disposal by their respective departments. Despite the fact that they do not receive a diverse range of activities, except for some workshops, conferences, and online training; along with some opportunities funded by the university to have a period of undergoing a practical instructions in a foreign context. However, it is noted that only few teachers benefit from the latter activity since it is devoted to researchers in the pedagogical field. Concerning the informal activities that are self-initiated, Algerian EFL teachers mostly read in their areas of interest, write articles/papers for ELT journals, and tend to develop through working and reflecting upon their previous performance. It is important to highlight that EFL teachers at Algerian universities demonstrate a restricted participation in CPD endeavours that require active collaboration with colleagues. This observation implies a notable absence of collegial support among EFL teachers, thereby indicating a lack of willingness or opportunity for collaborative efforts in their professional development activities. Another form of self-initiated activities in which teachers participate is ICT-based activities like reading online forums, watching educative videos and using mobile applications. In terms of the preference, EFL teachers express a preference for professional development (PD) sessions administered through both face-to-face interactions and online platforms. This preference confirms the flexibility and versatility of PD delivery methods, enabling teachers to pursue their professional development objectives through either modality. Based on the analysis of the questionnaire

and the interview, it can be said that the main findings strongly support the validation of the second hypothesis. These findings indicate that EFL teachers demonstrate a keen interest in augmenting their knowledge and enhancing their professional competence by actively participating in a diverse range of CPD activities.

To understand Algerian EFL teachers' experiences and perceptions of CPD, the factors that influence their participation were further investigated. In this regard, the results has proffered that there is a myriad of factors that can either promote or inhibit teachers' involvement in CPD opportunities. Some personal factors (i.e., being autonomous, having professional attitudes, feeling the urge to enhance the reputation, the enthusiasm for being perfect practitioners and the awareness that teaching is a noble mission) are discerned as the essential factors that reinforce teachers' participation in CPD opportunities. Alongside the suggested factors, it can be said that taking part in CPD events like workshops and conferences is unequivocally influenced by relevance of their content to the needs of the participating teachers. More profoundly, EFL teachers are more likely to engage in such activities when the content serves their needs in honing and refining their performance in EFL classrooms. As reported in the analysis, EFL teachers take part in such events when the presenter has an extensive experience. This factor has the potential to encourage teachers involvement in CPD since they highly benefit from the knowledge that is imparted to them by an experienced presenter.

Conversely, some institutional and work environment factors (i.e., the lack of collegial support, university support, financial support and insufficient time along with the pace of work and workload) received the endorsement of the EFL teachers as being the factors that hinder their participation. It was also observed that another personal factor that impedes the involvement of teachers in CPD activities is known as the loss of personal accomplishment. This latter refers to the situation in which teachers feel that they are no longer meeting the expectations of their job as their efforts are not appreciated or valued. Alongside the afore-mentioned factors, EFL teachers posit that the quarantine which was imposed in the last two years due to Covid-19 made it

difficult for the teachers to engage in any form of formal CPD events that necessitate social interaction, thereby impeding their ability to take part in face-to-face CPD endeavours and collaborate with peers as well. In this vein, the third hypothesis which suggests that EFL teachers' participation in career-building activities may be influenced by Personal and institutional factors, as well as work factors; has also been upheld.

2.6.   Research Limitations

In fact, it is essential to mention that the current study has some limitations that must be acknowledged. Taking for instance, the process of data collection was no easy task as the participating teachers that agreed to take part in the study did not completely fill the questionnaires. Moreover, the EFL teachers at Naama University Centre were concurrently involved in end-of-semester tests and meetings, which further complicated the execution of interviews. In such circumstance, the researcher handed the interviews in written format so that the teachers could answer them whenever they are available. In addition to the previously mentioned limitations, it can be said that there is a lack of prior studies that delineate the CPD situation in Algeria which made it difficult for the researcher to address it in the literature review.

2.7.   Conclusion

The current methodology chapter has aimed at explaining the methodology and the research design that underpinned this research work. It has also provided a systematic way of collecting, analysing and interpreting data. The discussion of the main findings within this chapter has provided a holistic understanding of the CPD situation in Algeria from the insights drawn from the experiences of EFL teachers employed at different universities. In a more elaborate manner, the findings of both teachers' interview and questionnaire played a vital role in answering the research questions and testing the suggested hypotheses.

All in all, this chapter outlines the procedures and techniques employed to conduct the study in an attempt to provide a clear understanding of how the research was carried out. It ensures the transparency and reliability of the findings that were used to confirm the suggested hypotheses and answer the research questions.

GENERAL CONCLUSION

General Conclusion

Teachers are doubtlessly regarded as the backbone of the educational system. The fact that their profession places them under the spotlight of societal expectations and high standards pushes them to continually seeking professionalism and perfection in improving students' learning. This movement toward professionalized teaching has long been the source of both enthusiasm and frustration for teachers.

The essence of up-grading teachers' knowledge and skills is thought to be engaging in continuous professional development (CPD). This latter is regarded as the perpetual cycle of teacher learning that begins right after the initial training and continues as long as the teacher remains in the profession.

Primarily, the objective of this current research work was to understand the CPD situation in Algeria from the perspectives of university EFL teachers. This lured the researcher to investigate what the teachers understand by the term CPD, inspect the CPD activities in which those they engage themselves, and uncover the different factors that influence teachers' participation in CPD. In light of the research questions, the researcher has suggested three hypotheses in which she has speculated that Algerian university EFL teachers perceive CPD in different ways. She has also predicted a set of CPD activities that teachers may get involved in and a range of factors that may affect teachers' involvement in CPD.

In order to fulfil the aims of this study, an exploratory case study was undertaken with forty two (42) EFL teachers employed at different Algerian universities, including universities of Tlemcen, Sidi Bel Abbas and Mostaganem; along with Naama University Centre. As a matter of fact, the case study has adopted a mixed-method approach. Therefore, data were collected and analysed by means of a combination of quantitative and qualitative procedures.

With the aim of comprehensively investigating the different dimensions of the study, the investigator has organized the work into two parts; theoretical and practical with a whole chapter devoted to

each part. The first chapter encompasses the literature review which systematically examines existing knowledge, theories and concepts related to continuous professional development by analysing scholarly works, such as books, research articles and dissertations. The second chapter revolves around the methodology that underpins the research work. Alongside the methodology, it was in this chapter where the researcher presents the analysis and interpretation of data accompanied by the revelation of the main findings. Thus, chapter two serves as the cornerstone of this study since the research questions were answered and the hypotheses were confirmed through the process of data collection, analysis and interpretation.

As it is mentioned previously, this investigation adopts a combination of qualitative and quantitative approaches. A structured interview conducted with 12 EFL teachers at Naama University Centre was supplemented by an online questionnaire that was administered to 30 EFL teachers at the universities of Tlemcen, Mostaganem, and Sidi Bel Abbas. It became clear from the findings that the data garnered through the questionnaire back up those gained through the interview.

The results that were reached have confirmed the hypotheses formed by the researcher. First, it was noticed from the ways that EFL teachers conceptualize CPD that they perceive this concept differently. Based on the definitions assigned by the teachers, four perceptions about CPD were discerned. While some teachers define it as a continuous process, others perceive it as the uptake of different CPD activities. The rest of the teachers conceptualize this phenomenon either as keeping up-to-date or as a process of developing skills that are needed to appropriately teach EFL.

Second, the prevailing CPD activities among EFL teachers include attending conferences and workshops, reading professional literature, working and reflecting on their practice, writing articles/papers for ELT journals, etc. It is worth mentioning that EFL teachers prefer both formal and informal activities. While the former type is done in an institutional context where the EFL teachers spend most of their, the latter type encompasses any CPD

activity that is self-initiated and self-directed. As it is believed by most EFL teachers, formal CPD activities exhibit inherent fruitfulness, well-structured design, and a higher degree of control and professionalism. Conversely, informal CPD activities allow teachers to become more active and not merely recipients of knowledge as they independently determine their own goals and learning strategies. An interesting informal CPD endeavour that is typically used by EFL teachers revolves around using ICT-based activities like the uptake of online webinars and courses, participating in virtual workshops and conferences, watching informative videos, etc. In terms of the preference, EFL teachers do not show a particular inclination towards CPD activities that are delivered in a face-to-face format or in online platforms as they prefer both types. This indicates the pedagogical flexibility of teachers since they demonstrate a capacity to professionally develop using either modality. Based on these findings, it can be said that the second hypothesis which listed a set of CPD activities that teachers may get involved in to elevate their level of expertise; was upheld.

The last hypothesis was also affirmed since the main findings revealed that the participation of teachers in CPD opportunities is influenced by a wide range factors. Being autonomous, having professional attitudes, feeling the urge to enhance the reputation, the enthusiasm for being perfect practitioners and the awareness that teaching is a noble mission were discerned by the participating EFL teachers as the main personal factors that encourages them to pursue professional development. Other institutional and work environment factors were further recognized as the factors that hinder teachers' engagement in CPD activities, including high job demands, the pace of work, workload; along with the lack of collegial support, financial support and university support.

The current study can be deemed to be a step towards understanding CPD from the perspective of university EFL teachers. However, the findings of this study should be treated with caution as a result to the lack of some details due to the fact that the size of the sample should be larger than it was. Future research could further investigate the perceptions of novice teachers

separately from those of experienced teachers. It could also investigate their CPD needs as an attempt to contribute to a better understanding of this phenomenon. In all cases, the sample from which the researcher draws the conclusions should be of a larger size to gain more robust, vigorous data.

Fundamentally, it is quite essential to highlight that the researcher approached this study due to the profound conviction in the importance and significance of continuous professional development to the field of English Language Teaching (ELT).

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APPENDICES

Appendix A

Teacher's Interview

Dear teacher,

Thank you for taking the time to participate in this research interview which is centered on CPD. Continuous professional development includes the uptake of any formal or informal activity that is meant to improve teacher's practice. This interview aims at exploring your perception, opinion, and experience of professional development as an Algerian EFL university teacher. Your answers are sincerely valued, and are going to be strictly used anonymously.

****

1. How many years have you been in service?
2. Did you receive any form of pre-service training?
3. Did formal education and pre-service training (if you received any) prepare you adequately for teaching experience?
4. What is your current understanding of continuous professional development (CPD)?
5. What kind of CPD activities are made available to you by the university? Do they serve your needs as an EFL teacher?
6. What kind of individual, or external (outside the university) professional development activities have you engaged in recently?
7. What factors do you think can have the potential to promote your participation in CPD?
8. What seems to have discouraged you from participating in CPD opportunities?

Appendix B

Teachers' Questionnaire

Dear teacher,

The present questionnaire is designed to gather information regarding university EFL teachers' perception of continuous professional development (CPD), the activities they engage in to professionally evolve, and the different factors that promote, or inhibit their participation in CPD opportunities. You are kindly asked to read each question carefully and respond by putting a tick (✓) on the convenient answer. Your answers are going to be kept confidential, and only used for the purposes of this research study.

Part one:
1. Gender: Male ☐   Female ☐

2. What is the highest degree or diploma that you have obtained?

……….

3. Which of the following best describes your teaching experience?

Less than 2 years ☐

2-5 years ☐

More than 5 years ☐

Part two: Teachers' Perception of Professional Development
4. Did you receive any form of pre-service training?

Yes ☐   No ☐

5. Did formal education and pre-service training (if you received any) prepare you adequately for your teaching experience?

Yes ☐   No ☐

6. If not, do you engage in any form of professional development to overcome the lack of readiness?

Yes ☐   No ☐

7. Describe what professional development means to you

……………………………………………………………..…………………………………………………………………………

………

Part three: Professional Development Activities

8. How often do you engage in professional development activities?

Often ☐   Sometimes ☐   Rarely ☐   Never ☐

9. What kind of professional development activities have you recently engaged in?

Attending conferences/workshops ☐

Presenting at ELT events ☐

Writing papers/articles for ELT journals ☐

Taking up a study programme (Diploma or Certificate Training Courses) ☐

Peer observation ☐

Reading in your area of interest ☐

Other: ………

10. Which professional development (PD) format do you prefer?

PD delivered in an online format ☐

PD delivered in a face-to-face format ☐

Both ☐

11. Which professional development activities are you more inclined towards? Justify your answer.

Formal PD activities that are provided by university ☐

Informal PD activities that are self-initiated ☐

……

Part four: The Factors that Influence Teachers' Participation in CPD

12. Which factors do you think can encourage you to participate in professional development activities?

   Having professional attitudes ☐

   Being an autonomous teacher ☐

   The presenter at CPD events has an extensive experience ☐

   The content of the activity is relevant to the teacher's needs ☐

   Support provided by the university (e.g., giving teachers time to attend CPD activities and rewarding them for their participation) ☐

   Collegial support ☐

   Other: …….

13. Which factors seem to discourage you from participating in professional development activities?

   Loss of personal accomplishment (when the teacher feels their efforts are not valued and appreciated) ☐

   Work pressure (workload) and job demands ☐

   The lack of support provided by the university ☐

   The lack of collegial support ☐

   Other:

   …………………………………………………………………………………………………….…………

   Thank you for your collaboration

Summary

This case study sheds light on the current CPD situation in Algeria. It adopts a mixed-method approach to investigate university EFL teachers' perception of CPD, provide insights into the CPD activities in which they engage, and uncover the factors that impact their engagement in professional development. Data collection involved conducting structured interviews with 12 EFL teachers at Naama University Centre and an online questionnaire administered to 30 EFL teachers at Tlemcen, Mostaganem, and Sidi Bel Abbas University. This allowed for both quantitative and qualitative analysis of the garnered data. The findings of the study reveal that university EFL teachers in Algeria hold varying perspectives on CPD and are involved in a diverse range of formal and informal CPD activities. The research also identifies personal, institutional, and work environment factors that can either promote or inhibit teachers' involvement in CPD opportunities.

Keywords: continuous professional development (CPD), EFL teachers, CPD activities, personal factors, work environment factors, institutional factors

الملخص

تسلط دراسة الحالة هذه الضوء على الوضعية الراهنة للتطوير المهني المستمر في الجزائر. تعتمد الدراسة على نهج مختلط لاستكشاف ادراك مدرسي اللغة الانجليزية في الجامعة للتطوير المهني المستمر، و توفير نظرة على الانشطة التي يشاركون فيها، و كشف العوامل التي تؤثر على مشاركتهم في التطوير المهني. تم جمع البيانات من خلال اجراء مقابلات مع 12 مدرس اللغة الانجليزية بالمركز الجامعي بالنعامة و اجراء استبيان عبر الانترنت ل 30 مدرس اللغة الانجليزية في جامعات تلمسان و مستغانم و سيدي بلعباس. مما سمح بإجراء تحليل كمي و كيفي للبيانات المتحصل عليها. تشير نتائج الدراسة إلى أن معلمي اللغة الانجليزية في الجامعات الجزائرية يحملون آراء متباينة حول التطوير المهني المستمر ويشاركون في مجموعة متنوعة من الأنشطة الرسمية وغير الرسمية للتطوير المهني. يحدد البحث ايضا العوامل الشخصية و المؤسسية و عوامل بيئة العمل التي يمكن ان تعزز او تعيق مشاركة الاساتذة في فرص التطوير المهني.

الكلمات المفتاحية: التطوير المهني المستمر، مدرسي اللغة الانجليزية كلغة اجنبية، انشطة التطوير المهني، العوامل الشخصية، عوامل بيئة العمل، العوامل المؤسسية

Résumé

Cette étude de cas met en lumière la situation actuelle du développement professionnel continu (DPC) en Algérie. Elle adopte une approche mixte pour examiner la perception des enseignants universitaires de l'anglais comme langue étrangère à l'égard du DPC, fournir des informations sur les activités de DPC auxquelles ils participent, et mettre en évidence les facteurs qui influencent leur engagement dans le développement professionnel. La collecte de données a impliqué la réalisation d'entretiens structurés avec 12 enseignants d'anglais au Centre Universitaire de Naâma, ainsi que l'administration d'un questionnaire en ligne à 30 enseignants d'anglais dans les universités de Tlemcen, Mostaganem et Sidi Bel Abbas. Cela a permis une analyse à la fois quantitative et qualitative des données recueillies. Les résultats de l'étude révèlent que les enseignants universitaires d'anglais en Algérie ont des perspectives variables sur le DPC et sont impliqués dans une gamme diversifiée d'activités de DPC formelles et informelles. La recherche identifie également des facteurs personnels, institutionnels et environnementaux de travail qui peuvent soit favoriser soit entraver la participation des enseignants aux opportunités de DPC.

Mots-clés : développement professionnel continu (DPC), les enseignants de l'anglais comme langue étrangère, les activités de DPC, facteurs personnels, facteurs institutionnels, facteur environnementaux de travail