

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mouloud Mammeri University of Tizi Ouzou
Faculty of Letters and Languages
Departement of English**



Field: Foreign Languages

Specialization: Language and Communication

**Dissertation Submitted in Partial Fulfillment of the Requierements
for the Master's Degree in English**

Theme

**EFL Beginning Teachers: An analysis of Early
Career Teacher Development in the Department of
English at M.M.U.T.O**

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Academic Year: 2021/2022

Dedications

To our beloved ones...

Cylia/Houria

Acknowledgments

We are extremely grateful to our teacher and supervisor Mr.

AOUINE Akli for his support and care.

We would also like to thank the teachers of our department for their collaboration and their valuable advice.

We also would like to thank every person that supported us during this journey. In addition, to all of our friends for their support, love and encouragement.

Abstract

This study is mainly concerned with EFL teachers' views and attitudes towards teachers' professional development in the Department of English at MMUTO. For data collection, (40) questionnaires were distributed to teachers at the level of the English Department at MMUTO. However, in this study we relied on Fuller's theory of concern (1969), which clearly explained the stages that a teacher must go through to provide better methods of teaching. To analyze the collected data, we have used the mixed-method approach, combining the qualitative and quantitative methods. The data collected from the open-ended questions from the questionnaire were analyzed using the qualitative content analysis by interpreting and describing teachers' answers, while the close-ended questions of the questionnaire were analyzed using the quantitative content analysis. The results of this study revealed that the majority of the teachers agree on the implementation of professional development programs in the Department and they are aware of the importance and the benefits these programs would bring not only for teachers but also for students. Finally, these results show the need for professional development programs in the Department since all the teachers hold positive perceptions towards its implementation.

Key words: EFL, Development, Teachers, professional, department, teaching.

List of abbreviation

- EFL: English as a foreign language
- PD: Professional development
- TPD: Teachers' professional development

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Abstract

General Introduction

1.Statement of the problem

Teachers are very important in the classroom. They are educators, motivators, and guides. They are responsible for teaching and creating a positive environment for their students. It indicates that a teacher is responsible for attracting students' attention and effectively engaging them in the lesson. Teachers must also maintain efficient classroom management in order to allow their students to succeed.

The problem at hand is the limited understanding and research concerning the early career development of EFL (English as a Foreign Language) beginning teachers in the Department of English at MMUTO. The early stages of a teacher's career are crucial for their professional growth, knowledge acquisition, and skill development. However, there is insufficient knowledge about the specific challenges and needs these beginning teachers face during this critical phase.

Without a comprehensive understanding of the factors that influence the early career development of EFL teachers, it becomes challenging to provide them with the appropriate support and guidance they require. This lack of support can potentially hinder their ability to develop effective teaching strategies, understand classroom dynamics, and establish positive relationships with students.

Additionally, inadequate support during the early stages of their careers may lead to feelings of frustration, job dissatisfaction, and even attrition within the teaching profession. If these beginning teachers do not receive the necessary support and guidance, they may struggle to meet the demands of their role, negatively impacting their overall teaching effectiveness and potentially leading to burnout.

Furthermore, the implications of ineffective early career development for EFL beginning teachers can extend beyond the classroom. Students' learning experiences may be compromised, as inexperienced teachers may struggle to create engaging and effective instructional strategies. This has long-term implications for students' language proficiency and academic success.

Therefore, it is essential to address the limited understanding and research regarding the early career development of EFL beginning teachers in the Department of English at MMUTO. By conducting a comprehensive analysis, the study aims to identify the challenges, needs, and effective strategies for supporting these teachers during their initial years.

2.Aims and significance of the study

This study is important because it introduces readers to the topic of professional growth. Its primary goal is to assess and analyze EFL teachers' perspectives and attitudes toward professional growth in the English department. Furthermore, it demonstrates the significance of teacher's professional development and its advantages for both teachers and students.

It is impossible to consider enhancing teachers' abilities and capacities unless professional development is included. As a result, an inquiry into how it assists teachers in developing themselves at the MMUTO level is unavoidable. This research seeks to support the implementation of teachers' professional development at the department of English at

MMUTO rather than to give facts.

3. Research techniques and methodology

To conduct our study, we employed a Mixed Research Methodology, incorporating both qualitative and quantitative approaches for data collection and analysis. We designed a comprehensive questionnaire specifically tailored for teachers, allowing us to gather numerical and statistical data. Simultaneously, we will use qualitative methods to delve into the data, offering in-depth interpretation and insights into the "whys" and "hows" behind the numerical findings. This combination allows us to not only collect empirical data but also to provide a thorough understanding of the reasons, justifications, and potential recommendations stemming from the study.

Research Questions and Hypotheses

This study explores the instance of MMUTO's English Department. This dissertation sets two fundamental questions:

- 1- What would be the benefits of the implementation of teachers' professional development in the Department of English at MMUTO?
- 2- Do teachers of the Department of English attend sessions of professional development.

Hypotheses

In order to answer these two questions, we have put forward the following hypotheses

H1: Teachers' professional development is extremely beneficial to teachers since it aids in their skills development.

H2: Although not all of the teachers attended professional development sessions, the vast majority did.

4. Structure of the dissertation

This dissertation follows the simple traditional model. It consists of a general introduction, four main chapters, and a general conclusion.

The General Introduction presents the background of the study, the importance of the issue addressed throughout the dissertation, the research techniques used to fulfill the investigation, and the organization of the entire work. Meanwhile, the review of the literature is divided into three parts. The first part deals with professional development as a core concept, discussing its importance, types, and how it is beneficial. In the second part, we discuss education since it is an essential concept related to teachers' professional development. We provide some definitions, types, and principles. The third part is concerned with teaching since it is a pillar of our study, and we provide definitions, principles, and characteristics. Furthermore, this chapter seeks to emphasize the importance of this subject and its role in the teaching process. The second chapter is named "Research Design." It provides a clear vision of the dissertation's structure, the tools used for data collection, and the manner of analyzing that data. As for the third chapter, which is called "Presentation of the Findings," it is related to presenting the findings of the investigation accurately and clearly. The "Discussion of the Findings" is the chapter where the results are discussed in the light of the theoretical framework and helps us to check the validity of our hypothesis. The present dissertation concludes with a general conclusion. It is intended to summarize the work and provide answers to the research questions raised previously. It is worth mentioning that this dissertation follows the Harvard referencing system.

Review of Literature

Introduction

This chapter will go through the main ideas and concepts relevant to our work. First and foremost, we provide professional development for teachers as a concept, in which we defines teaching as an essential component of our research study. Moreover, emphasize on the concept's importance and significance. Second, we depict the many sorts of TPD using illustrations. Finally, emphasize on the significance of professional development for teachers, students, and the Department.

1. Definition of Professional Development

Professional development is the process of learning or acquiring new skills or improving the already existing ones to help someone advance at work. This improvement might lead to a promotion, a change in jobs, or just doing better in one's current position. (Christopher Day, 1999:4).

In the field of education, professional development is a set of guidelines, tools, and workshops designed to help teachers become better, more effective instructors. These resources give teachers the chance to learn new teaching methods and gain a deeper understanding of their field of study. (Christopher Day, 1999:5).

Teachers' professional learning is a complex process that necessitates cognitive and emotional involvement of teachers both individually and collectively, as well as the ability to examine where each individual stands in terms of convictions and beliefs, as well as the consideration and implementation of appropriate alternatives for improvement or change. (Avalos, 2010; p.10)

As a result, the content, the method, and the application of what teachers learn all relating to their professional development. Teachers' ongoing processes of reflection, learning, and

action result in the improvement of teaching methods that have a positive impact on students' learning. The definition corresponds to Pedder and Opfer (2011, p.378) who state that The growth and development of teachers' expertise that results in changes in their practice to improve the learning outcomes of students is the focus of professional development and learning for teachers.

Most definitions of professional development emphasize its principal purposes as being the acquisition of subject or content knowledge and teaching skills (Hoyle,1980; Joyce and Showers, 1980).

“Professional development is made up of all-natural learning opportunities and deliberate, planned activities that are meant to benefit an individual, a group, or a school directly or indirectly and that, as a result, improve the standard of instruction in the classroom. Teachers review, renew, and extend their commitment to the moral purposes of teaching through this process, both individually and in collaboration with others. They also develop the knowledge, skills, and emotional intelligence necessary for ethical professional decision-making, planning, and practice with students, young people, and colleagues throughout every stage of their teaching careers.”. (Stiegelbauer, 1992 :2).

2. Definition of Teaching

It's usual to refer to an act as teaching when someone teaches knowledge or abilities to another. Giving can refer to imparting knowledge or sharing experiences, such as a lecture. Both the art and the science of teaching are recognized. *“Teaching is intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter”*. Morrison (1934:45). In addition, Dewey (1934:22) expressed this concept of teaching by an equation. *“Teaching is learning as selling is to buying”*.

Similarly, John Brubacher (1939:6), *“Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome*

and from which he will learn in the course of doing so". Edmund Amidon (1967 cited in Suresh. P: 56) defined teaching as *"an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities"*. Bennion (2015, p.16) stated that: *"Teaching is the process of training and individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests"*. Bennion here affirmed that teaching is a process of training individuals, providing knowledge for these individuals and this knowledge will let them examine their interests, and they will figure out their ways thanks to their teachers.

According to Brown (2000, p.7) Teaching defined as:

showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Based on the definitions above, can be concluded that teaching is a process of helping students to gain or acquire knowledge in a learning activity that is guided by a teacher.

Giving instructions, assisting someone in their study of something, providing knowledge, or otherwise causing someone to know or understand how to do something. Based on the aforementioned definitions, it can be deduced that teaching is the process of assisting students in learning something under the direction of a teacher.

Brown. above defined teaching as being the process in which one person instructs or teaches another. It is defined as the act of giving instructions to students in the classroom. It is a planned social and cultural process that allows an individual to learn something in his or her life. Teaching is the act of a teacher informing students about things they need to know and cannot find out for themselves.

In addition, Hargreaves (1998, p. 12)

Good teaching is not just a matter of being efficient, developing competence, mastering technique, and possessing the right kind of knowledge. Good teaching also involves emotional work. It is infused with pleasure, passion, creativity, challenge, and joy (Hargreaves, 1995). It is in Fried's (1995) terms, a passionate vocation ...educational reform effects too often elevate cognition above care as a priority for improvement. Care for persons, things, and even ideas become marginalized as a result.

It means that teaching is not just a task of providing knowledge for students, it is actually a matter of passion. When choosing to be a teacher it is important to make sure this person is passionate about it. Teaching is a career in which it is quite difficult to find enough time merely to collect data, let alone to ponder, reread, or communicate with colleagues... In contrast to other professions, which are established to facilitate research activities... When groups of instructors work together as researchers, they require ample time blocks for their work as well as longevity as a group throughout time. When a group's work is done at a leisurely pace and its members commit to solving complex problems over time, ideas can evolve, trust grows inside the group, and participants feel comfortable bringing up difficult topics and taking risks with self-disclosure. (Cochran-Smith and Lytle, 1996, p. 100).

2.1 Teachers as the heart of the education process

Teachers are at the heart of the educational process. The greater the importance attached to education as a whole, the higher is the priority that must be accorded to the teachers responsible for that education. (OECD, 1989:5). The teacher is a professional educator with the fundamental responsibility of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, primary education, and secondary education (UU No. 16-year 2005 on teachers and lecture article 01. an adult educator is the one who is responsible to help the students in the development of both their physical and spiritual capacities. Atmaka (2004: 17). Teachers must be academically qualified, capable of acting as learning facilitators, and able to achieve the objectives of the education. Mulyasa (2003: 53).

A teacher is a professional who aids pupils in developing their knowledge, skills, and morals. The teacher's job is to mold the students, so it requires both the necessary qualifications and a passion for teaching. In the majority of countries, paid professional teachers are in charge of formal education for students. However, a teacher's professional responsibilities may go above and beyond their formal teaching. The teacher can also take the students outside for some outdoor activities. Teachers may accompany them on their excursions while also supervising the students during their studies. They can also be seen helping to organize various school events.

Teachers deal with future generations; the more skills they possess, the more effective the outcome. In other words, teachers are good people who make other people good. It means that in order to become a teacher, one must be competent, moral, and in accordance with the academic values .

2.2 Being a professional teacher

Professional" is often synonymous with "successful" or at least refers to the behavior that is expected of people in particular professions. On the most basic level, the definition of "professional teacher" refers to the status of a person who is paid to teach. It can also, on a higher level, refer to teachers who represent the best in their profession and set the highest standards for excellence in their field. For example, Wise (1989. P.304-305) describes professional teachers as those who understand the subjects they teach and uphold the intellectual demands of their fields. They are able to analyze the needs of the students for whom they are responsible. They are aware of their professional practice standards. They understand that they are responsible on their student's needs.

This definition clearly shows that professional teaching is an advanced and complex endeavor. Both Clement (2002) and Seifert (1999) point out that becoming a professional teacher is a process that takes time to master.

I mean professionalism that is intuitive, classroom-focused, and founded on experience rather than theory. A good restricted professional is attentive to the growth of each student individually, a creative educator, and an expert class manager. He values classroom autonomy and He also does not tend to compare his work to that perceivers or perceive his academic efforts in a larger context. The extended professional, on the other hand, is concerned with locating his classroom teaching in a broader educational context, comparing his work with that of other teachers, evaluating his own work systematically, and collaborating with other teachers. Unlike the restricted professional, he is interested in theory and current educational developments. Hence he reads educational books and journals, becomes involved in various professional activities and is concerned to further his own professional development through in-service work. He views education as a rational endeavor that can be improved through research and development activities, particularly those involving in-depth study. (Hoyle, 1980, p. 49).

2.3 Teachers' Experience

Teachers will be in a certain stage of their personal and professional growth at any given time in their lives and professions. Teaching experience is the accumulation of skills, exposure, or training gained over time that allows you to perform better in your current job or prepares you for a teaching position. You can gain teaching experience in a variety of ways, some more common than others. To apply for a job or advance in your career, you may need teaching experience. is a person's work-related knowledge that has accumulated over a long period of time and during which they have encountered both correct and

incorrect ways to apply skills and solve problems. (Cornford & Athanasou, 1995, pp.2). The common assumption is that the length of teaching experience promotes teachers' effectiveness, knowledge and skills.

The Importance of Professional Development

The concept of professionalism in teaching, as highlighted by Helsby, Knight, McCulloch, Saunders, and Warburton in their 1997 work (pp. 9–10), encompasses several critical elements. These include specialized knowledge, skills, and qualifications expected from educators. Equally significant is the adherence to defined standards and the capacity for autonomous decision-making. Moreover, the professional status of a teacher, complete with public respect, material rewards, and favorable working conditions, holds substantial importance.

Nevertheless, as noted by Helsby et al., recent times have witnessed a noticeable decline in the teaching profession. This decline is characterized by the requirement for educators to exhibit unwavering passion and commitment, often leading to long working hours and the challenge of managing the ever-evolving nature of their responsibilities, which can intrude upon their personal lives.

Professional development for teachers is critical for both the teacher and the student as a whole, in such a way that it helps in improving students' outcomes, through; learning better ways to teach as when teachers learn new teaching tactics through professional development, they can return to the classroom and modify their lecture styles and curricula

to better meet the needs of their students. These modifications, however, are difficult to evaluate because they are frequently implemented gradually. Professional development for teachers increases the efficiency of presentation and course evaluation by introducing educators to new delivery methods, evaluation styles, and record-keeping strategies.

Teachers also gain knowledge and insight into the industry: students expect teachers to be experts in the subjects they teach. This implies that teachers should be able to respond to any question posed by a student. Professional development programs can help teachers broaden their expertise in a variety of academic areas. The more professional development opportunities a teacher has, the more knowledge and management skills he or she will have.

Moreover, TPD develops teachers' organization and Planning Skills; In addition to the hours spent presenting in the classroom, teachers spend a significant amount of time on student evaluations, curriculum creation, and other paperwork. Professional development courses can help teachers improve their time management and organization skills. This ultimately makes teachers more productive and allows them to devote more time to pupils rather than paperwork. Professional development courses can assist teachers to improve their time management and organization skills. This ultimately makes teachers more productive and allows them to devote more time to their students rather than paperwork.

Types of professional development

Professional growth is not always structured and sequential, and you can learn through a variety of activities and approaches. This may involve formal education, on-the-job training, certifications, and informal and experiential learning. In today's modern workplace, it is essential to have access to a variety of learning opportunities, including both official and informal professional development activities. These opportunities can be broadly categorized into three types:

- **Structured – Active learning**

The interactive style used in structured CPD is supported by participatory learning. Training sessions, workshops, conferences, seminars, lectures, and e-learning courses are essential components of the technique. Career-focused tests and assessments are also included in structured professional development. a teaching strategy that involves students in the learning process actively or experientially, with several levels of active learning depending on the level of student involvement Bonwell & Eison (1991). Scheyvens, Griffin, Jocoy, Liu, & Bradford (2008): By using teaching strategies including small-group work, role-play and simulations, data gathering, and analysis, active learning is said to increase student interest and motivation as well as help them develop their critical thinking, problem-solving, and social skills. by using learning tactics such as small-group work, role-play and simulations, data gathering, and analysis”.

- **Reflective–Passive Learning**

Reflective PD lacks participant-based interaction and is passive and one-directional. Examples include listening to podcasts and reading pertinent news items, case studies, and industry updates. Some unofficial gatherings qualify as Reflective CPD activities if their learning goals are listed in the person's comprehensive professional development plan. “*Joint reflection with peers aids individuals as they refine, develop, and enhance teaching skills from various perspectives*” (Krutka, Bergman, Flores, Mason, & Jack, 2014, p. 85). Collaborative reflection can bring different perspectives when we have dialogues with others, when others see things differently, ask different questions, or challenge our assumptions (Krutka, et. al., 2014). In the collective reflection, “*We interpret what we do and why we do it by involving ourselves and others in conversation, debate, and reflection on individual and collective*

understandings. We value the importance and relationships of all parties involved” (Bowne, Cutler, DeBates, Gilkerson, & Stremmel, 2010, p. 49). Learners can create portfolios to reflect on their professional work and make their concrete practice visible. “The reflective comments expected in teaching portfolios are articulations of identity in practice and negotiations of the repertoires of the community” (Berrill, & Addison, 2010, p. 1180).

- **Self-Directed – Unstructured Learning**

All unsupervised professional development activities, such as reading online or print papers and publications, are considered self-directed learning. Unstructured learning content can be found in peer-reviewed papers, industry journals, trade periodicals, and industry-specific news feeds. Sefton- Green (2004, pp 11) defines it as autodidactic, i.e. teaching and learning by themselves rather than being taught by a teacher. In other words, A learning strategy which allows learners take charge of their own learning process. (Brockett & Hiemstra, 1991, p. 24 or self-management, which places emphasis on a learner’s use of resources, learning methodologies, and motivation to study (Garrison, 1997, p.12)

Role of teachers’ professional development

It goes without saying that effective educators are more effective at instructing learners. When instructors have access to opportunities for ongoing education and professional development, especially if their students have learning objectives, they are better prepared to become effective teachers. Numerous studies show how crucial teachers are to ensuring positive student outcomes. (e.g.; Greener and Kyriackids, 2013; Hattie2012). Teachers professional development that is explicitly focused on improving learner outcomes has a significant impact on learners achievement (Cordingley et,al. 2015).

A growing body of research indicates that one of the most significant predictors of students' learning outcomes is the quality of teachers' instruction. (e.g. Gartner and Bruner 2018; Scherer, Nielsen, and Jansen 2016; Yang ET al .2014). In order to improve teaching quality and, consequently, student learning outcomes, it may be a good idea to schedule professional learning activities for in-service teachers.

Second, professional development for teachers enables them to gain new skills and knowledge. In the subjects they teach, instructors are expected to be subject matter experts by the students. This suggests that instructors must be able to respond to any inquiries made by students. Programs for professional development can help teachers increase their knowledge in a variety of subject areas. A teacher will gain more knowledge and business expertise the more opportunities for professional development they have. (Queen University of Charlotte).

Teachers must continually innovate and adapt in today's society. Professional development will provide them with the information and skills they need to be adaptable and reflective professionals who react to the demands of 21st-century pupils. In the words of a Cambridge English professional development project instructor: “we all need a refresher to whatever profession we are in, but teachers perhaps face some of the greatest challenges right now as they are using curricular based on an education system which is 200 years old and which is not suitable for students of the 21st century, so this makes the importance of training and professional development so much more important.” Teachers must stay current, and it is hard for them to deliver the greatest service to their pupils or appropriately prepare them for the future if they do not self-develop. “the field of teaching like many others fields moving so fast that it is obvious a good idea to read the most recent literature and to be acquainted with the most recent materials and with the most recent principles “Oxford teachers’ academy:

Annamaria Pinter on the importance of professional development. In addition, teachers are also involved in professional development programs because they believe these programs will help *'expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students'* (Guskey, 2002: 382).

Impact of teachers' professional development on teachers and students

Successful professional-development opportunities have a discernible impact on teachers' work, both inside and outside the classroom, especially in light of the fact that a sizable proportion of teachers worldwide are underprepared for their profession. For example, according to a 1996 report of the US National Commission on Teaching and America's Future, at least 25 percent of teachers hired in the country fall under the category of under-prepared teachers. In Latin America, the numbers are much higher (Villegas-Reimers, 1998). According to Ball (2000), this percentage is even higher in countries such as South Africa. In fact, South Africans use the term *'barefoot teacher'* to refer to unlicensed educational practitioners (Henning, 2000) who are of a significant number in the country. *"These teachers have been performing educational 'first aid' for more than nine years in schools where masses of otherwise 'school-less' children and youth are accommodated"* (Henning, 2000:3).

Professional development has an effect on teachers' beliefs and behavior according to evidence. Evidence also suggests that there is a dialectic relationship between teachers' beliefs and their practice rather than a simple or direct one, *"moving back and forth between change in belief and change in classroom practice"* (Cobb, Wood, and Yackel, 1999, Franke et al., 1997; Thompson, 1992, in Nelson, 1999, p. 6). Wood and Bennett(2000) cite the findings of a study in which a group of early childhood educators in England participated in order to gather information about their own theories of play and how they related to practice. These educators altered their own theories, their methods of instruction, or even both as a result.

Back in 1997, Guskey argued that additional research was necessary to identify the precise elements of teachers' professional development that had a significant impact on their practises, as determined by a shift in students' academic performance. According to the latest literature, some studies have been carried out as a result of this initiative. For example, research reported by Baker and Smith (1999) identified the following characteristics of professional development as being the most effective in sustaining change in teachers:

The essence of effective professional development for teachers includes a focus on establishing clear, challenging, and attainable goals. It involves engaging in activities that encompass both the theoretical and practical aspects of teaching. Collaborative support from fellow educators is vital, and there's a need to provide opportunities for teachers to regularly witness the impact of their efforts on students' learning. In summary, successful teacher development revolves around goal-setting, comprehensive instructional activities, peer support, and continuous assessment of how these efforts influence students' educational growth.

According to several studies on the impact of teachers' professional development on students' learning, the more professional knowledge teachers possess, the higher the levels of student achievement (National Commission on Teaching and America's Future, 1996, 1997; Falk, 2001; Educational Testing Service, 1998; Grosso de Leon, 2001; Guzman, 1995; Mc Ginn and Borden, 1995; Tatto, 1999). Borko and Putnam (1995) give evidence to support the significance of professional development in transforming teachers "teaching methods, and that these changes have a positive impact on students" learning data collected during the 'Cognitively Guided Instruction Project, show powerful evidence that experienced teachers' pedagogical content knowledge and pedagogical content beliefs could be affected by professional development programs and that these changes go along with their classroom instruction and students' achievements (Borko and Putnam, 1995, p. 55).

Another study that support the strong link between the improvement of teachers' practice and the increasing level of students' achievements is the one reported by Cohen and Hill (1997), this study revealed that: "*Teachers who participated in sustained curriculum-based professional development reported changes in practice that, in turn, were associated with significantly higher student achievement scores on state assessment*". (Darling-Hammond, 1999:32).

In a recent analysis of the few studies cited in the literature that look at the effects of science and math teachers' professional development on students' learning, Mary Kennedy, a researcher at the US National Institute for Science Education, made the following discoveries (as reported by Baker, 1999):

- Programs that emphasize subject matter, or how students learn the subject, outperformed those that emphasize pedagogy in terms of their effects on student learning.
- Using in-class attendance as a variable produces a range of outcomes. In-class visits (as part of professional-development opportunities) occasionally improved students' learning, but sometimes they did not.
- When compared to teacher-specific programs, school-wide programs had the least impact on students' learning.
- Total teacher contact hours were not a significant predictor of the impact on student's academic performance.
- Depending on the subject, focused or distributed time for professional development experiences had different effects. Most studies found that distributed time was better for science teachers and concentrated time was better for math teachers.

Finally, a factor that needs to be taken into account when evaluating how professional development has affected teachers' teaching methods and, in turn, student achievement, is whether or not teachers are instructing in a subject for which they were prepared to do so. As Ingersoll (2001) reports: "*Requiring teachers to teach classes for which they have not been trained or educated harms teachers and students*" (p. 42). According to data cited by Ingersoll, first-time teachers, in low-income schools, small schools, and lower-achieving classes are more likely to employ "out-of-field" teachers. Which means, an educator who is teaching a subject or grade level for which they do not possess the appropriate training, qualifications, or expertise. Therefore, Students typically perform worse in classes taught by "out-of-field" teachers.

Theoretical Framework

Our research aims at investigating "teachers' views and attitudes towards professional development". Therefore, this research is based on Fullers' "theory of concern" that attempts "to describe how a teacher should go through the three stages (self, task, and impact) in order to improve his/her professionalism in the teaching profession. (Rashid et.al, 2010:12). Frances Fuller in this theory clarified the ways a teacher uses to handle TPD in a very ingenious way.

According to Frances Fuller, the first stage to deal with is "self," because the early years of teaching are the most difficult because the instructor is concerned with their survival, which is usually their ability to carry out the session properly. Teachers at this stage will have questions about their conduct while teaching and will have a huge lack of confidence since they believe they are still new and cannot take on this job yet. Survival, self-adequacy, and acceptance are common concerns at this period.

The second stage in this idea is "task," which occurs soon after the instructor stops thinking about himself/herself after few months of teaching and begins focusing more on his/her way of controlling the teaching. For example, the teacher may consider including music or films

into his method to help his students better absorb the lecture. Teachers begin to become aware of the need to enhance their topic knowledge, classroom management, teaching preparation, and so on at this level. At this point, teachers must determine whether their methods and style are appropriate for their students. Typically, concerns at this stage revolve around teacher responsibilities and student performance.

The third and final stage of this approach is "impact," which focuses on the aftereffects of the instructional skills utilized with students. At this point, the instructor will concentrate more on the consequences of his teaching approaches on the students' learning outcomes. He is no longer concerned about his abilities or whether he effectively presented the content information. He is more concerned with his students' improvement and development than with his own.

Frances Fuller in his theory explanation, gave ways to handle the three stages in the professional development sessions. First, speaking about self. It is necessary for a teacher when starting his/her professional life to ask for guidance and help from the senior teachers, those who also teach the same modules for instance. The goal of doing this, is to ensure that this teacher is doing things in a correct way. At the same time, new skills and chances to improve content knowledge are gained. This will help to avoid false teaching and will ensure that this teacher is doing his work and transmitting content effectively. Furthermore, the experience of senior teachers will absolutely help any her to nurture and grow his confidence. In this way, a novice teacher will slowly develop his confidence in teaching, and when the time has come he will be able to teach confidently relying on what he has learned from seniors. Another way to handle this stage is by taking the initiative to improve self-skills in teaching. As a novice teacher, teaching is a whole new experience and different compared to professional practice. Joining classes held by district education ministry is the one of the ways to overcome concerns regarding self among the novice teachers. If a teacher joins courses or

programs to self-enrichments in teaching that would for sure contribute to the development of his confidence.

On the second stage which is concerned with task, a teacher would handle tasks by learning and knowing his students' preferences on every aspect related to the education such as their learning styles and personalities. This is important to a teacher to improve his pedagogical skills to suit their learning preferences in order to ensure that the learning process becomes effective. Apart from that, knowing students' personalities would help the teacher master the classroom management skills because he would notice how they act and know what measures are suitable to be used if some of them are misbehaving in class.

On the third stage, which is concerned with impact, a teacher would handle it by monitoring students' learning progress and development. This will allow the teacher to identify their weaknesses in the content he taught. By doing so, he will be able to focus on improving his students' weaknesses, as everyone has potential that teachers must help them realize and develop.

Apart from that, a teacher would handle concern towards impact by devising strategies, methods or interventions to help students in mastering the content that they have difficulty in understanding. One of them is by doing action research. He will also evaluate its effectiveness in his action research report, this promotes the innovation practices among novice teachers and in the same time, is very useful to help the weaker students. All these come after the teacher monitors the impact of his teaching. Action done during this stage is purposely to help students because everyone has their own potential and as a teacher it is a responsibility to help them grow it.

Conclusion

This work aims to highlight the significant contributions in the field of "Teachers' Professional Development," as evidenced by the works of scholars such as Christopher Day (1999), Harry Wong (1991), Bert P.M. Creemers (2012), and others. These works underscore the paramount importance of professional development in a teacher's career. The study delves into the concept of professional development, elucidating its significance, role, and various forms. Additionally, it addresses the integral components of education by defining both teaching and the teacher's role. The study explores what it means to be a professional teacher and delves into the profound meaning of the teaching experience. In the final section of this chapter, we establish the theoretical framework that underpins our study, particularly focusing on "Fuller's Theory of Concern 1969." This framework is meticulously explained, with clear connections drawn between this theory and the field of professional development in education.

*Research Design and
Methodology*

Introduction

This chapter describes the research design followed throughout the present study. It describes the techniques and procedures of data collection and data analysis used for the sake of answering the research questions mentioned in the General Introduction. Our research design is divided into two main sections; the first one deals with the data collection procedures and the second with the explanation of data analysis procedures.

1- Data collection Procedures

1-1 Research Methods

To collect data related to the present study, we have opted for the use of the Mixed Method Research. Creswell, J. W. (2006:10) claims that

“Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies”.

Its fundamental tenet is that the Mixed Method should be used to better comprehend research issues before coming up with workable solutions or remedies. In order to gather as much information as possible, the MMR is based on a combination of the qualitative and quantitative method because the two surveys include both closed-ended and open-ended questions, mixed methodology research is used in our investigation to collect both quantitative and qualitative data. The quantitative method, on the other hand, uses numerical

facts that are then statistically examined. Comparatively, non-numerical data that are evaluated using non-statistical approaches as part of qualitative research. Yassine, 2012:111).

1-2 Questionnaires

The questionnaire is defined as being a set of questions designed to gather information from the informants “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.’ (Dean Borwn, 2001:6). Colosi (2006) in her article ‘Designing an Effective Questionnaire’ asserts that: ‘questionnaires are the most used tools when gathering information concerning the evaluation of educational programs’. As it is the case of the present programs Colosi, 2006:1).

In the present study we made use of 40 questionnaires which are distributed to our participants, in which it is designed to gather information about teacher’s views and attitudes towards professional development in MMUTO.

1-3 Settings and Participants

The research investigation was conducted within the academic environment of the Department of English at Mouloud Mammeri University in Tizi-Ouzou. Our primary area of interest and study revolves around the dedicated teachers who form an integral part of the Department of English.

Sampling Method

Forty (40) teachers were chosen randomly out of the whole population (80) to respond to the questionnaire. The concept of random sampling is defined by John Biggam (2011:132)

as follows: “*Random sampling is where you select, entirely at random, a*

sample of population.” It means we have chosen the contributors without taking into consideration any factor or situation.

The questionnaire designed for teachers contains seventeen items. It consists of two sections; teachers’ background information, and Teachers’ Views towards Professional Development section. The participants are supplied with close-ended questions such as yes or no, multiple choice, scaled questions as it is clarified by Ellen Taylor- Powell (1998:5) “*close-ended questions are a list of answers from which the respondents have to choose one or more answer*”. In addition, some open-ended questions were designed to allow them to express themselves freely as Bidhan clarifies “*open ended are open for the answers*” (Bidhan, 2010:3).

2-Methods of Analysis

2.1 Quantitative Analysis

For the analysis of the data collected using the two questionnaires, we opted for the use of the Microsoft Excel. It is concerned with the statistical analysis and presentation of the quantitative data (ibid). Our results are presented and shown in tables, pie charts and histograms.

2-2- Qualitative Analysis

This study is evaluative in its nature because it aims at checking and investigating teachers' views and attitudes towards the teachers' professional development programs at the level of the department of English at MMUTO, to clarify this concept and introduce it to those who have never known or experienced it.

In order to describe, analyze and interpret the qualitative data obtained from the open-ended questions of the two questionnaires, Qualitative Content Analysis is adopted (QCA). QCA is defined by Mayring (2014:31) as "*a systematic procedure of assignment of categories to portions of text*". This means that QCA is intended to analyze texts. In the present work, it is used for the analysis of our respondent's answers to open ended questions. Indeed, QCA is "a research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns" Hsieh and

Shannon (2005: 1278). That is, QCA is concerned with the meanings of the texts.

Furthermore, Hsieh and Shannon (2005:1279) state clearly that this method helps the researcher to get information directly from the sample of the investigation without “*imposing preconceived categories or theoretical perspectives*”. Thus, it allows us to describe, explain and interpret the outcomes obtained from open-ended questions.

3- Limitations and Problems

When carrying out an investigation, we have faced a number of problems and some limitations that can be summed up as follows: first of all, we have succeeded to collect an insufficient number of responses that are suitable for our research questions. Another limitation, is the time frame; many challenges came up during the research period, seriously impeding the flow of our investigation. The exams period, which did not allow teachers to have enough time to take our questionnaires and answering them. Actually, the primary issue was that many of the participants in our department were unable to try out these programs. as a result, they were unable to respond to every question. As a result, we were able to collect only few formative answers on the topic

Conclusion

This chapter has presented the data collection procedures which consist of a questionnaire. Then, it has outlined the methods used for the analysis of the data collected. The Excel Microsoft Office is used as a statistical technique to provide the percentages of the data obtained through a questionnaire

meanwhile the Qualitative Content Analysis is used to interpret the open ended questions of the questionnaire. This will enable us to evaluate critically the views of teachers towards the TPD programs.

Presentation of The Findings

Introduction

This chapter deals with the presentation of the findings. It presents the results obtained from the questionnaires administrated to forty teachers of the English department at Mouloud Mammeri University of Tizi-Ouzou. For the sake of organization, the results are presented in pie charts, tables, and bar graphs.

Q1: Would you specify your professional experience?

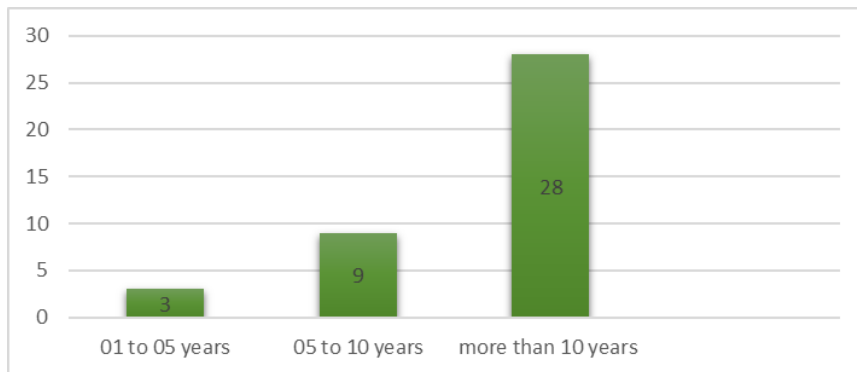


Figure 1: years of professional experience

The first figure shows the teachers' years of experience in the English Department at MMUTO. It's evident that there is a diverse range of experience among the surveyed teachers. Three participants reported having 1 to 5 years of experience, indicating that they are relatively new to the profession. Nine teachers have accumulated 5 to 10 years of experience, suggesting a mid-career level. However, the majority, consisting of 28 teachers, have more than 10 years of experience, indicating a considerable level of expertise. This distribution is essential for understanding the level of experience within the department.

Q2: During such experience, have you ever attended any TPD courses?

Categories	Number of answers	Percentage
Yes	25	62.5%
No	15	37.5%
Total	40	100%

Table 1: teachers' training

This table reveals the extent to which teachers have engaged in Teachers' Professional Development (TPD) courses. The data shows that more than half of the respondents, 62.5%, have participated in TPD courses, while 37.5% have not. This demonstrates a significant level of interest and engagement in professional development among the teachers.

- If yes, could you describe the type of TPD course:

Figure 2: types of TPD courses



Figure 2 provides insights into the diverse array of TPD courses that participants have encountered. The data demonstrates that more than half of the participants, specifically 54%, have engaged in TPD through ELT seminars and workshops, emphasizing the popularity of these formats. A significant portion, 25%, participated in interschool visits as a form of training, while 15% chose to enhance their skills through teacher networks on the internet. Only a smaller fraction, 6%, mentioned experiencing peer observation as a mode of TPD training. This distribution reflects the variety of TPD options utilized by educators to enrich their professional development.

Q3: Do you apply the information you got from such course or program in your

classes?

Categories	Number of answers	percentage
Yes	27	67.5%
No	13	32.5%
Total	40	100%

2: Teachers' Application of the Information t they Gained in TDP Coursesin the Class

Table 3 highlights the results of the third question regarding the practical application of TPD knowledge in classrooms. The data reveals that a majority of teachers, 67.5%, actively apply the information they've acquired from TPD courses in their teaching practices. In contrast, 32.5% do not employ what they have learned in their classrooms. This finding underscores the tangible impact of TPD on instructional methodologies and emphasizes the significance of bridging the gap between training and classroom implementation.

Q4: Has professional development programs developed your:

Figure 3: Teachers' Skills Development through Professional Development Programs

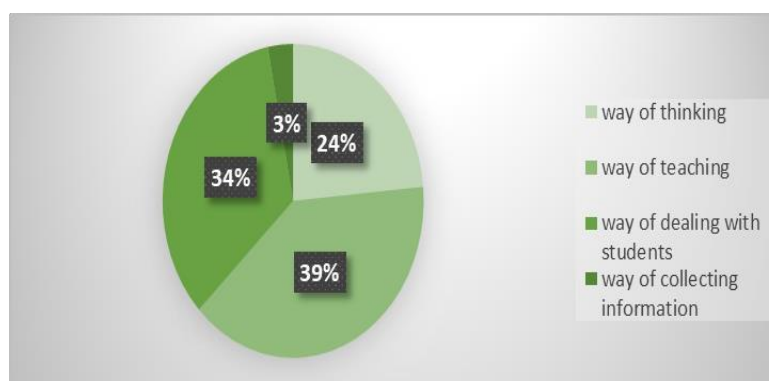


Figure 3 shows the findings of the fourth question. It reveals what TPD courses have changed in the teachers' skills (39%) say that TPD developed their way of teaching. (34%) of them say that these courses developed their way of dealing with students. (24%) of the participants say that TPD courses have developed their way of thinking. The (3%) left say that they are TPD courses developed in them

their way of collecting information.

Q5: How would you rate your satisfaction with the training program you participated in for professional development?

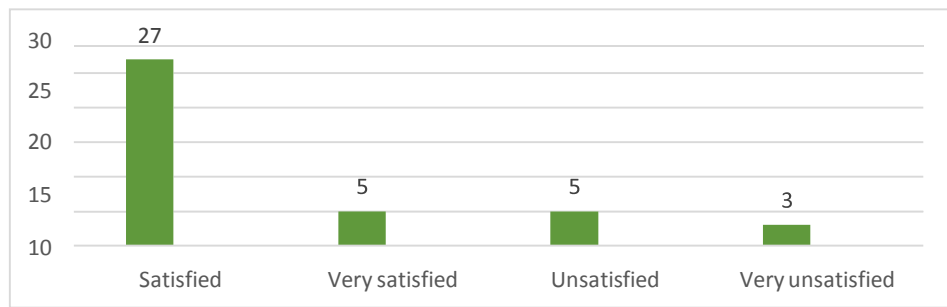


Figure 4: teachers' satisfaction with the training programs they participated in for TP

Figure 4 displays the rate of satisfaction of teachers after taking TPD courses. As shown, (27) of the participants say that they are satisfied with the courses they had. In addition, (05) teachers admit that they are very satisfied, (05) others confess that they are unsatisfied with these programs. (03) of the participants say that they are very unsatisfied.

Q6. Do you attend teaching sessions of other teachers practicing their profession?

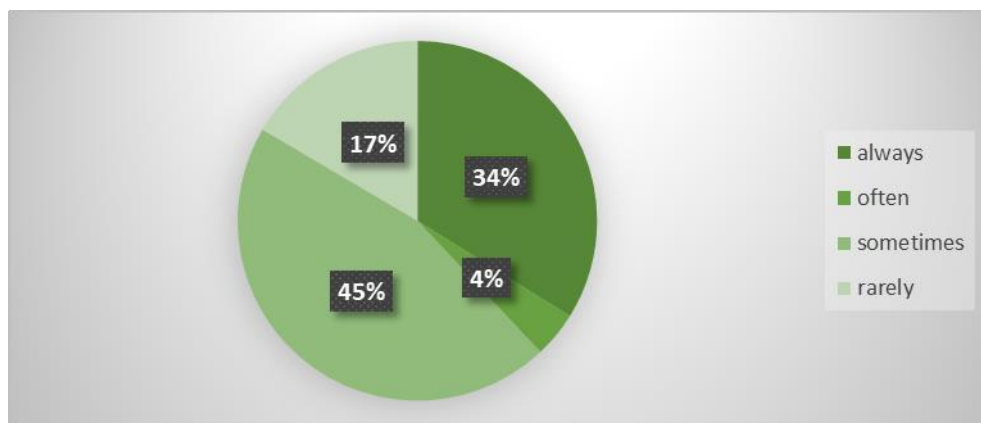


Figure 5: peer observation

Figure 5 shows that 45% of them, sometimes, attend sessions of other teachers practicing their profession. 34% of them 'always' attend other teachers' sessions. 4% attend other sessions 'often', 17% 'rarely' attend other teachers' sessions.

Q7: Do you agree that teachers need to keep on learning?

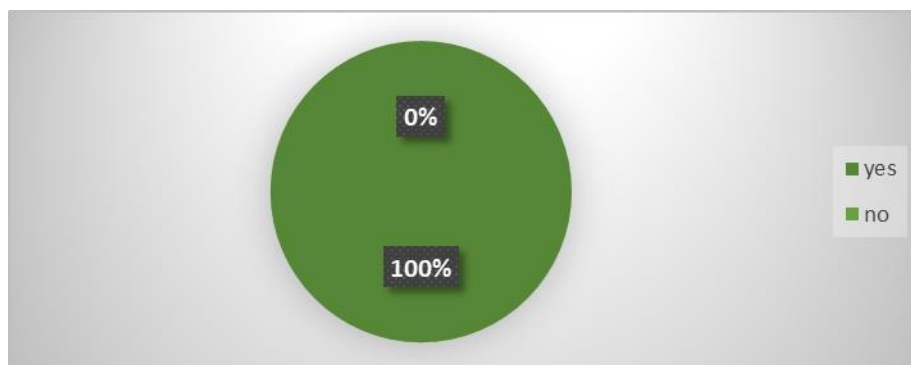


Figure 6: learning for teachers

Figure 6 shows that all of the participants (100%) agree that teachers should never stop learning. None of the participants answered negatively.

Q8: As an EFL teacher, you are mainly interested in:

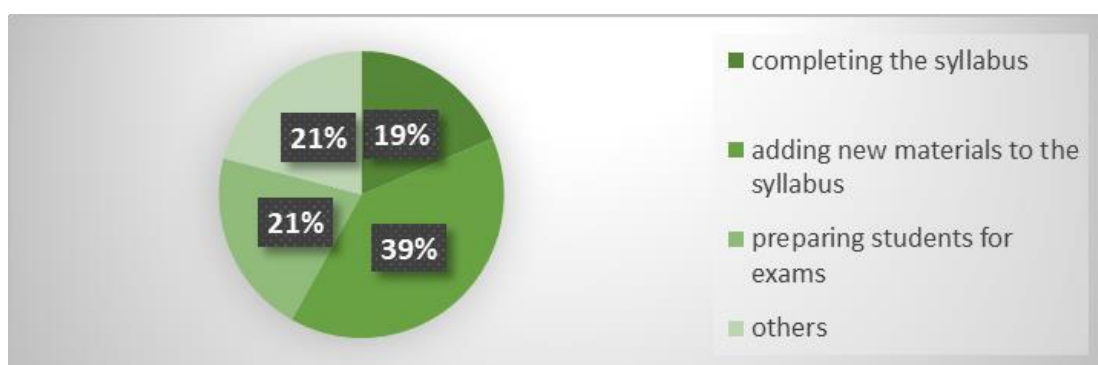


Figure 7: EFL teachers' interests

Figure 7 demonstrates that the majority (39%) of informants are interested in adding new materials to the syllabus. Other participants (21%) are interested in preparing students for exams, and the minority (19%) are interested in completing the syllabus. The (21%) left have other interests such as: including technology during their teaching classes in order to modernize their methods.

Q9: What would be needed for EFL university teachers to improve themselves professionally?

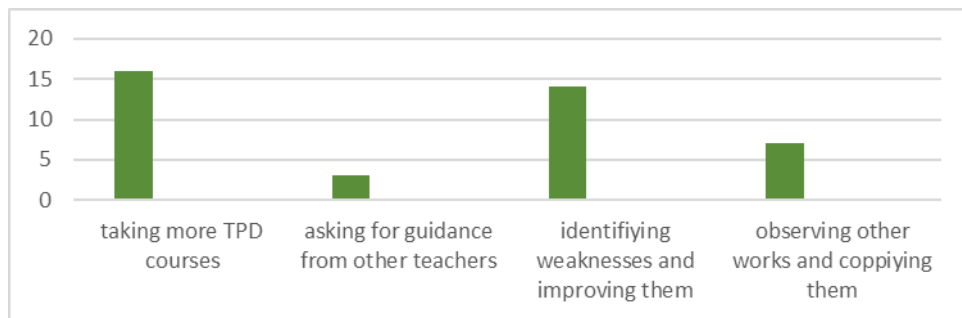


Figure 8: EFL teachers' needs to improve themselves professionally

Figure 8 shows indicates that the majority of the participants (14) tend to identify their weaknesses and works on them. Nevertheless, non-negligible number of them (16) have the tendency to take more TPD courses. Whereas the rest of the informants (7) tend to observe other works and copy them, (3) of the participants say that they have a preference to ask for guidance from other teachers.

**10. How far do you agree or disagree with the following statement?
 “professional development programs” contents have helped you improve
 both your research abilities and instructional methods.**

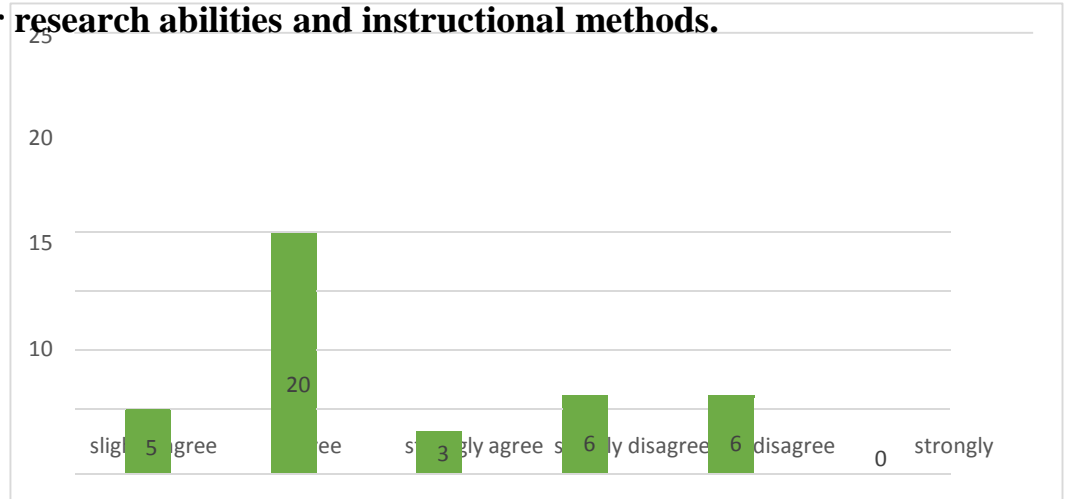


Figure 9: TPD help improving teachers' skills

Figure 9, shows the findings of the 10th question. As indicated above, a great number of the respondents (20) agree that professional development programs contents have helped them improve both their research abilities and instructional methods, (5) participants slightly agree and (3) strongly agree. 12 of the contributors disagree with this statement, (6) of them slightly and (6) others disagree.

11. How much could students’ performance be improved applying the TPD

courses?

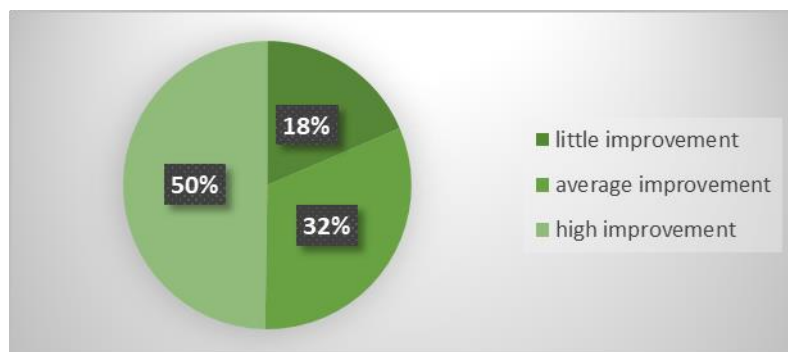


Figure 10: improving students' performance

This figure shows that half the participants (50%) agree that TPD courses contributes with a high improvement in students' performance .

Less than a half (32%) said that it contributes with an average improvement, and (18%) said that it contributes with a little improvement.

12. How far do you agree with the idea that teachers' development could help novice cope with: Dealing with students' different needs, Classroom management, teaching planning, relations with students and workloads.

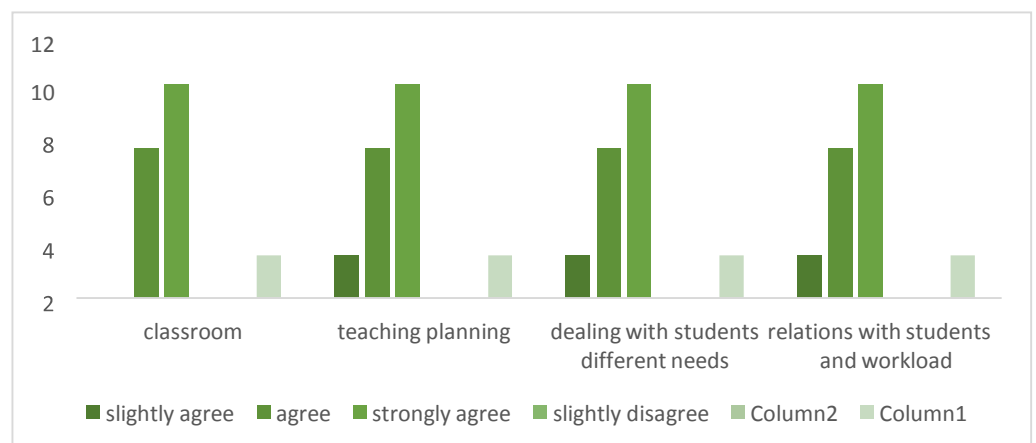


Figure 11: TPD in helping novice teachers

Figure 11 shows that the teachers mainly agree that TPD helps novice teachers cope with the points mentioned above, effectively.

Q13. How important is self-efficacy for teachers' development?

	Number of respondents
Not important	0
Slightly important	6
Important	16
Very important	8
Necessary	10
Total	40

Table6: Importance of self-efficacy for teachers' development

Table 6 shows the findings of question 13. As shown the positive answer (important) receives the highest frequency (40%), the answer (Necessary) receives (25%) of the answers. (20%) of the teachers say that it is (Very Important). And the last (15%) say that it is slightly important, none of the answers were negative.

Q14. To what extent do you agree that TPD like training courses help novice teachers in their personal development?

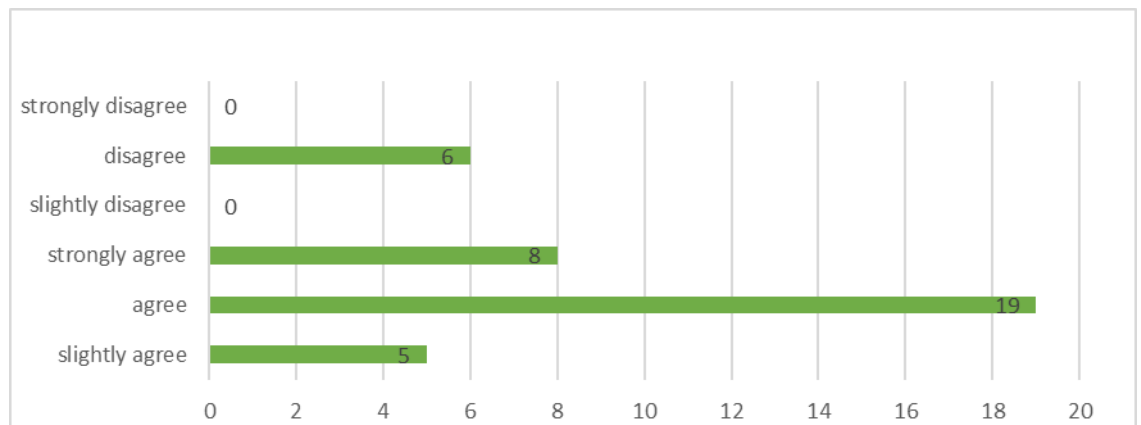


Figure 12: TPD in helping novice teachers in their personal development

As shown (19) of the participants agree that TPD help novice teachers in their personal development. (8) participant strongly agree with the idea, (5) of them slightly agree. (6) of the teachers disagree with this idea.

Q15. How far do you agree with the idea that TPD contributes in the improvement of students' outcomes?

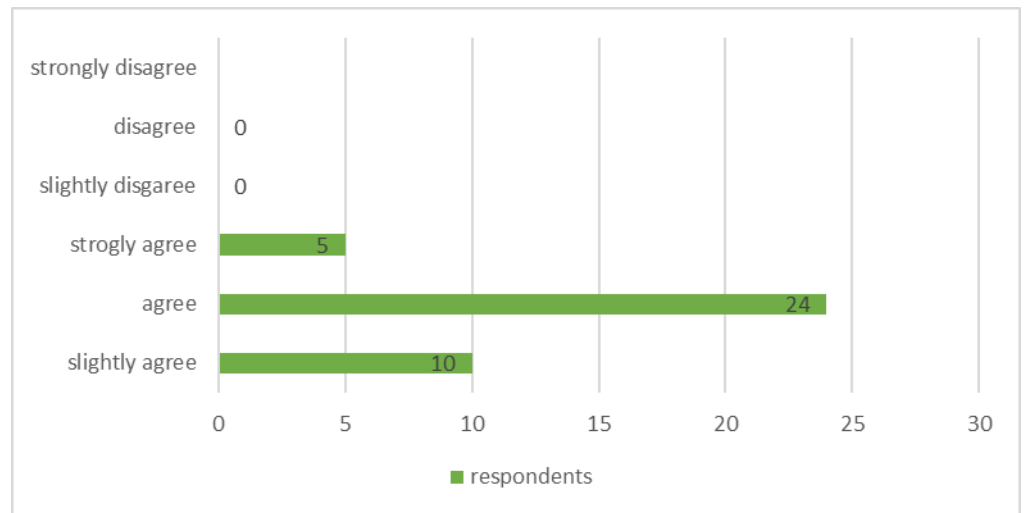


Figure 13: contribution of TPD in the improvements of students' outcomes

As displayed the answers were positive, (24) of the participants agree that TPD contributes in the improvement of students' outcomes, (10) of them slightly agree with this idea, (5) of them strongly agree.

Q16. What are your perceptions as EFL teachers at MMUTO towards teacher professional development?

The respondents gave perceptions towards TPD, they were as:

- TPD should be reconsidered,
- we need much more TPD in the Department,
- teachers need to carry their learning to develop their skills,
- it is important not only for preparing novice teachers but it should be allowed to all teachers to enroll in TPD programs,
- TPD it has good outcomes for both teachers and students.

Q17. How far do you agree with the implementation of teachers' professional development in the department of English at MMUTO?

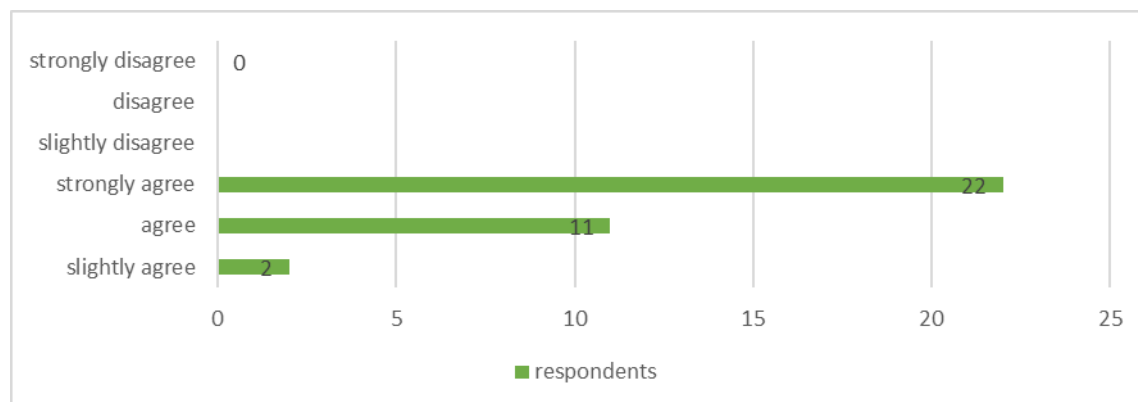


Figure 14: implementation of TPD in the department

As demonstrated in figure 14, (22) of the teachers strongly agree with the idea of implementing TPD in the department. (11) of them agree, and (2) teachers slightly agree with this idea.

Conclusion

This chapter has provided a comprehensive presentation of the findings from the questionnaires administered to 40 teachers in the English Department at Mouloud Mammeri University of Tizi-Ouzou. The data are depicted in various graphical representations and tables. Detailed discussion and interpretation of the results will be presented in the next chapter.

Discussion of The Findings

Introduction

This chapter discusses the results obtained from the questionnaire submitted to English teachers in the Department of English, MMUTO. The questionnaire is discussed and interpreted in relation to the research question and the literature presented in the chapter named 'Review of the Literature. This is done with the aim of answering the questions raised in the General Introduction by confirming or disconfirming the hypotheses put forward in the General Introduction.

Section One: Background Information

This section contains five (05) questions. The first one was about years of professional experience. The aim of this question is to know how many experienced teachers are there in the Department. The second question was divided into two parts, the first part was about teachers' attendance of TPD programs; its aim was to know if our teachers have attended professional development sessions at least once, the second part of that question was about describing the type of sessions these teachers have attended. The third question was asked to know if the teachers that have attended TPD programs use the information they learned in their classes. The fourth question was to know what did the TPD programs change in the teachers' mindset, whether it has changed their way of thinking, way of teaching, way of dealing with students, or their way of collecting information. The last question of the first section was about teachers' satisfaction or dissatisfaction of TPD programs. The results showed that more than half of the participants have more than 10 years of professional experience, and that even though they are very experienced, unfortunately not all of them have attended TPD programs. At a political level and within public discourse there is a tendency to presume a straightforward linear relationship between teachers' years of experience and the quality of teaching (Brandenburg, McDonough, Burke, & White, 2016, p2) and it is evident that experience makes a difference and that beginning teachers with fewer years of experience are inadequately prepared for the classroom and may instead provide further evidence of a decline in the quality of teaching.

But more years of experience do not by themselves translate into higher quality practice, sometimes beginning teachers can and do engage in quality teaching more than experienced teachers, and that some expert teachers may also encounter difficulties and “ups and downs” throughout their career and that these difficulties need to be identified and addressed with professional support (professional development).

Another point, not all those who attended professional development sessions actually use the information they got in their classes, there were several negative answers about that. The most important item is that more than half the participants were satisfied about their experience with PD programs, there were few negative answers also but the majority was satisfied.

Section Two: Teachers’ views towards professional development

This section contained twelve (12) questions, it was mainly concerned with the participants who have experienced PD sessions, as these questions aimed at gathering information about the teachers’ perceptions towards TPD, they were asked about their after-experience, and what do they think about implementing these programs in the classroom. Most of the answers were positive, relying on the results obtained from the questionnaires, we can say that all our participants agree on the necessity of PD programs, and all of them agree on the idea of implementing such sessions so they can experience them at the level of the Department.

Years of teaching experience

As regards the findings of question one in section one about teachers’ professional experience it is revealed that 70% of the teachers have more than 10 years of professional experience. Regrettably, regarding this important number of teachers with many years of experience; not all of them had the opportunity to attend such training programs. No doubt that professional experience has a big impact on teaching quality by boosting teachers’ knowledge; because PD sessions also play a major role in the teaching carrier, since it enhances teachers’ capabilities, skills and teaching materials.

Achieving the goals frequently necessitates learning, which is typically accomplished through a combination of thinking, trying things out, and talking to others. However, sometimes people recognize a need for some additional knowledge or skill that appears to be necessary for improving the quality of their work, expanding its scope, or taking on new responsibilities. (Eraut, Anderton, Cole and Senker, 1998:19), it means that experience alone is not enough for a person to improve the teaching quality but taking more courses helps a lot more in this.

To conclude, we can say that no matter how many years a teacher has been working, there still a need for professional development sessions to develop their capabilities in order to better their teaching quality. This in agreement with the principal interviewed in June (2018)who noted that: “Teachers are grown-ups who have gone through teacher training and some have been in the teaching profession for some time. This form of supervision should mainly be emphasized towards the teachersgoing through training during their teaching practice which can even be prolonged in cases where untrained teachers are not fully competent”.

Teachers training

As shown in the previous chapter (Table 01), more than half of the informants have received Training courses or Professional development sessions. Whereas, the others have not received any training regardless of the vital role that training has in the area of education as claimed by (Kilic, 2010,Sisman and Acat 2003) who stress the importance of teachers training: ‘Pre-service teachers should possess a number of particular competencies that enable them to teach effectively. To be equipped with these Competencies, teachers should be exposed to special training before starting the profession’. Despite the differences between Teachers’ grades, training and professional experience, they show the same perception and attitudes towards Teachers’ Professional development and its implementation during instruction. For the participants who attended courses of Professional development program, as shown in figure (02) in

the previous chapter, the majority of them have had ELT seminars or workshops which means that most of the participants highly value conferences, Especially and hence markers of professionalism and that these kind of TPD activities are often more effective because they offer a swifter route to knowledge dissemination as confirmed by Shannon, Maeng and Bell, (2019), : “CPD is the most important benefit of conferences” . Another TPD activity was stressed by the respondents which is Peer observation, Albert Bandura’s Social Cognitive Theory and relatervational Learning Theory proposed that learning transpires through the observation of peers (Bandura, 1971; Bandura & Huston, 1961).These theories suggest that people are the Representatives of transformation in both themselves and their environment through their Interaction with that environment (Bandura, 1977). From this perspective, teachers learn by observing their peers and then replicate the observed skills and procedures within their own classrooms.

The equipment of students with the data they have got from TPD courses

The findings of the questionnaire distributed to the teachers have shown that 25 out of 40, that stands for 87.50% (diagram 10) of the respondents, affirm that they provide their Students with the information they received from TPD courses. This can be explained by the fact that our informants encourage their students in building their skill set and knowledge base for their field. Moreover, we deduce from the results that our informants help their students acquire better instruction. In the same context, we realize that TPD courses are not only beneficial for teachers but also for students, since these courses help teachers to improve their content knowledge and skills, this can directly lead to the improvement of students’ outcomes “...a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively. (van Velzen, Miles, Ekholm, Hameyer and Robin, 1985, p. 48, which means that teachers who have the opportunity to attend such programs are requiredto equip their students with the knowledge they got, in order to better the teaching task. (international conferetohicles for CPD).

Teachers' skills and competencies that TPD courses developed more:

The outcomes in figure (4) in the previous chapter have demonstrated that the majority of teachers' state that the most improved skill after their professional development experience is their way of teaching and dealing with students in classroom. This result goes hand-in-hand with Darling-Hammond et al., 2009, stating that a Well-designed, effective professional development helps teachers master content, Hone teaching skills, evaluate their own and their students' performance, and address Changes needed in teaching and learning in their schools.

The rate to which teachers are satisfied with the training programs they received:

As mentioned in the conducted study, teachers' training programs are of a great importance and mostly effective for developing teachers' skills, competences, and teaching methods; that a great number of participants are satisfied with the TPD programs they have received. Relying on these results we can say that teachers are mostly satisfied with the programs they have received because it helped them improve their teaching materials and quality through learning new methods and improving their content knowledge. *"A key part of expert performance is the ability to talk about it, to tell stories about it, not as a second order representation of what to do but as an integral part of what it is to be an expert performer. Learning is thus a way of being in a particular social world not merely knowing about it or describing it. From this perspective, emphasis is placed upon participation in a community of practitioners, rather than merely the acquisition of a set of skills, or practices deemed to satisfy bureaucratic requirements"*. (Sachs, 1997, p. 272).

Attending sessions of other teachers' practicing their profession:

The results presented in figure (6) demonstrate that more than half of the participants answered « yes » which means they attend sessions of other teachers practicing their profession and this is called "Peer Observation". And it is sometimes done by the majority of the teachers. It is generally held that peer observation of teaching is about enabling change for the better (Shortland,

2007; McMahon, Barrett & O'Neill, 2007:355-356). Peer observations are particularly useful for self-assessment and improvement of teaching skills, but it is important for participants to keep in mind that what is gained should benefit students. Therefore, observation is intended for reviewing the teaching process and its relationship to student learning. *"It is generally held that Peer observation of teaching is about enabling change for the better"*. Shortland, 2007 ;McMahon, Barrett & O'Neill, 2007:358).

Teachers should keep learning:

The findings presented in figure (6) lead us to say that most of the participants agree on the idea that teachers should keep on learning even if they have already started their professional career because good educators are lifelong learners and this will contribute both in boosting their learning development and their students', Hirsh (2005) asserts that education is a never-ending process that does not stop after earning a degree and starting a career. Through continuing education, career-minded individuals can constantly improve their skills and become more proficient at their jobs. Therefore, it is of utmost importance that TPD programs are organized to improve the knowledge of the teachers. And O'Sullivan & Deglau (2006:15), Patton et al., (2012:69) *"effective professional development places teachers in the role of active learners..."*; and most of the teachers share the same opinion through answering: "It is an era of drastic changes that occur daily, so teachers ought to update their knowledge and even their way of teaching to cope with learners of different attitudes and styles of learning too Knowles (1980) asserted that education is a lifelong endless process of continuous inquiry; hence professional teachers must be lifelong exemplars' inquirers to be able to meet their students' needs.

EFL teachers' main interests

Figure (7) demonstrates that 39% of teachers are mainly interested in adding new materials to the syllabus, since TPD training programs help teachers in discovering new teaching materials such as

including technology during their classes to facilitate for them the teaching process. 21% of other teachers focus more on preparing students for exams, the other 21% focus also on completing the syllabus, and the last 19% have mentioned other interests such as including technology during their teaching classes in order to modernize their methods. According to Harmer, *"Teachers who look fed up to with what they are doing tend to have a negative effect on their students"*. This implies that students are greatly impacted by the teachers' motivation and enthusiasm. If teachers are passionate about their work and continually seek ways to improve, it positively impacts their students. Engaged and enthusiastic educators tend to inspire and motivate their students more effectively.

The needs of EFL university teachers to improve themselves professionally

According to figure (8), teachers generally agree that points (1) to (4) are of great importance in helping EFL university teachers improve themselves professionally and according to the results obtained the majority of the informants are interested first in identifying their weaknesses and improving them, which will contribute in improving students' outcomes, and also they highly recognized the importance of TPD courses which is represented in figure (8) by the number (16). Understanding teachers' responses shows us that teachers recognize the value and the importance of teachers' professional development in their careers. Rogers and Webb (1991) maintain that, *"Often teacher education focus on the set of skills to be learned and ignores the development of educational and ethical decision making, thus missing the heart of the work teachers do"*. (p176). This means that EFL teachers must focus on developing their professional career rather than anything else, for the goal of reaching bigger professional goals.

The extent to which teachers agree or disagree that PD programs contents have helped them improve their research abilities and instructional methods

The findings demonstrated in the figure (9), Show that the large number of the participants agree that the PD programs contents have helped them improving their research and instructional methods.

Research has also shown that there can be tremendous improvement in teachers' instructional methods if teachers actively participate in PD activities (Archibald, Coggshall, Croft, & Goe, 2011 ; Yoon et al., 2007). According to Yoon et al. (2007) formal PD programs include trainings, courses, or other instructional activities conducted to support teachers' continuing education and inspire positive change in their teaching.

The improvement of students' performance applying the teachers' development courses

The teachers surveyed indicated their answers to the question (11) regarding the impact of TPD courses on students achievement or performance is shown in the figure (9) that 50% of them stated that the students' performance is highly improved applying these TPD courses which obviously means that since teachers indicated that they implemented the information they have got into the process of teaching (Question 3), here they sought to understand how the ideas and Understandings they had appropriated from the professional development experience actually worked in practice. So as reported in the literature by (Darling-Hammond, Hyler, 2017:20) "*These practices are indicated to be capable of improving student achievement*" The teacher factor was recognised by policymakers in the mid-1980s, when researchers such as (Brandt, 1993) identified the teacher as indispensable to students' learning. Brandt believed that students' quality depends on instructional quality and that instructional quality depends on teachers' quality.

Teachers Professional development could help novice teachers cope with the following effectively

Teachers Professional Development helps novice teachers effectively manage their classrooms, improve lesson planning, address the diverse needs of their students, and establish positive relationships while managing their workload.

The results have shown that more than half of the participants strongly agree that TPD programs help novice teachers in improving their skills (the 4 points presented above). Here it is clearly understood that the positive effect of TPD programs is unneglectable. Insufficient teacher training in the course of their studies and later professional development represents a crucial difficulty in class management, especially among young teachers (Hirsch et al., 2019 ;Oliver & Reschly, 2007).

Classroom management is an issue that novices might face in their teaching. This is emphasized by several researchers in earlier studies (e.g. Veenman, 1984, Talbert 1994, Fantilli & McDougall, 2009).

Importance of self-efficacy for teachers' development

As mentioned in table (6), self-efficacy is of a great importance for teachers' development, relying also on Fuller's theory of concern in which the concept of "self" has been greatly given importance in a way that a person must focus on developing himself in the first position in order to better achieve his work as a teacher. It is important to mention that all the participants have given positive answers in this question (important-necessary), none of them has given any negative answer. These results can be explained by the importance of self-efficacy and its impact on the learning outcomes of learners since the personality of the teacher can have a positive or negative impact on students' final results. Teachers' self-efficacy has progressively gained an important role in school psychology research as a result of its implications for teaching effectiveness, instructional practices, and for students' academic achievement (Klassen et al., 2009 ; Klassen and Tze, 2014).

Considerable research has shown that teachers with high levels of self-efficacy experience higher levels of job satisfaction, lower levels of job-related stress and face less difficulties in dealing with students' misbehaviors (Caprara et al., 2003:12). "*Some teachers have not enough confidence in their subject knowledge and their ability of transferring this knowledge to their students.*" This

suggests that teachers' efficacy should be considered here. Related research indicates that a teacher's efficacy is related to how teachers' decisions are made, how goals are shaped, how planning and organization are implemented, and how teachers react in the classroom and relate to students" (Tschannen-Moran & Hoy, 2001 ; cited in Corbell, Reiman and Nietfeld, 2008

The extent to which TPD courses help novice teachers in their personal development

As displayed in figure (12), an important number of teachers (32) agree on the fact that TPD helps novice teachers in their personal development, while some of them (7) disagree with this idea. In general, TPD courses are basically designed for novice teachers since they help them on various basis, which is unfortunate because teachers should experience TPD programs at least once. Personal development or self- development refers to possessing personal strengths and characteristics that aid teachers define and make sense of their teaching practice and of themselves as individuals. This is through developing the necessary life skills that can help them grow in and outside their profession. Because teachers' professional role can be affected by their personal-life factors, they need to develop certain life skills related to their personal life. These can include balancing their professional and personal lives, coping with family pressure, stress and negative emotions (like anger, sadness, etc.), making effective decisions concerning their health, etc.

Personal development is a powerful tool to reach a well-defined and healthy sense of self as teachers (self-concept enhancement), which can result in positive self-esteem and self- confidence. Besides, it enables teachers to recognize, understand and manage their emotions thereby having good intrapersonal skills. Since it focuses on socio-emotional or affective growth which can be reflected in teachers' attitudes and interactions with their students, developing the 'teacher self' is so crucial to enhance quality education. Therefore, teachers' personal development needs to be targeted in teacher education programs.

TPD's contribution in the improvement of students' outcomes

It is evident that TPD contributes in improving students' outcomes, since these programs help in improving teaching directly lead to developing the outcomes and improving students' level. As shown in figure (13), all the participants gave positive answers, they all agree on the fact that TPD contributes in improving students' outcomes. Concerning this point, Thomas Guskey (Winter 2005) has had considerable experience in examining the effect of professional development on student learning. He has found that powerful professional development will help the educator acquire the instructional procedures and scientifically researched-based strategies they need to help all students reach the articulated learning goals. In this regard, Barry Fishman and his colleagues (April 29, 2000) also maintain that professional development is all about a process of giving teachers new skills and concepts related to the work of teaching. Beyond this acquisition of new skills, however, is an assumption that this will be translated into improved student learning and achievement once the teacher applies these new skills or knowledge to practice in the classroom. So, it would seem that there is compelling research that show that professional development programs are effective in promoting student achievement.

Perceptions of EFL teachers at MMUTO towards teachers' professional development

As the teachers answered in the questionnaires distributed, the majority had positive perception towards TPD programs, they spoke mainly on the fact that these programs should be reconsidered in the department, and that teachers should attend these programs to develop their skills and capacities. Desimone, Porter, Garet, Yoon, and Birman (2002, p. 81) averred that Teachers' instruction and classroom practises were found to be improved as a result of professional development. They confirmed that professional development is essential for deepening teachers' subject knowledge and increasing

their ability to teach to high standards. They also mentioned an important point which is that these programs should be allowed for all teachers not only novice teachers because, being a teacher can be demanding and stressful, both at the beginning, as well as in the later phases of their career (Guarino, Santibañez, & Daley, 2006 ; Skaalvik & Skaalvik, 2011 ; Veldman, Van Tartwijk, Brekelmans, & Wubbels, 2013, p.2) .

The final item that we have observed is that none of the teachers' perceptions was negative, they all seem to be conscious of the importance and the need for such programs in the department.

The idea of implementing Teachers' Professional Development at the level of the English department at MMUTO

As regards the implementation of TPD programs in our department, all our contributors agree on the idea of inserting these programs in the department, because they all know and are conscious of its importance and its effect not only on teachers but also on students' outcomes. There was no negative answer, which is a prodigious gadget. It will be of a great benefit for our department if these programs get implemented. These answers were expected since these programs (TPD) help in a very significant way the development of our teachers' competences, skills and capacities, such a thing will directly lead to the improvement of students' outcomes, because any successful teacher will contribute in raising the level of the students, and from there also becomes the teacher of a great importance. "To be effective, professional development must provide teachers with a way to apply that which they have learnt directly to their teaching (Zakaria and Yusoff Daud, 2009, p. 225). For Garret et al. (2001), teachers are more likely to change their instructional practices and gain greater subject knowledge and improved teaching skills when their professional development is directly linked to their daily experiences, as well as aligned with standards and assessments."

Conclusion

This chapter has discussed the data gathered from the teachers' questionnaires conducted at Mouloud Mammeri University of Tizi-Ouzou. This research tool has helped us to answer the research questions and confirm all the hypotheses outlined in the General Introduction.

The results obtained from these questionnaires show that Teachers' Professional Development has a central part in the teachers' careers, therefore it is essential for them to be able to attend these courses. The results also show that teachers that had these programs apply the information in the lessons they need which will have a remarkable impact on the classes. Moreover, the results confirm that teachers truly need to attend TPD programs, in order to better their methods, skills, and to allow them to refresh their knowledge, which will be of a great benefit not only for them but also for the students.

General Conclusion

General Conclusion

The primary goal of this study was to evaluate teachers' perspectives and attitudes regarding teacher development in the Department of English at MMUTO. It began by investigating the concept of TPD, its various forms, and its benefits. Then it addressed its impact on instructors' careers, student outcomes, and the Department as a whole. This study took place at the level of the Department of English at Mouloud Mammeri University of Tizi-Ouzou.

This study addressed the issues stated in the General Introduction. To answer the questions, we have proposed certain hypotheses stating that TPD is beneficial to both students and instructors, and that implementing it in our department will be beneficial to everybody. To answer the questions and test the hypotheses suggested in this study, we conducted mixed-method research, which included quantitative and qualitative data collection and analytic methods. The research data were collected using a single method consisting of a questionnaire delivered to

40 English teachers at Mouloud Mammeri University of Tizi-Ouzou. The quantitative technique was used to examine the results of the questionnaire's close-ended questions, and the qualitative content analysis was used to analyze and interpret the results of the questionnaire's open-ended questions.

Our study has used Frances Fuller's "Theory of Concern" (1969) to describe how a teacher should go through the three stages (self, task, and impact) suggested by Frances Fuller in order to improve his professionalism in the teaching profession. (Rashid et.al, 2010).

The questionnaire answers, which were integrated and evaluated in this chapter, revealed the participants' knowledge of the critical role of teachers' professional growth in enhancing

teaching skills. Furthermore, all the teachers believed that TPD plays an important role in training newteachers and assisting them in dealing with challenges that may arise during their professional careers. Furthermore, most of the teachers believed that TPD has an impact on students' performance and academic accomplishment. They also agreed on the relevance of TPD

implementation in the department and had favorable views and attitudes of it. Therefore, the questionnaire findings confirmed the hypothesis provided in the general introduction.

This study has made a valuable contribution by shedding light on the professional development of university academics. However, it's important to note that our research exclusively focused on this specific group. To gain a more comprehensive understanding of professional development in education, further research using alternative methodologies, such as interviews, should be employed to explore the experiences of middle school teachers. Moreover, additional investigations could delve into the specific programs required for the successful implementation of Teacher Professional Development (TPD) within the department. Analyzing whether teachers would embrace or challenge the content of these programs is an essential aspect to consider, as it can provide crucial insights into the effectiveness and relevance of TPD initiatives in the educational sector.

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*Appendix 01:
teachers' questionnaire*

Teachers' Questionnaire

Dear teacher,

The present questionnaire aims at gathering information about the views and attitudes of teachers towards Teachers' Professional Development at the level of the Department of English at MMUTO. Your answers will be treated with complete confidentiality and anonymity.

Thank you so much for your contribution

Section One: Background Information

1- Would you specify your professional experience?

One to five years

Five to ten years

More than ten years

2- During such experience, have you ever attended or taken any course or professional development program?

Yes

No

If yes, could you describe the kind of professional development programs?

•ELT seminars or Workshops

•Teacher-network through internet

● Interschool visit

● Peer observation

3- Do you apply the information you got from such course or programme in your classes?

Yes

No

4- Has the professional development programme improved your:

♣ Way of thinking?

♣ Way of teaching?

♣ Way of dealing with students?

♣ Way of collecting information?

5- How would you rate your satisfaction with the training program you participated in for Professional Development?

Satisfied

Very satisfied

Unsatisfied

Very unsatisfied

Section Two: Teachers' Views towards Professional Development

6- Do you attend teaching sessions of other teachers practising their profession ?

Yes No

If yes, how often ?

Always Often Sometimes Rarely

7-Do you think teachers need to keep on learning? Yes No

Would you justify your choice?

.....

8-As an EFL teacher, you are mainly interested in:

♣ Completing the syllabus.

♣ Adding new materials that are not included in the syllabus to help students learn.

♣ Preparing students for exams.

♣ Others. Please mention them.

.....

.....

9- What would be needed for EFL University teachers to improve themselves professionally ?

- Taking more TPD courses
- Asking for guidance from other teachers
- Identifying weaknesses and developing them
- Observing other works and copying them

***10- How far do you agree or disagree with the following statement?
“Professional development programs’ contents have helped you improve both your research abilities and instructional methods.”***

Slightly Agree Agree Strongly Agree

Slightly Disagree Disagree Strongly Disagree

11- How much could the students’ performance be improved applying the teachers’ development courses?

little improvement average improvement high improvement

12- How far do you agree with the idea that teacher development could help novice teachers cope with the following effectively:

Classroom management?

Teaching planning ?

Dealing with students different needs ?

Relations with students and workload?

Slightly Agree Agree Strongly Agree

Slightly Disagree Disagree Strongly Disagree

13- How important is self-efficacy for teachers' development ?

Not important

Slightly important

Important

very important

Necessary

14- To what extent do you agree that teacher development like training courses help novice teachers in their personal development ?

Slightly Agree Agree Strongly Agree
Slightly Disagree Disagree Strongly Disagree

15- How far do you agree with the idea that teacher professional development contributes in the improvement of students' outcomes ?

Slightly Agree Agree Strongly Agree
Slightly Disagree Disagree Strongly Disagree

16- What are your perceptions as a EFL teachers at MMUTO university towards teacher professional development?

.....
.....

17- How far do you agree with the implementation of teacher development in the Department of English at MMUTO?

Slightly Agree Agree Strongly Agree
Slightly Disagree Disagree Strongly Disagree