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**Examine the Role of Teacher Training and Professional
Development Programs in Enhancing English Language
Teaching Practices in Algerian Middle Schools**

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Dedication

I dedicate this work to the memory of my beloved father , who passed away but whose love ,
guidance and values continue to inspire me every day.

May his soul rest in peace.

I also dedicate this dissertation to my dear mother ,who sacrificed so much and spent countless
sleepless nights supporting me and encouraging me to reach higher levels of education and
achievement. Her patience, prayers , and unwavering belief in me have been the foundation of
my success .

Special thanks are also extended to my beloved brother and sisters and of course to my friends
and colleagues as dearest Maroua .

Dedication

This work is dedicated to the memory of my beloved father. Though he is no longer by my side.

May he rest in eternal peace.

To my dear mother, thank you for your endless love, sacrifices, and prayers.

To my beloved husband, thank you for standing by my side throughout this journey. Your patience, encouragement, and constant support gave me the confidence to keep going, even during the most difficult moments.

To my sister and brothers.

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Abstract

This study examines the impact of in-service professional development programs on EFL teaching practices at the middle school level in Algeria. The research aims to investigate how these programs contribute to improving teachers' instructional strategies, classroom management, assessment practices, and integration of technology in language teaching. The study is guided by three research hypotheses: (H1) effective professional development leads to significant improvement in teaching practices, (H2) current in-service training programs do not fully address teachers' real classroom needs as they remain largely theoretical, and (H3) several contextual challenges hinder the long-term implementation of acquired skills and knowledge. To evaluate the validity of the study hypotheses, a descriptive quantitative research design was adopted, and data were collected through a structured questionnaire administered to twenty-one (N=21) middle school English teachers from the wilaya of El Tarf. The findings reveal that professional development programs have a positive influence on teachers' classroom practices and professional growth. Teachers reported significant improvements in lesson planning and organisation, classroom management, learner motivation, and the use of communicative language activities. However, several challenges were identified, including large class sizes, limited time, the theoretical nature of training, and lack of resources, which hinder the effective implementation of training outcomes. The study concludes that while in-service professional development plays a crucial role in improving EFL teaching practices, its effectiveness is constrained by structural and contextual barriers. Recommendations are provided for policymakers, teacher trainers, and teachers to enhance the quality and relevance of professional development programs in Algeria.

Keywords: In-service professional development, EFL teachers training programs, middle school teachers,

List of Abbreviations

CPD: Continuous Professional Development

EFL : English as foreign language

ELT : English Language Teaching

H : hypothesis

ICT : Information and Communication Technologies (ICT).

TT : Teacher Training

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Chapter One

Introductory

chapter

Chapter One

Introductory Chapter

Introduction

The teaching profession occupies a central position in the improvement of educational systems, as the quality of teaching is considered one of the main factors influencing learners' academic achievement. In this regard, teacher training and continuous professional development have gained increasing importance, since educational reforms depend largely on teachers' ability to transform theoretical guidelines into effective classroom practices.

In English Language Teaching (ELT), teachers are required to develop various professional competencies that enable them to respond to the changing demands of language education. These competencies include the use of learner-centred approaches, effective classroom management strategies, appropriate assessment techniques, and the integration of educational resources and technologies. Therefore, teacher training programs represent an essential means of supporting teachers' professional growth and improving teaching practices.

Within the Algerian educational context, several reforms have emphasized the importance of enhancing teachers' competencies and promoting professional development. However, the effectiveness of these programs depends on their relevance to teachers' actual needs and the challenges they face in real classroom situations. Consequently, the present study seeks to examine the role of teacher

training and professional development programs in enhancing English language teaching practices among Algerian middle school teachers.

Background of the Study

The pedagogical landscape in Algeria has undergone radical transformations over the last two decades, particularly with the transition from the Competency-Based Approach (CBA) to the more refined "Second Generation" reforms (Ministry of National Education, 2016). Central to these reforms is the role of the teacher, who is no longer a mere transmitter of knowledge but a facilitator of learning (Richards & Rodgers, 2014). However, the gap between theoretical curriculum designs and actual classroom implementation remains a subject of intense debate (Benadla, 2012; Idri, 2017). English Language Teaching (ELT) in Algerian middle and secondary schools requires teachers to master not only the language but also complex pedagogical strategies, such as ICT integration and learner-centred methodologies (Belmekki & Benrabah, 2014). Consequently, Teacher Training (TT) and Continuous Professional Development (CPD) have emerged as the primary pillars for ensuring that teachers can meet the evolving demands of the twenty-first-century classroom (OECD, 2024; UNESCO, 2024a).

Statement of the Problem

Despite the efforts made by the Algerian Ministry of National Education to organise teacher training sessions and professional development programs, the

effectiveness of these initiatives in improving classroom practices remains a subject of discussion. Although such programs aim to enhance teachers' competencies and introduce new pedagogical approaches, their implementation does not always lead to significant changes in daily teaching practices.

In the context of English Language Teaching (ELT), many teachers continue to rely on traditional teacher-centred methods, which may limit learners' interaction and active participation. This situation may be related to a possible gap between the content of training programs and the real challenges faced by teachers, such as overcrowded classrooms, lack of resources, limited time, and the difficulty of applying theoretical knowledge in practical classroom contexts.

Therefore, this study seeks to investigate how English language teachers perceive the effectiveness of teacher training and professional development programs. It also aims to examine the extent to which these programs contribute to improving teaching strategies, classroom management, assessment practices, and the integration of resources and technology in Algerian middle schools.

Research Questions

To address the research problem, this study seeks to answer the following questions:

Q 1. What is the impact of professional development programs on the pedagogical performance of Algerian English language teachers?

Q 2. To what extent do current in-service training programs address the actual classroom needs of Algerian English language teachers?

Q 3. What are the main barriers that prevent Algerian English language teachers from implementing modern English Language Teaching approaches after receiving training?

Research Hypotheses

Based on the research questions and the literature reviewed in the previous chapter, the present study formulates the following hypotheses:

H1. Effective professional development programs lead to a significant improvement in Algerian English language teachers' practices by encouraging more interactive, communicative, and technology-supported classroom approaches.

H2. Current in-service training programs do not fully address the real classroom needs of Algerian English language teachers because they remain largely theoretical and provide limited practical classroom applications.

H3. Several contextual challenges hinder the long-term implementation of the skills and knowledge acquired by Algerian English language teachers during training.

Aims of the Study

The present study aims to investigate the effectiveness of teacher training and professional development programs in enhancing English language teaching practices

in Algerian schools. It seeks to determine the extent to which these programs contribute to the improvement of teachers' pedagogical performance and their adoption of contemporary instructional approaches. The study further aims to examine the alignment between the content of training programs and the actual needs of English language teachers in classroom contexts. In addition, it explores the difficulties encountered by teachers in transferring the knowledge and skills acquired during training into their daily teaching practices. Ultimately, the study aspires to identify areas for improvement in existing professional development programs in order to promote more effective and context-responsive teacher training.

Significance of the Study

The significance of this study lies in its focus on the role of teacher training and professional development in improving the quality of English language teaching within the Algerian educational system. It provides insights into the effectiveness of current training initiatives and their impact on teachers' instructional practices. This study is relevant to multiple stakeholders in the field of education. For teachers, it offers a clearer understanding of how professional development programs can support their pedagogical growth and classroom effectiveness. For educational authorities, inspectors, and policymakers, it provides empirical feedback that may inform the evaluation and redesign of existing training policies. For teacher trainers and curriculum developers, the findings may serve as a basis for designing more practical and needs-based training programs. Furthermore, the study contributes to the existing

body of research on teacher professional development in Algeria and offers a reference point for future academic investigations in this field.

Research Design

This study adopts a descriptive quantitative research design to examine English language teachers' perceptions of professional development programs and their impact on teaching practices. This approach is considered appropriate for collecting structured data that can be statistically analysed to identify patterns and tendencies in participants' responses.

The participants of this study consist of English language teachers working in middle schools in the wilaya of El Tarf. A sample of twenty-one teachers ($N = 21$) was selected through convenience sampling based on their availability and direct involvement in in-service training programs organised by the Ministry of National Education.

Data were collected through a structured questionnaire designed specifically for English language teachers. The instrument aimed to gather detailed information regarding teachers' experiences with professional development programs, their perceived effectiveness, and the challenges encountered in applying newly acquired pedagogical skills. The questionnaire addressed several dimensions, including instructional strategies, classroom management, assessment practices, and the integration of teaching resources.

Structure of the Study

The dissertation is organised into five chapters. Chapter One presents the introductory framework of the study, including the background, problem statement, research questions, aims, significance, methodology, participants, data collection tools, and overall structure. Chapter Two provides the theoretical framework related to teacher training and professional development. Chapter Three outlines the research methodology and data analysis procedures. Chapter Four presents and analyses the findings of the study. Finally, Chapter Five discusses the results, draws conclusions, and offers pedagogical recommendations as well as suggestions for further research.

Conclusion

This chapter has introduced the present study by outlining its background and establishing the main objectives and significance of the research. It has presented the research problem and formulated the research questions and hypotheses that guide the investigation. In addition, it has described the research design adopted in the study, the participants involved, and the data collection instrument used to gather information. The chapter has also provided an overview of the overall structure of the dissertation. The following chapter will focus on the theoretical framework of teacher training and professional development programs in English language teaching.

Chapter Two

Literature

Review

Chapter Two

Literature Review on Teacher Training, Professional Development, and EFL Teaching Practices

Introduction

This chapter is divided into two main sections that explore the key theoretical foundations related to teacher training and professional development programs. The first section focuses on teacher training, including its definition, types, and objectives. It examines both pre-service training, which prepares future teachers before entering the profession, and in-service training, which enables practising teachers to improve and update their competencies. The second section addresses professional development programs and their role in enhancing teachers' continuous learning. It discusses their definition, importance, characteristics, and main models, including workshops, coaching, mentoring, and online training. Furthermore, this section presents the theoretical foundations of teacher development, including Constructivist Theory, Reflective Practice Theory, and the Lifelong Learning Approach, which emphasise teachers' active role in constructing knowledge, reflecting on their practices, and continuously developing their professional skills.

Definition of Teacher Training

The concept of teacher training extends beyond mere technical instruction, as it represents a comprehensive process aimed at developing a professional identity capable of responding to the dynamic demands of contemporary and future educational contexts (Al-Ansari, 2019). It is therefore understood as a holistic preparation that combines knowledge, skills, and professional attitudes required for effective teaching practice.

From a linguistic perspective, the term "teacher" in Arabic is derived from the root 'ilm (knowledge), which is associated with the notion of marking or signifying knowledge. In this sense, teaching refers to the acquisition, organisation, and transmission of knowledge in a meaningful and structured manner (Bou Saada, 2011). This etymological perspective highlights the intellectual and cognitive dimensions embedded in the teaching profession.

From a technical standpoint, teacher training refers to the structured development of teachers' competencies through specialised institutions, enabling them to acquire pedagogical knowledge and instructional skills that can be effectively applied in classroom practice (Al-Ansari, 2019). This process emphasises the practical application of theoretical knowledge in real educational settings.

At the institutional level, UNESCO (2024b) defines teacher training as a structured preparation process that equips individuals with pedagogical knowledge, classroom management strategies, and subject-specific competencies necessary for teaching in

diverse learning environments. In recent years, this definition has evolved to incorporate digital competencies, giving rise to the concept of the “digital teacher,” who is expected to integrate technological tools, digital applications, and principles of digital citizenship into the teaching and learning process in a reflective and purposeful manner (OECD, 2024b).

Types of Teacher Training

The formation of a teacher is divided into two complementary stages: pre-service training and in-service training, both of which contribute to the professional development of teachers throughout their career.

Pre-service Training (Initial Formation)

Pre-service training refers to the initial stage of preparation that takes place before entering the teaching profession. It equips student-teachers with essential pedagogical knowledge, subject matter expertise, and classroom-related skills required for effective teaching practice (Bou Saada, 2011). It also includes supervised field training to help future teachers connect theory with practice. Preparation programs typically follow two main systems:

Integrated Preparation System

In this system, student-teachers receive both academic subject knowledge and pedagogical training simultaneously within teacher education institutions throughout their university studies (Kanaan, 2005). This model ensures continuous interaction between theory and practice, allowing gradual development of teaching competencies.

Sequential Preparation System

In this model, the student first completes a university degree in a specific discipline (e.g., English, sciences, humanities), and then follows a specialised pedagogical training program to obtain teaching qualifications (Al-Badadwah & Al-Samadi, 2021). This approach prioritises subject mastery before entering pedagogical preparation.

In the Algerian context, pre-service training aligns with international standards by requiring university-level qualifications and combining theoretical instruction with practical school-based training (Bou Saada, 2011).

In-service Training (Continuous Professional Development)

In-service training refers to ongoing professional learning activities designed for practising teachers after entering the profession. It aims to improve teaching quality by updating teachers' knowledge, skills, and instructional practices in response to educational changes (Al-Ansari, 2019). It is generally considered a structured and continuous process that supports teachers' professional growth and helps them adapt to new pedagogical demands (Kanaan, 2005).

Remedial Training

Remedial training is a form of professional support provided to teachers who encounter difficulties in their classroom practice or who need to strengthen specific pedagogical skills. It mainly targets improving essential teaching competencies and

reducing performance gaps. This type of training is usually offered to novice teachers or those facing persistent classroom challenges such as discipline or lesson organisation (Bou Saada, 2011). It provides structured assistance to help teachers gradually improve their instructional effectiveness.

Refreshing and Developmental Training

Refreshing and developmental training is designed to update teachers' professional knowledge and expose them to recent developments in education. It focuses on modern teaching approaches, new educational theories, and innovative classroom practices. This form of training helps teachers adapt to ongoing curriculum changes and evolving pedagogical expectations (Al-Ansari, 2019). It also encourages the integration of contemporary tools such as ICT and learner-centred strategies into classroom instruction.

Training for Promotion

This type prepares teachers for higher professional responsibilities such as administrative positions, supervision, or educational leadership roles. It focuses on developing management and decision-making skills (Bou Saada, 2011).

Although in-service training plays a crucial role in professional development, research indicates that it may face certain challenges such as limited practical application and insufficient adaptation to classroom realities, which can reduce its overall effectiveness (Al-Samarraie, 2022).

Objectives of Teacher Training

The objectives of teacher preparation are multifaceted, as they seek to achieve a balance between the cognitive, professional, personal, social, and digital dimensions of the teacher's development. According to Al-Ansari (2019), from a cognitive and academic perspective, training programs aim to enable student-teachers to develop scientific thinking skills and acquire in-depth subject knowledge necessary for effective teaching. This includes understanding learning processes, communication mechanisms, and learners' psychological characteristics as also highlighted by Kanaan (2005).

From a professional and pedagogical perspective, teacher preparation focuses on developing the ability to design learning activities, manage classroom instruction, and address learner differences effectively (Al-Ansari, 2019). In the context of digital education, these objectives also include the use of tools such as Google Classroom and Kahoot to promote interactive learning environments as indicated by OECD (2024b).

On the personal and affective level, training aims to strengthen teachers' self-awareness and their role as ethical models for learners (Al-Ansari, 2019). It also seeks to develop balanced personalities capable of building positive relationships and supportive classroom environments in line with UNESCO (2024a).

At the social and national level, teacher training contributes to preparing educators who can actively participate in addressing societal challenges and

promoting national development. Teachers are viewed as key actors in shaping responsible citizens and supporting social progress as stated by Kanaan (2005).

Finally, in the context of digital transformation, contemporary training objectives focus on preparing teachers for the demands of the digital age. This includes the integration of Artificial Intelligence tools, digital platforms, and the development of digital citizenship skills that encourage critical thinking rather than passive technology use (UNESCO, 2024a; OECD, 2024b).

Professional Development Programs

Professional development programs in the twenty-first century represent a strategic imperative that extends beyond routine skill maintenance and that serves as a key mechanism for the sustained growth of teachers and the long-term quality of the education system (OECD, 2024b). The present section first defines professional development and identifies its importance, then examines its main characteristics, and finally presents its principal delivery models.

Definition of Professional Development Programs

The conceptualisation of professional development in the twenty-first century extends far beyond the traditional acquisition of credentials or the completion of mandatory training hours. At its core, professional development represents a comprehensive, sustained, and intensive approach to improving the effectiveness of personnel, particularly educators and leaders in achieving organisational and student-

centred goals. Continuous professional development (CPD) has been defined as a series of deliberate learning interventions designed to bridge the gap between initial qualification and the evolving demands of professional practice (Ambon et al., 2024; Gupta et al., 2025). These definitions emphasise that professional development is not an isolated event but a longitudinal process of professional growth. Professional development is also defined by the OECD (2024b) as a continuous and structured process through which teachers enhance their knowledge, skills, and professional competencies in order to improve teaching quality and respond to evolving educational demands.

Importance of Professional Development Programs

Professional development programs are widely recognised as multidimensional mechanisms that enhance organisational efficiency, employee commitment, and the sustainability of professional standards (Council of Graduate Schools, 2022). Within modern educational institutions, their strategic value can be analysed through three primary lenses: operational efficiency, organisational commitment, and long-term sustainability (University of Washington Professional & Organizational Development, 2026). Furthermore, professional development serves as a critical vehicle for ensuring that pedagogical practices remain relevant amid rapid technological change, enabling educators to evolve from passive consumers of knowledge into active contributors to

the research base of their profession (Darling-Hammond et al., 2017). In the absence of high-quality professional development, instructional quality and service delivery often stagnate, diminishing practitioners' impact on their communities. Additionally, professional development functions as a catalyst for organisational change and restructuring (University of Washington POD, 2026). It is commonly considered a primary mechanism for process improvement, involving the systematic analysis of procedures to identify inefficiencies and areas of waste. Through targeted interventions, institutional leaders can facilitate structured reflective meetings to map existing processes and explore alternative operational models. This function becomes particularly crucial during periods of restructuring, where staff must be realigned with evolving institutional goals. In such contexts, professional development provides the necessary coaching and guidance to help leaders communicate change effectively, secure staff engagement, and manage potential resistance and stress among employees.

Characteristics of Effective Professional Development

The mere existence of a professional development program does not guarantee an improvement in professional practice or organisational outcomes. Significant research has been dedicated to identifying the specific characteristics that render professional development of high quality (Martin et al., 2014; Flores, 2024).

Core Features of Effective Professional Development Programs.

Drawing on the Handbook of Professional Development in Education (Martin et al., 2014) and on empirical studies published in Teaching and Teacher Education

(Flores, 2024), effective professional development is characterised by five core features: content focus, active learning, coherence, duration, and collective participation.

Content focus implies that professional development is most effective when it is directly related to the subject matter the professional is responsible for; for educators, this means focusing on subject-matter content and on how students learn that content. Active learning means that effective professional development moves beyond the passive-recipient model and involves active exploration, observation, and feedback, allowing professionals to trial new strategies in a supportive community where ideas can be revised on the basis of evidence. Coherence refers to the alignment of professional development with other learning opportunities, existing beliefs, and institutional standards, ensuring that new learning is intentionally connected to previous knowledge rather than being a disconnected one-shot session. Duration acknowledges that change in professional behaviour requires time: research suggests that professional development should include a minimum of twenty contact hours, spread over weeks or months, to allow participants to assimilate new information and receive ongoing support. Finally , According to Garet et al. (2001) and Martin et al. (2014), collective participation indicates that professional development is most effective when it involves groups of professionals from the same department, grade level, or organisation, since this fosters an internal accountability where teachers are motivated to share their learning and implement instructional improvements collectively.

Andragogy and the Adult Learner

A second-order insight into the characteristics of effective professional development is found in the application of "andragogy" the science of adult learning (IMSE Journal, 2026). Adult learners require problem-centred information that can be applied immediately. Effective professional development programs must therefore leverage the existing experiences of adults as a resource for learning, and engage multiple modalities to keep adult learners (teachers) engaged and appropriately challenged.

Models of Professional Development Programs

The structural delivery of professional development programs involves several distinct models, each suited to different institutional needs and professional goals. The four primary models workshops, coaching, mentoring, and online training are discussed below.

Workshops and Traditional Training Models

Workshops represent the traditional approach to professional development, where an expert delivers skill-based training to a group of participants. Despite their prevalence, workshops are often criticised for their one-shot nature. However, Anderson and Anderson (2010) argue that workshops remain a high-demand format when they are integrated into a larger, coherent learning strategy. Workshops are particularly effective for disseminating information on new curriculum standards or state reforms, for providing initial training in specialised teaching techniques, and for

introducing school-wide initiatives in a centralised manner. The limitations of the workshop model are typically addressed through action-research and peer-observation models, which provide a more iterative and reflective learning experience.

Coaching: Performance-oriented and Structured

Coaching is defined as a short-term, task-oriented process focused on enhancing specific skills or addressing immediate workplace challenges (Learning Forward, 2010). In the educational sector, instructional coaches provide feedback, modelling, and support to advance the expertise of both beginning and veteran teachers. According to Learning Forward (2010), effective coaches partner with teachers to facilitate the use of intentional and reflective practices. Empirical data highlight four key benefits of coaching in a professional setting: improved performance through specific feedback; increased engagement through personalised attention; improved staff relations through interaction between senior and junior staff; and quickened leadership development through in-house grooming for future leadership roles (Unboxed Technology, 2026).

Mentoring: Relationship-based and Long-term

In contrast to coaching, mentoring is a long-term relationship in which an experienced professional provides guidance and knowledge sharing to foster a colleague's overall growth (Qooper, 2026). Mentoring is often less structured than coaching and focuses on the development of soft skills, confidence, and organisational "navigational" knowledge. Mentorship can be identified as a

cornerstone of modern diversity, equity, and inclusion initiatives: by creating a working alliance, mentorship enhances social capital and supports career development for diverse employee groups. A sophisticated modern variation is reverse mentoring, in which junior employees mentor senior leaders on emerging technologies and cultural shifts, thereby fostering inclusivity and challenging traditional hierarchical assumptions.

Online and Hybrid Training Models

Online conferences and digital learning platforms have emerged as economical and environmentally-friendly alternatives to traditional face-to-face meetings (ICTE, 2024; EDUGLOBALCONF, 2024). Online professional development can reach professionals across geographical boundaries, providing access to cutting-edge research and peer networks. Virtual conferences offer asynchronous collaborative learning communities where participants can reflect on strategies and share progress at their own pace, recordings of presentations that allow for repeated review of complex content, and data-driven matching engines that connect mentors and mentees on the basis of specific skill needs.

Technological Integration in Professional Development

The integration of Artificial Intelligence and the Fourth and Fifth Industrial Revolutions represents one of the most significant current shifts in the design of professional development programs (FLAIR Collaboration, 2025). Educational institutions are evolving into innovation ecosystems where AI literacy is no longer an

optional skill but a requirement for national development. However, an execution gap remains a significant challenge: while a large proportion of students utilise generative AI tools, the great majority have never been formally trained in their use (OECD, 2024b). This gap highlights the urgent need for professional development programs that focus on curriculum design (moving from content delivery to competency development), ethical guidance (establishing governance pillars for the use of AI in education), and cognitive scaffolding (using AI to improve reflective reasoning rather than as an automated content generator).

Theoretical Foundations of Teacher Development

Teacher development in the contemporary era represents a significant shift from traditional models based on limited technical training towards deeper philosophical frameworks aimed at building a professional identity capable of adapting to rapid changes in the global educational landscape. The present section examines the three major theoretical frameworks that form the foundation of modern teacher development: Constructivist Theory, which redefines the nature of knowledge and learning; Reflective Practice Theory, which transforms daily experience into a source of professional development; and the Lifelong Learning Approach, which places the teacher within a continuous process of professional growth that extends beyond formal education.

Professional development for teachers transcends the mere acquisition of new technical skills; it addresses the core pedagogical beliefs and mental representations

that teachers hold about their roles and the roles of learners in the educational process (Mohamed et al., 2022). Contemporary literature indicates that this development should be based on solid theoretical frameworks that provide teachers with the concepts and perspectives necessary to analyse and improve their practices (OECD, 2024b). The importance of these foundations lies in providing a roadmap for educational institutions to move from viewing teaching as the simple transmission of information towards understanding it as a process of facilitating meaning construction, which requires fundamental changes in teachers' competencies, attitudes, and professional practices (Wegerif, 2019).

Constructivist Theory

Constructivist theory is a cornerstone of modern teacher development. It rejects the traditional idea of the learner as an empty vessel to be filled with facts and emphasises instead that learners build their knowledge and understanding of the world through active experiences and interactions (Piaget, 1970). In the context of teacher development, constructivism serves not only as a teaching method but as a comprehensive philosophy guiding how teachers themselves learn, as they build new expertise based on their previous mental schemas and personal field experiences (Richardson, 2003).

Epistemological Roots and Theoretical Diversity

Constructivism draws its strength from the work of prominent philosophers and psychologists such as Jean Piaget, Lev Vygotsky, John Dewey, and Jerome Bruner

(Phillips, 2000). Piaget, in his cognitive constructivism, focuses on the learner's internal mental processes, where learning occurs through the processes of assimilation and accommodation, as the individual seeks equilibrium between existing knowledge and new information (Piaget, 1970). This perspective requires teacher development programs to create a state of cognitive disequilibrium in teachers, prompting them to re-evaluate deep-seated beliefs about instruction (Posner et al., 1982).

Conversely, Vygotsky introduced social constructivism, emphasising that learning is inherently a social and cultural process (Vygotsky, 1978). He proposed the concept of the Zone of Proximal Development, which is the gap between what a learner can do alone and what they can achieve with the help of a more skilled peer or expert (Vygotsky, 1978). In teacher development, this translates into the importance of Professional Learning Communities and Communities of Practice, where teachers collaborate to build shared professional knowledge and are pushed through scaffolding towards higher levels of instructional competence (Wenger, 1998). Radical constructivism, as advocated by figures such as von Glasersfeld, posits that knowledge does not reflect an objective external reality but is a subjective construction aimed at adapting to personal experience (von Glasersfeld, 1995).

The Teacher's Role and the Constructivist Environment

In a constructivist classroom, the teacher's role shifts from "source expert" to "facilitator" and "guide" (Brooks & Brooks, 1999). Rather than lecturing, the teacher designs learning situations requiring problem-solving and critical thinking, and encourages students to link new information to prior knowledge (Richardson, 2003).

Key characteristics of this environment include shared authority between teachers and students, learner-centred instruction, and the use of real-world contexts to make concepts meaningful (Brooks & Brooks, 1999). To implement these principles, models such as the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) have been developed to structure active student engagement at every stage of knowledge construction (Bybee et al., 2006).

Challenges and Critiques

Despite its wide acceptance, the application of constructivism faces several hurdles. Teachers often operate under systems focused on standardised testing and crowded curricula, which limits the time available for discovery learning (Darling-Hammond et al., 2020). Furthermore, the shift requires high competence in managing classroom discussions, a skill often lacking due to inadequate initial training (Richardson, 2003). Critics also argue that overemphasising subjective construction can lead to misconceptions of scientific concepts if it is not carefully guided (Matthews, 2002).

Reflective Practice Theory

Reflective practice represents the second pillar of teacher development, viewing teaching as a profession requiring continuous thought on actions and decisions (Schön, 1983). The essence of this theory is that experience alone is insufficient for professional growth; true learning occurs when the teacher critically analyses their experiences to extract new meanings and modify future practices (Dewey, 1938).

Philosophical Foundations

The roots of reflective practice trace back to John Dewey (1938), who defined reflective thinking as the "active, persistent, and careful consideration of any belief or supposed form of knowledge" (Dewey, 1938, p. 6). Dewey saw reflection as a systematic process of inquiry aimed at solving problems and moving beyond "routine" work in teaching. Donald Schön (1983) further developed these ideas, arguing that professionals possess "knowledge-in-action" embedded in their deeds. Schön introduced two critical types of reflection: reflection-in-action, which consists in thinking on one's feet when facing an unexpected classroom situation and adjusting strategies immediately (Schön, 1983); and reflection-on-action, which consists in reviewing decisions after the event in order to analyse their effectiveness and plan for the future (Schön, 1983).

Tools and Levels of Reflective Practice

Various tools facilitate reflection, including learning logs, professional portfolios, and action research (Zeichner & Liston, 1996). Research suggests that reflection must move beyond the surface level (for example, classroom management) to critical levels that involve the ethical, social, and political dimensions of education, and the impact of practices on equity (Zeichner & Liston, 1996). Reflection is also tied to emotional intelligence: a reflective teacher is more aware of their triggers, which helps to manage responses in high-pressure situations (Goleman, 1995).

Experiential Learning Models

Kolb's (1984) Experiential Learning Cycle is vital to reflective practice and consists of four stages: concrete experience, reflective observation, abstract conceptualisation, and active experimentation (Kolb, 1984). Similarly, Chris Argyris and Donald Schön (1974) presented double-loop learning, in which a teacher reflects on the underlying values and assumptions leading to an error, resulting in radical practice changes (Argyris & Schön, 1974). Barriers such as lack of time and fear of negative evaluation make a school culture built on trust a prerequisite for genuine reflective practice (Larrivee, 2000).

Lifelong learning approach

In an era of technological upheaval and information explosion, the lifelong learning approach has become the overarching framework for teacher development (UNESCO, 2015). Graduation is no longer the end but the beginning of a professional path requiring constant skill updates to meet the needs of Education 5.0 (UNESCO, 2024).

International frameworks

The OECD (2009) views teacher development through a lifelong lens, considering Continuous Professional Development essential for improving workforce quality and retaining effective staff. The organisation emphasises that teaching is a demanding profession with evolving expectations due to learner diversity and the integration of Information and Communication Technologies (OECD, 2009).

UNESCO leads global efforts through the Education 2030 Incheon Declaration, asserting that education is a human right provided through a lifelong approach (UNESCO, 2015). More recently, UNESCO launched the AI Competency Framework for Teachers (UNESCO, 2024), defining the knowledge, skills, and values that teachers must master in the age of Artificial Intelligence.

Forms of Continuous Professional Development

Continuous Professional Development within the lifelong learning approach takes various forms, including formal activities such as courses and seminars, as well as informal activities such as peer learning and networking (OECD, 2009). Micro-credentials have emerged as modern, flexible tools through which teachers can acquire and document specific skills, thereby enhancing their employability (OECD, 2023).

Information Literacy and Digital Competencies

Information Literacy is a core competency that has evolved from library skills into a sociocultural practice for accessing and using reliable information (Bruce, 2008). Teachers must become "information brokers," helping students judge source reliability in a "post-truth" era (Wegerif, 2019). International frameworks emphasise the preparation of teachers for Education 5.0, in which technology is used in a humane and sustainable manner (UNESCO, 2024).

Self-efficacy and Professional Growth

A key outcome of lifelong learning is enhanced self-efficacy. Continuous participation in high-quality Continuous Professional Development increases teachers' belief in their ability to affect student achievement (Bandura, 1997). A teacher who has adopted a lifelong learning stance sees themselves not as a curriculum implementer but as a knowledge creator (OECD, 2009).

Conclusion

This chapter has presented the literature review related to teacher training and professional development programs as the main concepts of this study. The first section discussed the concept of teacher training, including its definition, types, and objectives. The second section examined professional development programs by presenting their definition, importance, characteristics, and main models. The final section explored the theoretical foundations of teacher development, including Constructivist Theory, Reflective Practice Theory, and the Lifelong Learning Approach. In the next chapter, the research design and methodology adopted in the present study will be presented.

Chapter Three

Methodology

Chapter Three

Methodology

Introduction

The present chapter represents the practical part of this research, focusing on the methodology adopted for the field study. It begins by presenting the research design, followed by a detailed explanation of the research population and sample. The chapter also introduces the data collection instrument and the procedures followed in collecting and analysing the data. Furthermore, it presents the findings obtained from the questionnaire and discusses them in relation to the research hypothesis and the theoretical framework of the study.

Research Design

A descriptive research design is a type of research method that aims to describe and analyse a phenomenon as it exists in a specific context without manipulating variables. It focuses on collecting information about participants' characteristics, perceptions, behaviours, or experiences in order to provide a clear understanding of the investigated issue. According to Creswell (2014), descriptive research helps researchers examine current conditions and identify patterns within a population.

The present field study adopts a descriptive research design with a predominantly quantitative orientation. This design was selected because it enables the researcher to identify and describe patterns in teachers' perceptions and practices in a systematic and organised manner. It is also appropriate for investigating how Algerian middle school teachers of English perceive the in-service training programs they have

attended, how these programs influence their pedagogical practices, and what challenges may affect the application of training outcomes in the classroom. The quantitative component provides a structured analysis of teachers' responses, while a small qualitative component, based on open-ended questionnaire items, complements the findings by offering deeper insights into teachers' experiences and perspectives.

Research Approach

Depending on the objectives and nature of a study, researchers may adopt either a quantitative or a qualitative approach. A quantitative approach is primarily concerned with objective measurement and the statistical analysis of data collected through instruments such as questionnaires and surveys. In contrast, a qualitative approach focuses on gaining an in-depth understanding of a phenomenon through methods such as interviews, open-ended questions, and observations. In the present study, a quantitative approach was employed. As stated by Creswell (2014), quantitative research involves the systematic collection and analysis of numerical data in order to identify patterns and describe relationships in an objective manner. Accordingly, data in this study were gathered through a structured questionnaire administered to EFL teachers, enabling the researcher to analyse their perceptions of in-service professional development in a clear and statistically interpretable form.

Population

The term population refers to the entire group of individuals relevant to the focus of a particular research study. Taherdoost (2016) defines population as "the entire set of individuals or objects that share common characteristics and are of interest to the researcher" (p. 28). The target population of the current study consists of English language teachers working in middle schools in the wilaya of El Tarf. A non-probability convenience sampling technique was employed, as participants were selected based on their professional accessibility and their direct exposure to the in-service training programs organised by the Directorate of Education. The final sample consists of twenty-one ($N = 21$) middle school teachers who voluntarily completed the questionnaire. Although limited in size, this sample is considered appropriate for the descriptive nature of the study and for investigating the perceptions and experiences of in-service English teachers within the selected context.

Data Collection Tools

Data collection tools refer to the methods and instruments used by researchers to gather information relevant to their studies. According to Kumar (2011), data collection techniques are "the procedures through which information is collected for the purpose of answering research questions and testing hypotheses" (p. 140). In other words, these tools enable researchers to obtain the necessary data required to understand and analyse the research problem. They play a crucial role in ensuring that

the collected information is systematic, reliable, and appropriate for addressing the aims of the study.

For the purpose of the current study, one main tool was used: a questionnaire. The questionnaire was administered to middle school EFL teachers to explore their perceptions of in-service professional development and its impact on their teaching practices. The use of this tool allowed the researcher to collect relevant data regarding teachers' experiences, attitudes, and self-reported practices in a systematic and structured manner.

Description of the Questionnaire

For the present study, the questionnaire was selected as a research tool due to its effectiveness in collecting a large amount of data within a relatively short period of time. It is also practical in terms of time, cost, and ease of administration. The questionnaire was self-designed and developed specifically to investigate middle school EFL teachers' perceptions regarding in-service professional development and its impact on their teaching practices. It consists of fifteen (15) questions, including Likert-scale items, multiple-choice questions, and open-ended questions. The questionnaire is divided into eight sections.

Section One: Background Information

To begin with, Section One (Questions 1 to 3) gathers background information about teachers, including years of teaching experience, participation in in-service

training programs, and the number of training sessions attended. These questions aim to provide a general profile of the participants and their exposure to professional development activities.

Section Two: Relevance of Training

Moving on, Section Two (Question 4) explores teachers' perceptions of the relevance and effectiveness of in-service training programs. It examines whether training addresses real classroom challenges, meets teachers' needs, and has clear objectives.

Section Three: Impact on Teaching Strategies

Section Three (Questions 5 and 6) focuses on the impact of training on teaching strategies. Question 5 investigates teachers' use of different teaching methods, their confidence in delivering lessons, and the frequency of communicative language activities. Question 6 explores how often teachers apply communicative activities in their classrooms.

Section Four: Classroom Management

Section Four (Question 7) examines the influence of training on classroom management. It focuses on teachers' ability to manage learner behaviour, engage students, organise classroom time, and maintain discipline effectively.

Section Five: Assessment Practices

Section Five (Question 8) explores teachers' assessment practices, including their use of different evaluation techniques and how they adapt teaching based on assessment results.

Section Six: Use of Resources and Technology

Section Six (Questions 9 to 11) investigates the use of teaching resources and ICT tools. It examines teachers' integration of technology in the classroom and identifies the most commonly used digital tools.

Section Seven: Challenges

Section Seven (Question 12) identifies the main challenges faced by teachers in applying what they have learned during training, including lack of resources, large class sizes, theoretical training content, and time constraints.

Section Eight: Suggestions

Finally, Section Eight (Questions 13 to 15) gathers teachers' suggestions for improving professional development programs, including the most beneficial aspects of training, proposed improvements, and examples of changes implemented in classroom practice.

Data Analysis Procedure

The completed questionnaires were entered into a Microsoft Excel spreadsheet and analysed using descriptive statistical techniques. Frequencies, percentages, arithmetic means, and standard deviations were computed for each question, and the results are presented in the form of frequency tables and graphical representations (bar charts and pie charts) to facilitate interpretation. Multiple-select questions were treated by counting each option as an independent response; therefore, percentages were calculated based on the total number of respondents ($N = 21$), and cumulative percentages may exceed 100%. Qualitative responses to open-ended questions were analysed through thematic coding and used to corroborate or refine the quantitative findings. Throughout the analysis process, each result was interpreted with explicit reference to the theoretical framework presented in Chapter Two and in relation to the research hypothesis.

Ethical Considerations

Participation in the questionnaire was strictly voluntary and anonymous. The introductory note of the questionnaire informed respondents about the academic purpose of the study, the confidentiality of their responses, and the exclusive use of the collected data for the present dissertation. No personally identifying information was collected, and all data are reported in aggregate form throughout this chapter.

Conclusion

This chapter presented the methodology adopted in the present study, which aims to investigate the role of in-service professional development in improving EFL teachers' classroom practices at the middle school level. It provided a detailed description of the research design, research approach, and population. Furthermore, the chapter outlined the data collection tool used in this study, namely the teachers' questionnaire, as well as the procedures followed in collecting and analysing the required data. Ethical considerations were also observed throughout the research process. The next chapter will present and analyse the findings obtained from this research instrument in order to answer the research questions and achieve the objectives of the study.

Chapter Four

Analysis of the Results

Chapter Four

Analysis of the Results

Introduction

This chapter presents a detailed analysis of the collected data in order to examine teachers' perceptions regarding the role of in-service professional development in improving EFL teaching practices at the middle school level. The analysis aims to identify how professional development programs contribute to enhancing teachers' instructional strategies, classroom management, assessment practices, and the integration of technology in English language teaching. It also explores teachers' views concerning the effectiveness, benefits, and limitations of the training programs they have attended. The data were collected through a structured questionnaire administered to middle school English language teachers. The findings are presented and analysed using descriptive statistical procedures and are organised into thematic sections corresponding to the structure of the questionnaire. Each question is interpreted in relation to the research objectives and the theoretical framework guiding the study.

Analysis of the Teachers' Questionnaire Results

Section 1: Background Information

Question 01: How many years of teaching experience do you have?

Figure 1

Distribution of Teachers' Teaching Experience

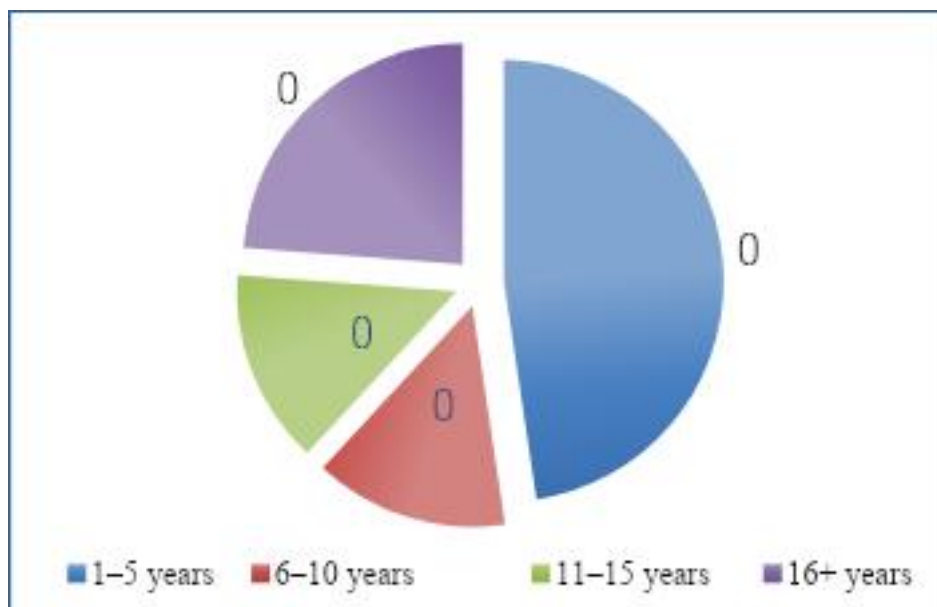


Figure 1 shows that nearly half of the respondents (10 out of 21, approximately 48%) have between 1 and 5 years of teaching experience, while 5 respondents (24%) have 16 years or more of experience. The 6–10 and 11–15 years categories each include 3 teachers. Overall, the sample is mainly composed of early-career teachers, whose perceptions of training effectiveness and relevance may differ from those of more experienced practitioners. Given the small sample size ($N = 21$), the results

should be interpreted as descriptive of this specific group rather than as representative of the broader teaching population.

Question 02: Have you attended in-service training?

Figure 2

Teachers' Participation in In-Service Training Programs

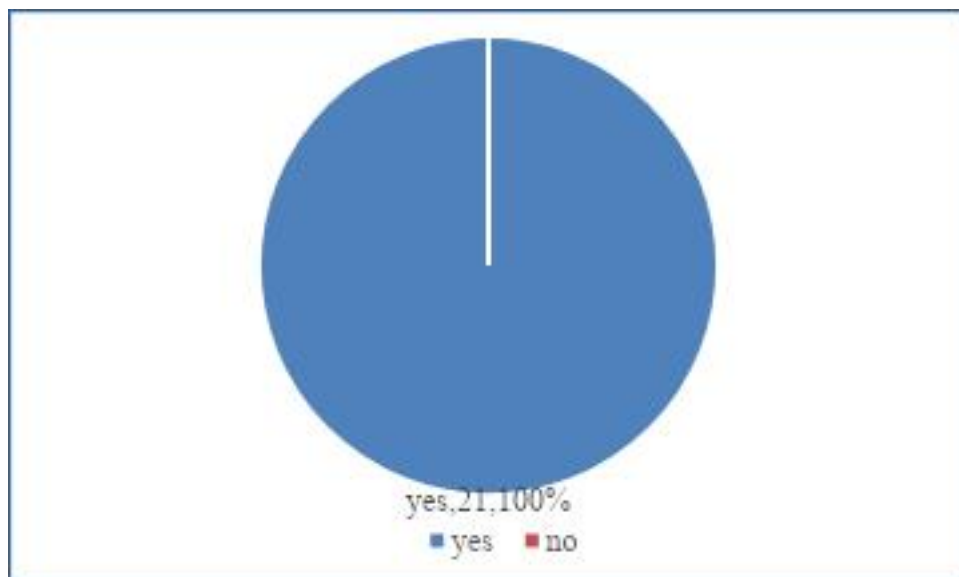


Figure 2 reveals that all 21 respondents (100%) attended in-service training, with none reporting otherwise. While this confirms a fully trained sample, it also means the variable contains no variation: with no untrained comparison group, the study cannot isolate a causal training effect and can only describe the perceptions of teachers who were all trained. The findings are therefore best framed as the perceived impact of training rather than its measured impact.

Question 03: How many training sessions have you attended during the year?

Figure 3

Number of Training Sessions Attended per Year by Teachers

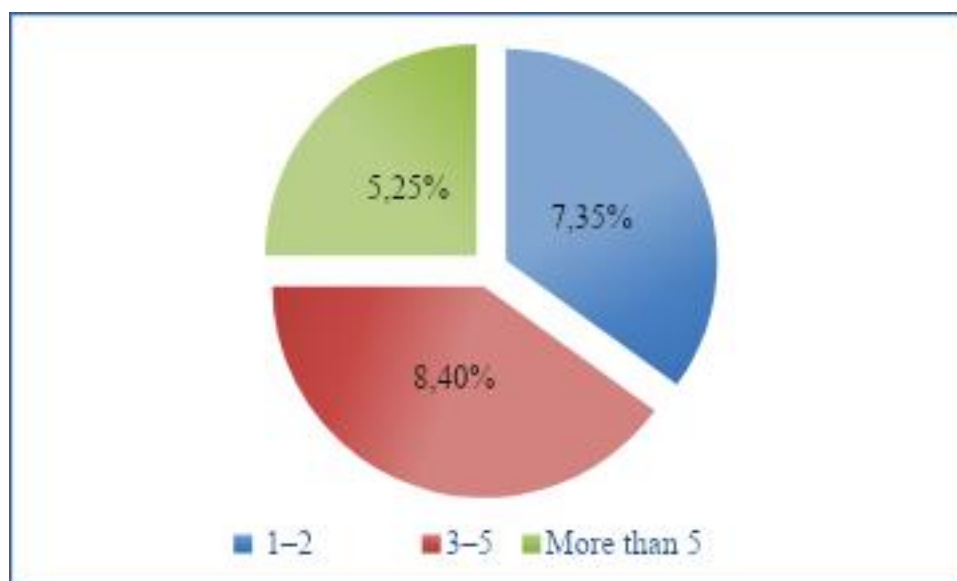


Figure 3 indicates that most teachers attend a moderate number of sessions, with 8 reporting 3–5 per year, 7 reporting 1–2, and 5 reporting more than 5. These frequencies total 20 rather than 21, however, pointing to one missing or unreported response, so the effective sample for this item is 20 and the discrepancy should be reconciled. Overall, exposure to training is regular but not intensive, which is relevant when interpreting the depth of the reported gains.

Section Two: Relevance of Training

Question 04: To what extent do teachers agree that training programs are relevant to their teaching needs and classroom challenges?

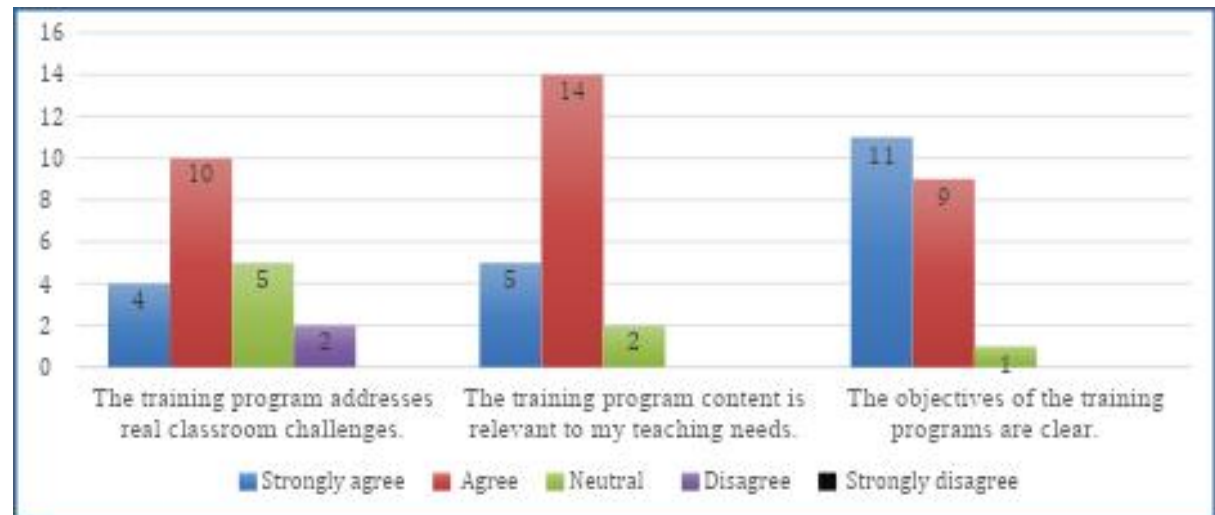
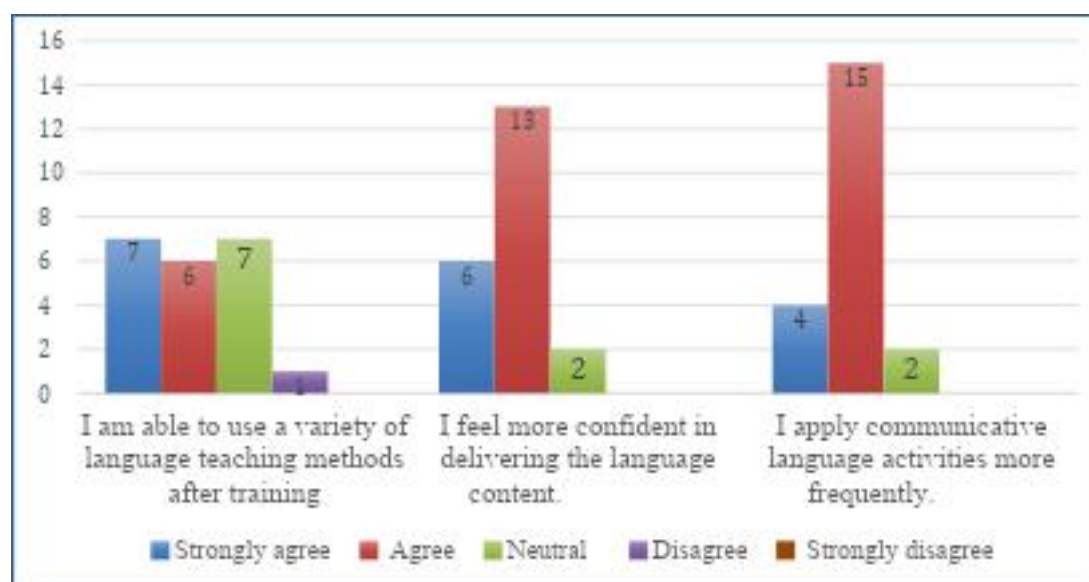
Figure 4*Teachers' Perceptions of the Relevance and Effectiveness of Training Programs*

Figure 4 demonstrates that perceptions of relevance are strongly positive, with agreement highest for the clarity of training objectives (20 of 21 agree or strongly agree; weighted mean ≈ 4.48) and for content relevance (mean ≈ 4.14). Agreement is lowest, though still positive, for whether training addresses real classroom challenges (mean ≈ 3.76 , with 5 neutral and 2 disagreeing). This gradient is an early signal of a relevance-to-practice gap: teachers find the programmes clear and pertinent in principle, yet are less convinced they engage the concrete difficulties of their classrooms.

Section Three: Impact on Teaching Strategies

Question 05. What are teachers' perceptions of their assessment practices after the professional development program?

Figure 5*Teachers' Responses on the Impact of Training on Teaching Strategies*

It is shown in Figure 5 that teachers report noticeable gains, particularly in confidence when delivering content (mean ≈ 4.19) and in the frequent use of communicative activities (mean ≈ 4.10). The lowest mean score is observed in the item related to the use of a wider variety of teaching methods (mean ≈ 3.90), which also received the highest number of neutral responses (7 out of 21). This suggests that while training appears to enhance teachers' confidence and the frequency of communicative practice, its impact on expanding their methodological repertoire is more limited.

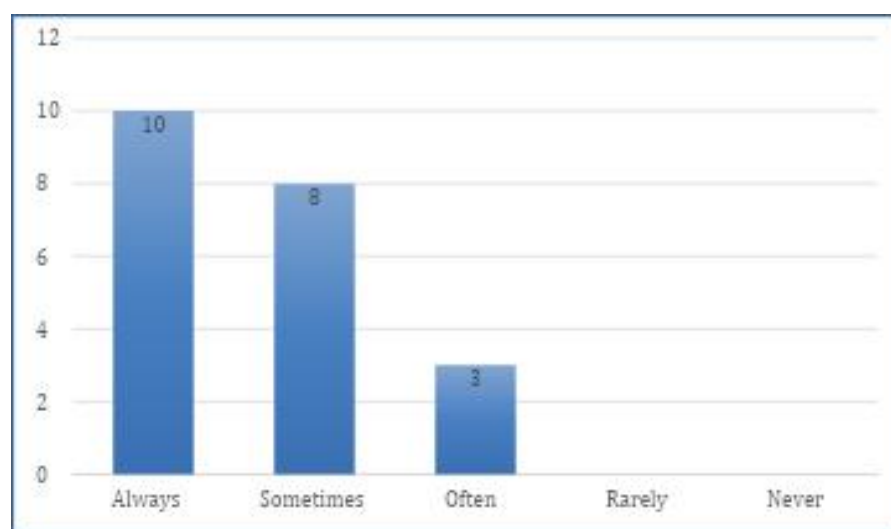
In relation to the teaching methods reported, teachers indicated the use of a variety of approaches and classroom techniques. These include role-play activities, songs and music, as well as Montessori-inspired activities and audio-visual methods. Others reported the use of group work, pair work, discussions, debates, games, and

interactive question-and-answer activities. Some teachers also mentioned a combination of methods, such as inductive approaches supported by materials like PDFs, drawings, data show presentations, and task-based learning activities. In addition, a number of respondents referred to more traditional and contemporary approaches, including the direct method, competency-based approach, and task-based language teaching.

Question 06. How often do you apply communicative language activities?

Figure 6

Frequency of Applying Communicative Language Activities



As displayed in Figure 6, the reported use of communicative activities is relatively high among the participants. The results show that 10 teachers selected “Always” and 3 selected “Often”, which indicates that approximately 62% of respondents use communicative activities frequently in their teaching practices. In contrast, 8 teachers

selected “Sometimes”, while no responses were recorded for “Rarely” or “Never”. Overall, these findings suggest a positive tendency among teachers towards the regular integration of communicative activities in the classroom.

Section Four: Classroom Management

Question 07. To what extent do teachers agree that training programs improve their classroom management skills?

Figure 7

Teachers’ Perceptions of the Impact of Training on Classroom Management

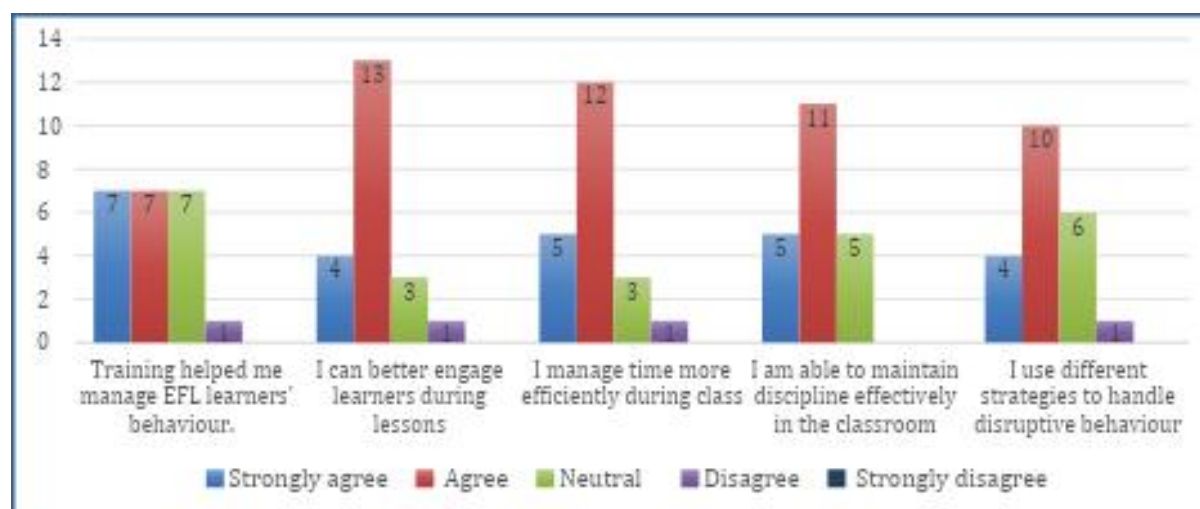


Figure 7 indicates that agreement across all classroom management statements is generally high, with weighted means ranging approximately between 3.8 and 4.0. Overall, teachers report improved ability to engage learners and manage classroom time following training. The lowest level of agreement, along with relatively higher

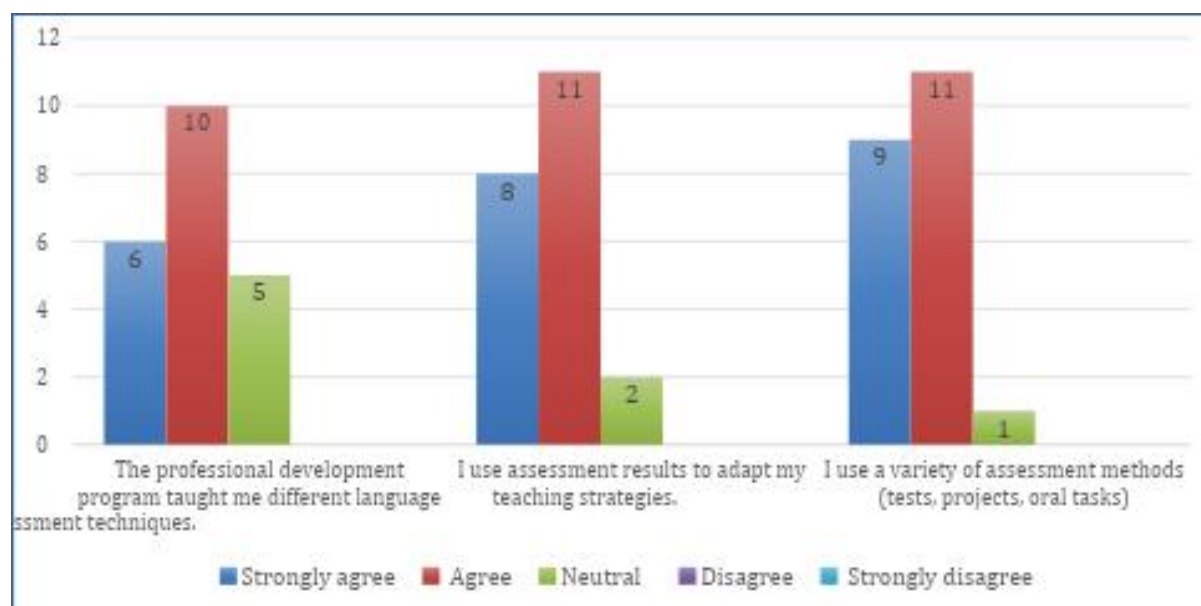
neutrality, is observed in relation to managing disruptive behaviour, suggesting that this aspect has been the least affected by professional development.

Section Five: Assessment Practices

Question 08. To what extent do teachers agree that professional development programs improve their assessment practices?

Figure 8

Teachers' Perceptions of the Impact of Professional Development on Assessment Practices



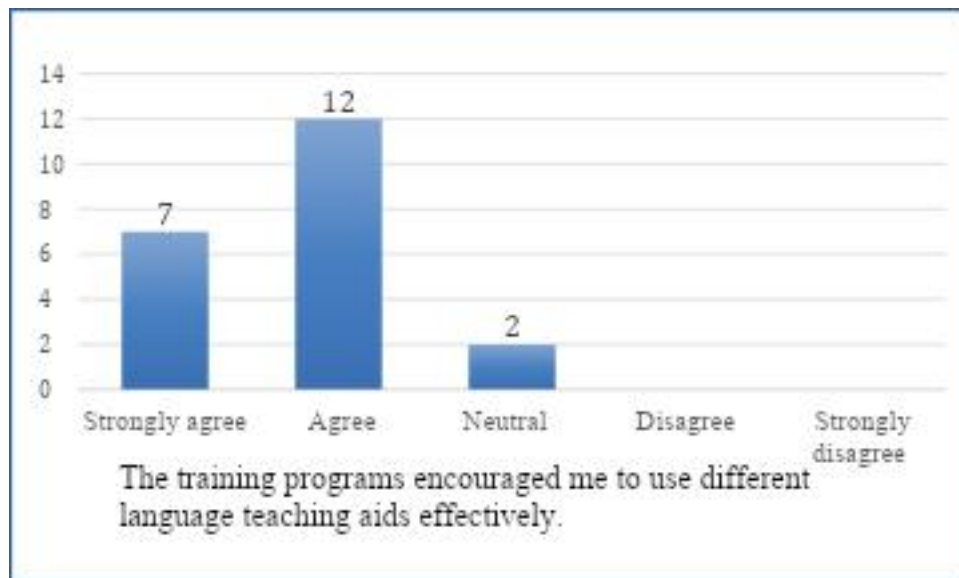
As illustrated in Figure 8, assessment represents one of the strongest areas in the study, with the highest levels of agreement recorded for the use of a variety of assessment methods (mean ≈ 4.38) and the use of assessment results to adapt teaching practices (mean ≈ 4.29), while slightly lower agreement is observed for having

learned new assessment techniques (mean ≈ 4.05). This pattern suggests that teachers already possess a functional foundation in assessment practices, and that professional development primarily contributes to expanding the variety of methods used and enhancing their practical application rather than introducing entirely new techniques

In relation to classroom assessment practices, teachers reported the use of a wide range of techniques in their classrooms. These include feedback and evaluation activities, interviews, questionnaires, role plays, projects, tests, and quizzes. They also indicated the use of formative, summative, and diagnostic assessment, particularly through homework assignments and quizzes. Additional methods mentioned include essays, proficiency tests, self-assessment, oral and written assessments, classroom observation, peer assessment, oral presentations, and multiple-choice questions (MCQs). Some respondents further referred to on-the-spot assessment and project-based tasks. Overall, the findings suggest that teachers rely on diverse assessment practices to monitor learners' progress, evaluate performance, and provide constructive feedback.

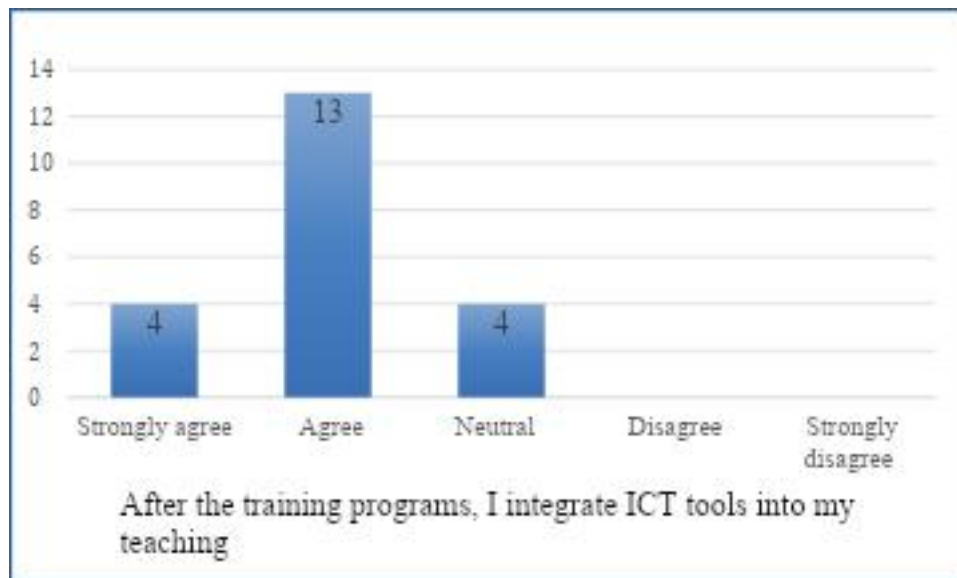
Section six: Use of Resources and Technology

Question 09. To what extent did the training programs encourage you to use different language teaching aids effectively?

Figure 9*Teachers' Use of Language Teaching Aids After Training Programs*

As can be seen in Figure 9, the findings indicate that training strongly encouraged the use of teaching aids, with 19 out of 21 teachers (approximately 90%) agreeing or strongly agreeing, while only 2 respondents remained neutral and none disagreed (mean ≈ 4.24). This represents one of the most uniformly positive items in the questionnaire, suggesting that the practical and resource-oriented dimension of the training programmes was particularly effective and well received by participants.

Question 10. To what extent do you integrate ICT tools into your teaching after the training programs?

Figure 10*Teachers' Integration of ICT Tools After Training Programs*

According to Figure 10, the integration of ICT tools is viewed positively, with 17 out of 21 teachers agreeing or strongly agreeing (mean ≈ 4.00). However, this item also records the highest level of neutrality among the technology-related questions, with 4 respondents selecting a neutral position. This pattern suggests a general willingness to adopt ICT tools, but without fully confident or systematic integration in classroom practice. In other words, teachers appear to accept the use of technology in principle, while its consistent pedagogical implementation remains limited.

Question 11. Which tools do you use?

Figure 11

Types of ICT Tools Used by Teachers Following Training Programs

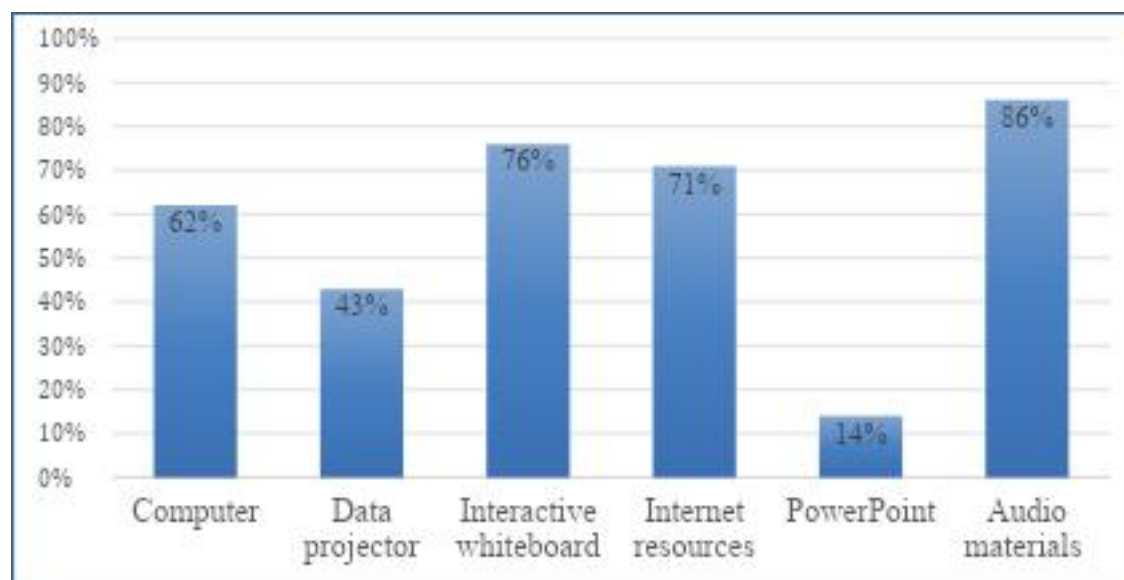
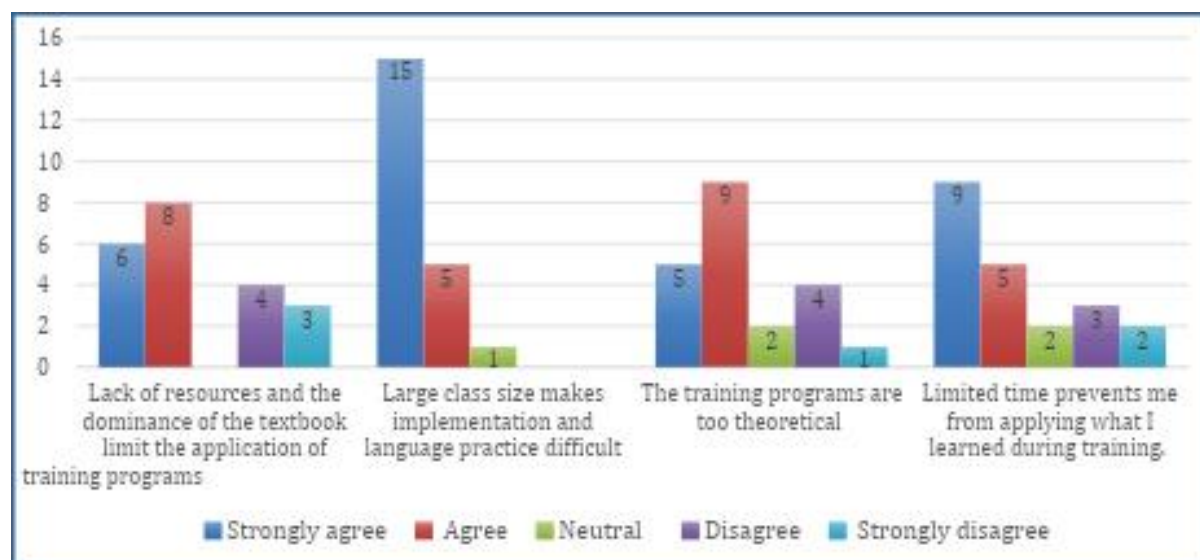


Figure 11 reveals that tool use is more activity-driven than presentation-driven. Audio materials (86%) and the interactive whiteboard (76%) are the most frequently used tools, followed by internet resources (71%) and the computer (62%), while PowerPoint shows a significantly lower rate of use (14%). Since this is a multiple-response item, the percentages do not sum to 100%, which is expected given that respondents could select more than one option. Therefore, reporting the results consistently in relation to the total number of participants ($N = 21$) ensures coherence with the presentation of the other figures in this analysis.

Section 7: Challenges

Question 12. To what extent do teachers agree that the following factors challenge the implementation of training outcomes in the classroom?

Figure 12*Challenges Affecting the Implementation of Training Programs*

As illustrated in Figure 12, large class size emerges as the most dominant barrier by a wide margin, with 20 out of 21 teachers agreeing or strongly agreeing (mean ≈ 4.67). It is followed by limited time (mean ≈ 3.76), the overly theoretical nature of training (mean ≈ 3.62), and lack of resources (mean ≈ 3.48). When interpreted in light of the positive perceptions reported in earlier sections, these results highlight a clear knowing–doing gap: while teachers express positive views about training programmes, structural constraints particularly overcrowded classrooms limit the effective transfer of training into classroom practice. This issue appears to represent a central finding of the study and warrants particular attention in the overall interpretation of results.

Section eight: Suggestions

Question 13. What aspects of in-service training have most improved your language teaching?

Figure 13

Aspects of Training that Improved Language Teaching

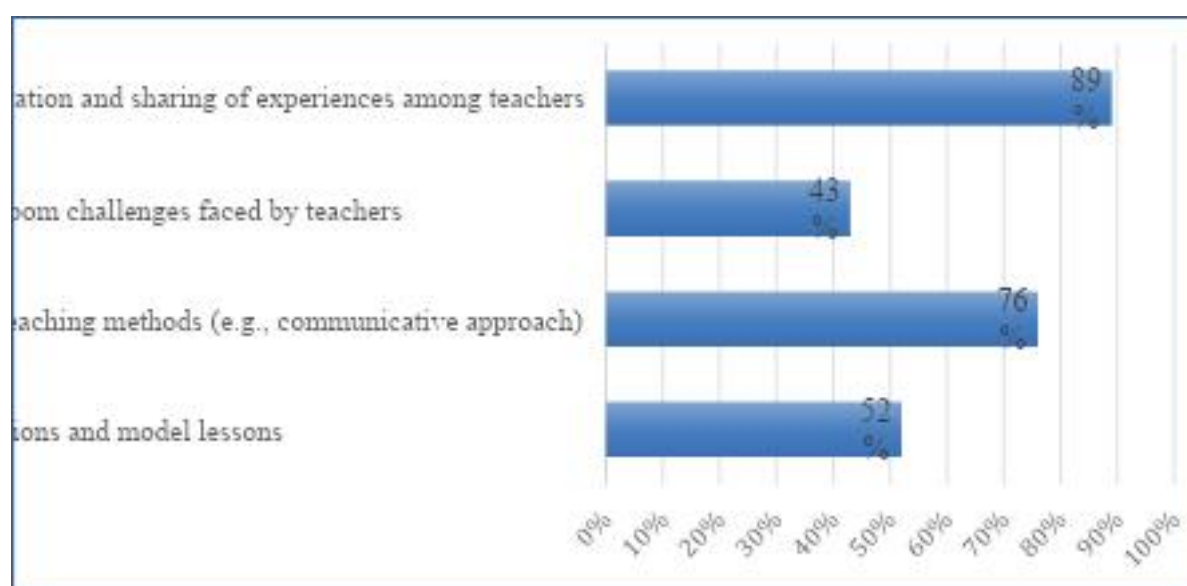


As illustrated in Figure 13, all teachers (100%) identified lesson planning and organisation as the most improved aspect following training. This is followed by classroom management and learner motivation, each reported by 57% of respondents, while time management records the lowest proportion at 23%. The relatively low improvement in time management is consistent with the limited-time constraint previously highlighted in the challenges section, thereby reinforcing the idea that time represents a persistent structural barrier rather than an isolated difficulty. Overall, these findings suggest a coherence between reported training outcomes and the practical constraints teachers face in implementing them.

Question 14. In your opinion, how can professional development programs improve English language teaching practices?

Figure 14

Suggestions for Improving Professional Development Programs

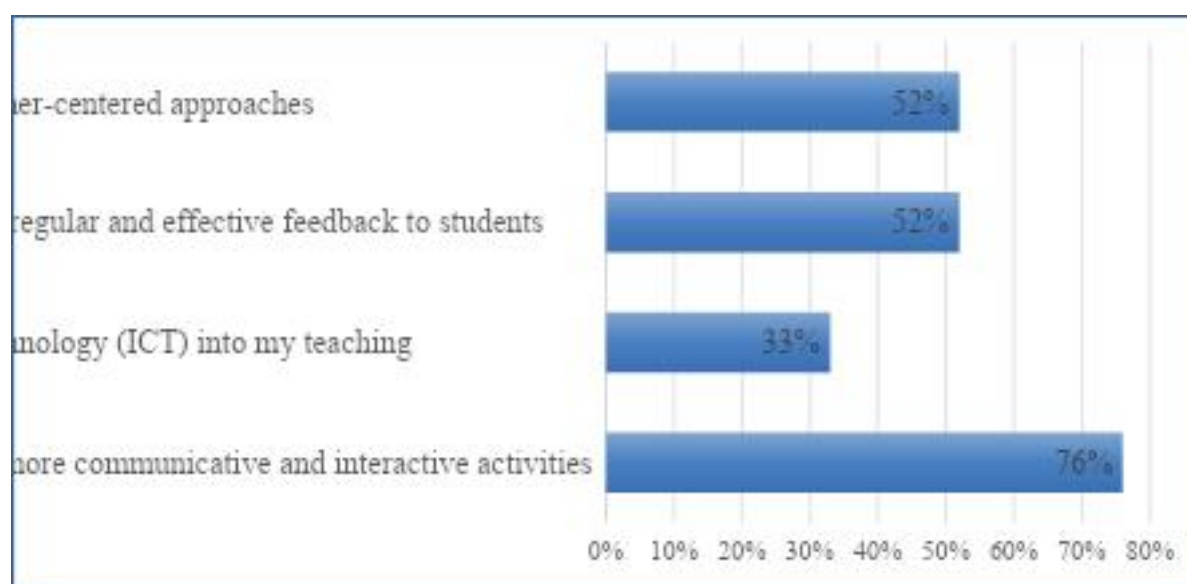


As it is shown in Figure 14, teachers' suggestions converge on practice-oriented and collaborative forms of professional development. Sharing experiences among teachers ranks highest (89%), followed by a focus on modern teaching methods (76%), demonstrations and model lessons (52%), and addressing real classroom challenges (43%). This clear preference for collaborative and classroom-grounded approaches, rather than theoretical input, provides a concrete and actionable direction for the design of future professional development programmes. It suggests that teachers value experiential, practice-based training models that directly connect to their daily teaching realities.

Question 15. Can you give an example of a change you made in your classroom after training?

Figure 15

Classroom Changes Implemented After Training



The results presented in Figure 15 indicate that the self-reported changes concentrate mainly on communicative and interactive activities (76%), followed by more regular feedback and learner-centred approaches (52% each), while ICT integration records the lowest proportion (33%). The relatively modest figure for ICT is consistent with the neutral responses observed in the previous item on technology integration, suggesting that although attitudes towards ICT are generally positive, its actual incorporation into classroom practice remains limited compared to other pedagogical changes.

Conclusion

This chapter presented the results obtained from the questionnaire answered by in-service English language teachers at the middle school level in the wilaya of El Tarf. Data were collected to explore their perceptions regarding the role of professional development programs in improving EFL teaching practices. According to the findings, it is concluded that teachers generally hold positive views towards in-service training and acknowledge its contribution to enhancing their classroom practices. The findings will be further discussed and interpreted in detail in the following chapter.

Chapter Five

The Findings

Discussion

Chapter Five

The Findings Discussion

Introduction

This chapter focuses on exploring the significance of in-service professional development programs in improving EFL teaching practices at the middle school level in Algeria. It discusses how these training programs can provide valuable opportunities for teachers to enhance their instructional strategies, classroom management skills, assessment practices, and integration of technology in language teaching. The chapter aims to answer the research questions and verify the hypotheses regarding the effectiveness of professional development programs as a means of improving teaching quality. Furthermore, it highlights both the benefits and challenges of integrating training outcomes into classroom practice, while providing an overview of the chapter's structure including implications, limitations, recommendations, and suggestions for future research.

Discussion of EFL Teachers' Questionnaire

The main purpose of this study was to examine the impact of in-service professional development on EFL teaching practices at the middle school level in Algeria. Overall, the findings indicate that professional development programs have a positive influence on teachers' classroom practices and professional growth, which provides substantial support for the first hypothesis (H1) stating that effective professional development programs lead to a significant improvement in Algerian

English language teachers' practices by encouraging more interactive, communicative, and technology-supported classroom approaches. One of the most significant findings is that all participating teachers had attended in-service training programs, which demonstrates that professional development has become an important component of teachers' careers and reflects their willingness to improve their knowledge and teaching skills. In addition, the majority of teachers reported attending several training sessions each year, which suggests that they are regularly engaged in professional learning opportunities. This finding aligns with the definition of professional development proposed by the OECD (2024b), which describes it as a continuous and structured process through which teachers enhance their knowledge, skills, and professional competencies, and with Al-Ansari (2019), who emphasises that teacher training is a comprehensive process aimed at developing a professional identity capable of responding to dynamic educational demands. Furthermore, teachers' willingness to participate in training programs supports the argument made by Darling-Hammond et al. (2017) that professional development serves as a critical vehicle for ensuring pedagogical practices remain relevant amid rapid educational changes, and reflects the principles of the lifelong learning approach advocated by UNESCO (2015) and OECD (2009).

The results also revealed that teachers generally have positive perceptions of the relevance and effectiveness of training programs, with most participants agreeing that these programs address real classroom needs and provide useful guidance for their daily teaching practices. This positive perception may explain why many teachers

reported applying what they learned during training in their classrooms, which directly supports H1. Regarding teaching practices, the findings demonstrated that professional development contributes to improving teachers' instructional strategies, as many teachers stated that they use a wider range of teaching methods and incorporate communicative language activities more frequently after attending training programs. This finding is consistent with constructivist theory (Piaget, 1970; Vygotsky, 1978) and with Brooks and Brooks (1999), who argue that in a constructivist classroom, the teacher's role shifts from being a "source expert" to a "facilitator" and "guide". The shift towards more learner-centred practices reflects the objectives of teacher preparation identified by Al-Ansari (2019), which include developing the ability to design learning activities, manage classroom instruction, and address learner differences effectively.

Similarly, the results showed that training programs positively influence classroom management, as most respondents agreed that training helped them manage classroom behaviour, maintain discipline, and use classroom time more effectively. Such improvements are particularly important in the Algerian middle school context, where teachers often face challenges related to large class sizes and diverse learner needs (Darling-Hammond et al., 2020). This result can be understood through the lens of reflective practice theory (Schön, 1983; Dewey, 1938) and Kolb's (1984) experiential learning cycle, which explain how teachers develop practical classroom management skills through reflection and experience. Furthermore, Bou Saada (2011) specifically identifies remedial training as a form of professional support that targets the

improvement of essential teaching competencies, including classroom management and lesson organisation. Another important finding concerns assessment practices, as the majority of teachers reported that training introduced them to different assessment techniques and helped them use a variety of evaluation methods. This finding reflects the multidimensional objectives of teacher preparation described by Al-Ansari (2019) and Kanaan (2005), which include developing teachers' ability to address learner differences effectively and design appropriate learning activities, and aligns with the constructivist perspective that assessment is not merely a tool for measuring learning but an integral part of the learning process itself (Brooks & Brooks, 1999). The findings further highlighted the role of professional development in promoting the use of ICT in language teaching, as most teachers reported integrating technological tools such as audio materials, internet resources, interactive whiteboards, and computers into their lessons. This finding is consistent with the evolving definition of teacher training provided by UNESCO (2024b) and OECD (2024b), which emphasise the concept of the "digital teacher" who is expected to integrate technological tools, digital applications, and principles of digital citizenship into the teaching and learning process in a reflective and purposeful manner. The integration of ICT in EFL teaching also aligns with the lifelong learning approach discussed in the literature review, as UNESCO (2024) notes that teachers must constantly update their skills to meet the needs of Education 5.0, and OECD (2009) emphasises that the integration of Information and Communication Technologies is a key expectation of modern teaching. However, as Darling-Hammond et al. (2017) caution, the mere availability

of technology does not guarantee effective integration, and professional development programs must go beyond basic technical training to address pedagogical integration.

Despite these positive outcomes, several challenges were identified that provide support for the second and third hypotheses (H2 and H3). Teachers reported that large class sizes, lack of resources, limited time, and the theoretical nature of some training sessions make it difficult to apply everything learned during training, which confirms H2 stating that current in-service training programs do not fully address the real classroom needs of Algerian English language teachers because they remain largely theoretical and provide limited practical classroom applications, and H3 stating that several contextual challenges hinder the long-term implementation of the skills and knowledge acquired during training. These challenges are consistent with Al-Samarraie (2022), who notes that in-service training may face challenges such as limited practical application and insufficient adaptation to classroom realities, which can reduce its overall effectiveness. Darling-Hammond et al. (2020) similarly observe that teachers often operate under systems focused on standardised testing and crowded curricula, which limits the time available for implementing new practices, and Richardson (2003) adds that the shift to constructivist practices requires high competence in managing classroom discussions, a skill often lacking due to inadequate initial training. In the Algerian context, these challenges are particularly acute, as middle school teachers often face large class sizes and limited resources. The challenges identified also relate to Larrivee's (2000) observation that a school culture built on trust is a prerequisite for genuine reflective practice, and to Matthews (2002),

who warns that overemphasising subjective construction without careful guidance can lead to misconceptions, highlighting the importance of structured pedagogical support in the implementation of new practices.

Finally, the findings showed that lesson planning and organisation were the areas most positively influenced by professional development, and teachers also reported improvements in classroom management and learner engagement. Moreover, they emphasised the importance of collaboration, practical activities, and training that focuses on real classroom situations, which aligns with the characteristics of effective professional development identified by Martin et al. (2014) and Flores (2024). Teachers' preferences reflect the five core features of effective professional development: content focus, active learning, coherence, duration, and collective participation (Martin et al., 2014; Flores, 2024). Teachers want to move beyond the passive-recipient model and engage in active exploration, observation, and feedback, which is consistent with Flores's (2024) emphasis on active learning as a core feature of effective professional development. They desire training that is directly related to their subject matter and classroom challenges, which aligns with Martin et al.'s (2014) emphasis on content focus. They prefer professional development that is intentionally connected to their previous knowledge and experiences, reflecting the importance of coherence (Martin et al., 2014). They recognise that meaningful change requires time and ongoing support, not one-shot sessions, which aligns with the emphasis on duration (Martin et al., 2014). Finally, they value opportunities to learn with colleagues from the same context, which fosters internal accountability and shared

implementation, reflecting the importance of collective participation (Martin et al., 2014). The emphasis on practical activities also reflects the principles of andragogy (adult learning), which requires problem-centred information that can be applied immediately (IMSE Journal, 2026), and is consistent with Kolb's (1984) experiential learning cycle, which emphasises the importance of concrete experience and active experimentation in adult learning.

In conclusion, the interview findings confirm that EFL teachers at the middle school level in Algeria generally perceive in-service professional development as valuable in enhancing their teaching practices, including instructional strategies, classroom management, assessment practices, ICT integration, and lesson planning. These findings support the first hypothesis (H1), which posits that effective professional development programs lead to a significant improvement in Algerian English language teachers' practices by encouraging more interactive, communicative, and technology-supported classroom approaches. However, the findings also confirm the second and third hypotheses (H2 and H3), as teachers reported that current training programs often remain theoretical and that several contextual challenges including large class sizes, limited resources, lack of time, and the theoretical nature of some training sessions hinder the long-term implementation of the skills and knowledge acquired during training. These challenges highlight the need for professional development programs that are more closely aligned with teachers' contextual realities and that incorporate the core features of effective professional development identified in the literature. Despite these challenges, the overall results

confirm that in-service professional development plays an important role in helping teachers become more effective, confident, and responsive to the needs of their learners, and the findings provide valuable insights for policymakers, teacher trainers, and teachers themselves to work collaboratively in addressing the identified challenges and creating conditions that maximise the impact of professional development on teaching practices and, ultimately, on student learning outcomes.

Implications of the Study

The findings of this study suggest that in-service professional development programs have introduced meaningful changes in EFL teaching practices at the middle school level in Algeria. These programs provide teachers with increased opportunities to enhance their instructional strategies, classroom management skills, assessment practices, and integration of technology, which contributes to a broader understanding of effective language teaching rather than being limited to traditional teacher-centred approaches. Through training-supported instruction, teachers become more familiar with communicative language activities, learner-centred methodologies, and diverse assessment techniques, while students benefit from more engaging and interactive learning environments that extend beyond textbook-based instruction. The results also indicate that improving teaching practices remains a complex process that cannot be achieved automatically through training attendance alone. Teachers may still face difficulties in implementing new strategies, managing large classes, and adapting training content to their specific classroom contexts. Likewise, training

providers may encounter challenges in ensuring that programs are practically relevant and responsive to teachers' actual needs. In this regard, professional development programs appear to partially address these limitations by offering practical guidance, modelling effective strategies, and providing opportunities for collaborative learning. At the same time, the findings highlight the growing relevance of continuous professional development in Algerian middle school education, where both teachers and educational authorities show increasing openness to investing in training as a means of improving teaching quality.

Limitations of the Study

While conducting this research, several limitations emerged that must be acknowledged. The first limitation was related to the varying degrees of experience teachers had with in-service training programs. Although most participants had previously attended training sessions, their level of familiarity and frequency of participation varied considerably. While many expressed positive perceptions about the role of professional development in improving their teaching practices, others either had limited experience with these programs or attended sessions that were not directly relevant to their classroom needs. This variation may have influenced their responses and reduced the consistency of the data. As a result, some teachers appeared hesitant or uncertain when answering questions about specific teaching strategies and classroom challenges, which made it difficult to interpret their overall attitudes with full clarity. Furthermore, another limitation concerns the scarcity of

academic references and published books that specifically address the impact of in-service professional development on EFL teaching practices within the Algerian middle school context. This shortage of previous research made it difficult to establish a robust theoretical comparison and limited the availability of established frameworks directly applicable to the present study. While international studies on professional development are abundant, research specifically focusing on the Algerian context, particularly at the middle school level, remains limited.

Additionally, the number of participants was limited to twenty-one (N=21) middle school English teachers from the wilaya of El Tarf. Although the data collected through the questionnaire was rich and insightful, the small sample size restricts the generalizability of the findings. Some teachers declined participation due to time constraints, exam duties, and heavy teaching loads, which limited the diversity of perspectives. Furthermore, not all participating teachers had extensive experience with in-service training programs. A few admitted to attending training sessions only occasionally or for purposes other than improving their classroom practices, which may have narrowed the depth of responses in certain themes, such as the integration of ICT or the application of communicative language activities.

Finally, the reliance on self-reported data through a questionnaire presented a limitation in itself. As teachers' responses were based on their own perceptions and self-assessments, they may not fully reflect their actual classroom practices. Participants may have overestimated or underestimated their implementation of

training outcomes due to social desirability bias or lack of objective self-awareness. Consequently, future research should consider including classroom observations to verify teachers' self-reported practices and provide a more comprehensive understanding of the relationship between professional development and teaching practice. Additionally, the cross-sectional design of the study captured teachers' perceptions at a single point in time, which means that changes in practices over time could not be examined. Longitudinal studies would be valuable in tracking the long-term impact of professional development on teachers' practices and students' learning outcomes.

Recommendations for the Research Findings

On the basis of the study results regarding the impact of in-service professional development programs on improving EFL teaching practices at the middle school level in Algeria, the following recommendations are suggested for policymakers, teacher trainers, EFL teachers, and future researchers:

- Having discovered that professional development programs have a positive impact on enhancing teachers' instructional strategies, classroom management, assessment practices, and integration of technology, EFL teachers should actively apply what they have learned during training in their daily classroom practices to create more interactive, communicative, and learner-centred learning environments.

- In order to guarantee effective implementation of training outcomes, the application of new strategies should be accompanied by ongoing support, especially mentoring and peer collaboration, to avoid limited transfer and ensure meaningful integration of communicative activities, diverse assessment techniques, and ICT tools into classroom instruction.

- Teachers should raise their awareness of how to adapt training content to their specific classroom contexts, recognizing that one-size-fits-all approaches may not be applicable. They should critically reflect on their practices and make contextual adjustments to meet their learners' needs.

- Teachers should foster positive and informed attitudes towards continuous professional development by actively participating in training sessions, sharing experiences with colleagues, and engaging in collaborative professional learning communities to enhance their pedagogical growth.

- It is recommended that teachers should not rely solely on training sessions as the only source of professional growth, but rather as a supporting tool alongside peer observation, action research, reflective practice, and self-directed learning to ensure sustained professional development.

- Teachers ought to verify the applicability of new strategies and techniques learned during training by experimenting with them in their classrooms, reflecting on their

effectiveness, seeking feedback from colleagues and supervisors, and making necessary adjustments to improve their instructional practices.

- Training sessions and professional development programs should be redesigned to be more practical, collaborative, and context-sensitive. Teacher trainers should incorporate active learning strategies such as micro-teaching, peer observation, demonstrations and model lessons , and action research to ensure that training is directly relevant to teachers' actual classroom challenges.

- It is recommended to address structural challenges, such as large class sizes , limited time, lack of resources and the theoretical nature of some training sessions by advocating for institutional support, reduced class sizes, adequate teaching materials, and the design of practical training programs that respond to teachers' real needs.

- Policymakers at the Ministry of Education should consider reducing class sizes to enable teachers to implement learner-centred and communicative activities effectively, as overcrowded classrooms limit the time available for implementing new practices. They should also provide adequate technological resources and teaching materials to support the integration of ICT in language classrooms.

- Teacher trainers should provide follow-up support and mentoring after training sessions to help teachers transfer their learning to practice. The high percentage of teachers calling for sharing experiences among colleagues suggests that professional

development should create structured opportunities for teachers to collaborate, discuss challenges, and develop solutions together.

- Future research should conduct longitudinal studies to examine the long-term impact of professional development on teachers' practices and students' learning outcomes. Researchers should also investigate the contextual factors that mediate the transfer of training to classroom practice, particularly in the Algerian context, and include classroom observations to verify teachers' self-reported practices.
- AI developers and educational technology providers should consider incorporating features that support teachers in integrating technology into language instruction, such as real-time feedback, interactive activities, and context-aware pedagogical guidance, to better support the implementation of training outcomes in EFL classrooms.

Suggestions for Further Studies

Since the impact of in-service professional development programs on improving EFL teaching practices at the middle school level in Algeria is still an area that requires deeper investigation, further studies are needed to deepen understanding and optimize educational practices. Therefore, the following suggestions are proposed:

- An experimental study is recommended to examine how participation in professional development programs affects EFL teachers' instructional practices, classroom management skills, assessment techniques, and integration of technology

over a longer period. This study could also assess teachers' competence and attitudes toward incorporating training outcomes in their daily classroom instruction.

- Replicating this study across different Algerian regions (wilayas) or other educational contexts (such as secondary schools or university level) is recommended to compare results and generalize findings regarding the effectiveness of in-service professional development in promoting interactive, communicative, and technology-supported teaching approaches in EFL classrooms.
- Future research should explore the structural, pedagogical, and contextual challenges faced by teachers when implementing training outcomes in their classrooms. Particular attention should be given to how these barriers interact and how they can be effectively addressed.
- Further studies are recommended to investigate the knowing-doing gap in professional development, the gap between what teachers learn during training and what they actually implement in their classrooms. Research should examine the factors that facilitate or hinder the transfer of training to practice, including school culture, administrative support, peer collaboration, and teacher motivation.
- Further research could analyze how different professional development models influence teachers' ability to apply new strategies in their classrooms. Comparative studies could identify which models are most effective in the Algerian EFL context.

- Future studies could investigate why some teachers remain neutral or skeptical about the effectiveness of professional development programs in improving their teaching practices. Such research may explore factors such as limited relevance of training content, insufficient practical application, lack of follow-up support, or preferences for traditional teaching methods.
- Longitudinal studies are recommended to track the long-term impact of professional development on teachers' practices and students' learning outcomes. Such research would provide valuable insights into whether training effects are sustained over time and how teachers' practices evolve as they gain more experience with new instructional approaches.
- Classroom observations should be included in future research to verify teachers' self-reported practices and provide a more comprehensive understanding of the relationship between professional development and teaching practice. Combining questionnaires, interviews, and observations would yield richer and more reliable data.
- Further research could examine the role of school leadership and administrative support in facilitating the implementation of training outcomes. Investigating how principals, inspectors, and supervisors influence teachers' ability to apply new strategies would provide valuable insights for improving professional development effectiveness.

- future studies should explore the integration of technology and ICT tools in professional development programs, examining how digital platforms, online resources, and AI tools can be used to enhance teacher training and support continuous professional development in the Algerian EFL context.

Conclusion

Throughout this chapter, the results are discussed and interpreted to answer the research questions and verify the hypotheses. Moreover, based on the findings and at the end of the chapter, implications of the study are provided along with the limitations faced by the researcher while conducting this study. In addition, a number of recommendations for policymakers, teacher trainers, and EFL teachers about the role of in-service professional development programs in improving teaching practices at the middle school level, as well as suggestions for future research, are highlighted.

General Conclusion

The present study set out to investigate the impact of in-service professional development on EFL teaching practices in Algerian middle schools. More specifically, it aimed to explore teachers' perceptions of professional development programs, examine the extent to which these programs contribute to improving classroom practices, and identify the challenges teachers face when applying newly acquired knowledge and skills. To achieve these objectives, the study adopted a mixed-methods approach, combining quantitative and qualitative data collected through a questionnaire administered to middle school EFL teachers. This methodology provided valuable insights into teachers' experiences and perceptions regarding professional development and its influence on their professional practice.

The findings of the study provided clear answers to the research questions. The results revealed that teachers generally hold positive attitudes toward in-service professional development and consider it an essential component of their professional growth. Participants acknowledged that training programs help them improve their pedagogical knowledge, develop more effective teaching strategies, enhance classroom management skills, and adopt learner-centered approaches. Furthermore, professional development was found to encourage teachers to integrate innovative techniques and instructional resources into their teaching practices, ultimately contributing to a more engaging and effective learning environment.

The study also confirmed the research hypothesis, which assumed that in-service professional development has a positive impact on EFL teaching practices. The analysis of the collected data demonstrated that teachers who participated in professional development activities reported noticeable improvements in their instructional methods and overall classroom performance. These findings suggest that continuous professional learning plays a significant role in supporting teachers' effectiveness and helping them respond to the evolving demands of language education.

In addition to these positive outcomes, the study identified several challenges that may limit the effectiveness of professional development programs. Among the most frequently mentioned obstacles were limited training opportunities, time constraints, heavy workloads, and the lack of adequate follow-up support after training sessions. These challenges indicate that, although professional development programs are beneficial, greater attention should be given to their organization, accessibility, and long-term implementation to maximize their impact on teaching practices.

Overall, the findings highlight the crucial role of professional development in fostering teachers' professional competence and improving the quality of English language teaching in Algerian middle schools. Effective professional development should not be viewed as a one-time event but rather as a continuous process that supports teachers throughout their careers. By providing relevant, practical, and

sustained training opportunities, educational authorities can empower teachers to enhance their instructional practices and better meet learners' educational needs.

In conclusion, this study emphasizes that investing in teachers' professional development is ultimately an investment in the quality of education itself. When teachers are provided with meaningful opportunities to learn, reflect, and grow professionally, they become better equipped to create positive learning experiences for their students. Therefore, strengthening and expanding professional development initiatives remains essential for promoting effective EFL teaching and ensuring continuous educational improvement in Algerian middle schools.

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الملخص

تتناول هذه الدراسة أثر برامج التكوين المستمر في تحسين ممارسات تدريس اللغة الإنجليزية كلغة أجنبية في الطور المتوسط بالجزائر. وتهدف الدراسة إلى معرفة مدى مساهمة هذه البرامج في تطوير استراتيجيات التدريس، تسيير القسم، ممارسات التقويم، ودمج التكنولوجيا في تعليم اللغة. تعتمد الدراسة على الفرضيات الثلاث التالية: (1H) أن التكوين الفعال يؤدي إلى تحسن ملحوظ في الممارسات التدريسية، (2H) أن برامج التكوين أثناء الخدمة لا تلبي احتياجات المعلمين الحقيقية لأنها تبقى نظرية إلى حد كبير، و(3H) أن عدة تحديات سياقية تعيق التطبيق طويل المدى للمهارات والمعارف المكتسبة أثناء التكوين. لذلك تم اعتماد المنهج الوصفي الكمي، حيث جمعت البيانات باستخدام استبيان موجه إلى واحد وعشرين (21=N) أستاذاً للغة الإنجليزية في الطور المتوسط بولاية الطارف. أظهرت النتائج أن برامج التكوين المستمر لها تأثير إيجابي على الممارسات الصفية والنمو المهني للمعلمين. وسجل المعلمون تحسناً ملحوظاً في تخطيط الدروس وتنظيمها، تسيير القسم وتحفيز المتعلمين، واستخدام الأنشطة التواصلية. إلا أنه تم تحديد عدة صعوبات، منها كثافة الأقسام، ضيق الوقت، الطابع النظري للتكوين، ونقص الموارد، مما يعيق التطبيق الفعال لمخرجات التكوين. تستنتج الدراسة أنه على الرغم من أن التكوين المستمر يلعب دوراً حاسماً في تحسين ممارسات تدريس اللغة الإنجليزية، إلا أن فعاليته محدودة بالعوائق الهيكلية والسياقية. وتقدم الدراسة توصيات لصناع القرار، والمكونين، والمعلمين لتحسين جودة وملاءمة برامج التطوير المهني في الجزائر.

الكلمات المفتاحية: التكوين المستمر، برامج تكوين أساتذة اللغة الإنجليزية، تكوين أساتذة التعليم المتوسط،

Appendices

Appendices

Appendix A

Teachers' Questionnaire

Teachers' Questionnaire

The following questionnaire was administered to in-service English language teachers working in the middle school cycle in the wilaya of El Tarf during the academic year 2025–2026. Participation was strictly voluntary and anonymous. The instrument comprises thirty-one (31) items organised into eight thematic sections.

Section One: Background Information

Question 01. How many years of teaching experience do you have?

- ☐ 1–5 years ☐ 6–10 years ☐ 11–15 years ☐ 16+ years

Question 02. Have you attended in-service training programs?

- ☐ Yes ☐ No

Question 03. How many training sessions have you attended during the year?

- ☐ 1–2 ☐ 3–5 ☐ More than 5

Section Two: Relevance of Training

Question 04. To what extent do you agree with the following statements about the relevance and effectiveness of the training programs you have attended?

(1 = Strongly Agree — 5 = Strongly Disagree)

- a. The training program addresses real classroom challenges.
- b. The training program content is relevant to my teaching needs.
- c. The objectives of the training programs are clear.

Section Three: Impact on Teaching Strategies

Question 05. To what extent do you agree with the following statements?

- a. I am able to use a variety of language teaching methods after training.
- b. I feel more confident in delivering the language content.
- c. I apply communicative language activities more frequently.

Question 05'. If you answered "Agree" or "Strongly Agree", please mention the methods _____ you _____ use _____ after training :

Question 06. How often do you apply communicative language activities?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Section Four: Classroom Management

Question 07. To what extent do you agree with the following statements?

- a. Training helped me manage EFL learners' behaviour.
- b. I can better engage learners during lessons.
- c. I manage time more efficiently during class.
- d. I am able to maintain discipline effectively in the classroom.
- e. I use different strategies to handle disruptive behaviour.

Section Five: Assessment Practices

Question 08. To what extent do you agree with the following statements?

- a. The professional development program taught me different language assessment techniques.
- b. I use assessment results to adapt my teaching strategies.
- c. I use a variety of assessment methods (tests, projects, oral tasks).

Question 08'. Please list the assessment methods you use:

Section Six: Use of Resources and Technology

Question 09. The training programs encouraged me to use different language teaching aids effectively.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Question 10. After the training programs, I integrate ICT tools into my teaching.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Question 11. Which ICT tools do you use? (tick all that apply)

- | | |
|---|---|
| ☐ Computer | ☐ Data projector |
| ☐ Interactive whiteboard | ☐ Internet resources |

☐ PowerPoint

☐ Audio materials

Section Seven: Challenges

Question 12. To what extent do you agree that the following factors challenge the implementation of training outcomes in the classroom?

- a. Lack of resources and the dominance of the textbook.
- b. Large class size makes implementation and language practice difficult.
- c. The training programs are too theoretical.
- d. Limited time prevents me from applying what I learned during training.

Section Eight: Suggestions

Question 13. What aspects of in-service training have most improved your language teaching? (tick all that apply)

- ☐ Classroom management strategies
- ☐ Lesson planning and organisation
- ☐ Learner motivation and engagement strategies
- ☐ Time management during lessons

Question 14. In your opinion, how can professional development programs improve English language teaching practices? (tick all that apply)

- ☐ Include demonstrations and model lessons
- ☐ Focus on modern teaching methods (e.g., communicative approach)
- ☐ Address real classroom challenges faced by teachers
- ☐ Encourage collaboration and sharing of experiences among teachers

Question 15. Can you give an example of a change you made in your classroom after training? (tick all that apply)

- ☐ I started using more communicative and interactive activities

- ☐ I integrated technology (ICT) into my teaching
- ☐ I provide more regular and effective feedback to students
- ☐ I use more learner-centred approaches