

## Libyan EFL Primary School Teachers' Perceptions of Professional Development: The Case of the 21<sup>st</sup> Century Teacher PD Program

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### ABSTRACT

This study aimed to explore EFL teachers' perceptions of the 21st-century PD program in six primary schools in Al Jabal Al Gharbi district. 31 teachers participated in the study. The mixed-research approach was used to conduct the research. A structured questionnaire and a semi-structured interview were used to gather the data. The results revealed that participants acquired several teaching skills, such as new techniques for teaching vocabulary, speaking, and listening language skills, from the 21st-century PD program. Furthermore, the participants reported positive changes in their students' outcomes, including improved speaking, listening and vocabulary. The findings also revealed some complications in implementing the PD program, including a lack of resources and administrative support at some schools.

**Keywords:** PD, professional development, EFL teacher training, teacher change.

### تصورات معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الليبية حول التطوير المهني: دراسة حالة برنامج القرن الحادي والعشرين للتطوير المهني

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### ملخص البحث

هدفت هذه الدراسة إلى استكشاف تصورات معلمي اللغة الإنجليزية كلغة أجنبية حول برنامج التطوير المهني في القرن الحادي والعشرين في ست مدارس ابتدائية بمنطقة الجبل الغربي. شارك في الدراسة 31 معلماً، وتم اعتماد النهج البحثي المختلط لإجرائها. تم جمع البيانات من خلال استبيان مغلق ومقابلة شبه منظمة. كشفت النتائج أن المشاركين اكتسبوا العديد من المهارات التدريسية، مثل تقنيات جديدة لتدريس المفردات والمهارات اللغوية من خلال برنامج التطوير المهني.

علاوة على ذلك، أشار المشاركون إلى تغييرات إيجابية في نتائج طلابهم، بما في ذلك تحسن مهارات التحدث والاستماع واكتساب المفردات. كما كشفت النتائج عن بعض التحديات، مثل نقص الموارد والدعم الإداري في بعض المدارس.

**الكلمات المفتاحية:** التطوير المهني، تدريب معلمي اللغة الإنجليزية كلغة أجنبية، تغير المعلم.

## 1. Introduction

### 1.1 Background of the Study

Numerous studies have revealed that many schools in Libya continue to teach English using traditional methods (Orafi, 2008; Shihiba, 2011; Elabbar, 2011; Alshibany, 2018). These methods run counter to the goals of the 21<sup>st</sup> Century English for Libya curriculum, which is focused on helping students acquire 21st-century study skills such as teamworking, critical thinking and problem-solving.

After failing to raise the standard of English instruction in preceding years, the Libyan Ministry of Education (MoE) decided to implement a professional development (PD) program to provide EFL teachers with instruction on new teaching strategies. In 2018, Garnet Education organized a teacher training program called the 21<sup>st</sup> Century English for Libya. This program targeted over a hundred English teachers across Libya to equip them with teacher-trainer skills to train their colleagues on implementing the new curriculum.

The PD program consisted of 10 days of training. The training covered the following topics:

**Table 1:** 21<sup>st</sup> Century Teacher Training Program (GCTED, 2018, pp. 7-8)

Day	Topic	Contents
1	Introduction to the 21 <sup>st</sup> Century Curriculum	Orientation Training overview
2	Jolly Phonics	Letter sounds Letter formation Blending segmenting Tricky words
3	Teaching aids	Games/Stories/Songs/Visual aids
4	Teaching the four skills	
5	Teaching vocabulary	Flashcards Drawing
6	Motivating learners	Types of motivation Motivation strategies Multiple intelligence
7	Classroom management	Giving instructions Direct/indirect correction techniques
8	Assessment	Formative/summative
9	Lesson planning	Formulating SMART objectives Planning frameworks
10	Teaching Practice	10-minute teaching practice

As can be seen from the table above, the training program lasted for ten days. Six training hours per day were delivered. The training comprised input sessions to expand the trainees' theoretical

knowledge. Then, activities were implemented to consolidate the knowledge learned. Finally, trainees are encouraged to reflect on the training sessions by exchanging thoughts and feedback. On the final day of the training, the trainees did a teaching practice as an opportunity for them to apply some of the techniques they have learned throughout the program. Furthermore, they provided feedback on their peers' teaching practice.

## 1.2 Statement of the Problem

In 2018, the Ministry of Education (MoE) in Libya started implementing PD programs across the country to qualify EFL primary school teachers to teach the 21st-century curriculum. However, little evidence is available on the effectiveness of these programs and whether teacher trainees have improved their teaching practices.

Therefore, this study aims to explore EFL teachers' perceptions and experiences of the 21<sup>st</sup>-century PD program. It will provide insights for stakeholders at the MoE about how teachers experienced the program and what obstacles they encountered when it was implemented.

## 1.3 Research Aims

This study attempts to achieve the following aims:

- Explore how Libyan EFL primary school teachers perceive the 21<sup>st</sup>-century PD program.
- Examine the impact of the 21st-century PD program on teachers' practices.
- Identify the challenges encountered in implementing the 21<sup>st</sup>-century PD program.

## 1.4 Research Questions

1. What are Libyan EFL primary school teachers' perceptions of the 21st-century PD program?
2. How does the 21<sup>st</sup> Century PD program impact Libyan EFL primary school teachers' practices in the classroom?
3. What challenges were encountered in implementing the 21<sup>st</sup> Century PD program?

## 2. Literature Review

### 2.1 What is PD?

Fullan (1995) defines PD as “continuous learning focused upon the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change” (p. 265). Mohajerpour et al., (2023) considers PD as a formal practice by describing it as “carrying out formal practices such as seminars or workshops, training programs, conferences, collaborative learning or training courses at a university or college” (p. 2). A more comprehensive definition is given by Day (1999), who states:

“Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute to the quality of education in the classroom.” (p.4)

The terms "training" and "professional development" are frequently used interchangeably with "continuous professional development." Training typically refers to equipping novice teachers with essential teaching skills (Mann, 2005). Freeman (1989) argues that ongoing development entails raising awareness of the use of methods or approaches appropriate for a particular

setting, such as a classroom or an individual. This suggests that training is used to provide general basic teaching knowledge and skills to novice teachers, who have little to no teaching experience. PD, on the other hand, is meant to refresh and enhance the knowledge and abilities that educators already possess, enabling them to apply these abilities in novel contexts (Freeman, 1989).

Research has shown that PD fosters learning opportunities, helps teachers identify their own and others' needs, assesses their performance in observation and peer review, provides access to mentorship, engages in professional dialogue and feedback, and forges strong working relationships among educators (Hummond, et al., 2017; Rhodes, Stokes, & Hampton, 2004).



**Figure 1:** The role of PD on teacher change (Guskey, 1986, p.7).

According to Guskey (1986), professional development should lead to three types of change in the classroom. Change in teachers' practices which involves using a new approach, a new material, or a new curriculum. Consequently, students should demonstrate some change, which can be seen in their improved achievement. Finally, observing the positive impact on students' learning leads to changes in teachers' beliefs and attitudes. Hence, the three stages are interrelated in that teachers adopt new beliefs and practices when they witness the improvement of their students' performance.

## 2.2 Characteristics of Effective PD

According to Desimone (2009), an effective PD program needs to be content-specific, collaborative, sustainable, coherent, and built on active learning in order to be successful.

Content in PD programs refers to two forms of knowledge: an understanding of the subject as a domain and an understanding of how the subject can be taught to students (Kennedy, 1998). Subject-specific PD is associated with a particular field, such as history, physics, or English language. According to Borko (2004), to encourage students' learning, teachers should exhibit a thorough understanding of the material they are teaching. Furthermore, several studies, including (Wei et al., 2009; Lieberman & Pointer Mace, 2008), showed that PD programs which emphasize subject knowledge and how to teach that knowledge have been found to be effective. However, some training programs just concentrate on helping teachers improve their methods, giving little thought to the material or the subject they are supposed to teach. According to Avalos (2011), if professional development programs do not prioritize the enhancement of teachers' subject knowledge, they may fall short of the intended results, even with well-designed programs.

Furthermore, PD programs should include activities that promote active learning. In this context, "active learning" means giving teachers opportunities to put the knowledge they learn in training into practice. Active learning in professional development (PD) allows teachers to analyze their teaching practices and students' learning (Garet et al., 2001). In lectures and workshops, active learning is contrasted with passive learning. Active learning has the

advantage of allowing teachers to observe one another and provide and receive feedback on their methods of instruction (Birman et al., 2000). Teachers' knowledge and skills are more effectively developed through PD programs that incorporate hands-on activities (Garet et al., 2001).

Another important characteristic of effective PD programs is their duration. Studies have shown that longer-term professional development programs with more training hours are more successful (Boyle et al., 2005). That is, PD programs that are implemented over an extended time tend to be more effective (Blank & Alas, 2009; Desimone, 2009). Teachers require some time to absorb new information and be able to apply it. According to Fullan (1993), teachers require a significant amount of time to reflect on their practices and refine their abilities.

Moreover, PD programs need to involve collaborative activities to encourage trainees to exchange ideas and feedback. Previous studies have shown that teachers' development is improved by collaborative learning (Desimone, 2009; Walter & Briggs, 2012). Teachers who work alone are unable to provide feedback to one another (Fullan and Hargreaves, 2012). Moreover, high-performing schools have been found to offer an appropriate setting for their teachers to collaborate and observe their colleagues in the classroom (Barber & Mourshed, 2007).

Finally, an effective PD program needs to be coherent. Coherence in PD refers to the degree to which PD aligns with teachers' beliefs, knowledge, and abilities as well as with school policies (Desimone, 2011). Previous studies (Garet et al., 2001; Penuel et al., 2007) demonstrated a positive correlation between PD coherence and teachers' practices and curriculum implementation. In other words, for PD to be coherent, its elements need to align with the objectives of the curriculum, the methods used by teachers, and the institutional policies.

### **2.3 Impact of PD on EFL Teachers' Practices**

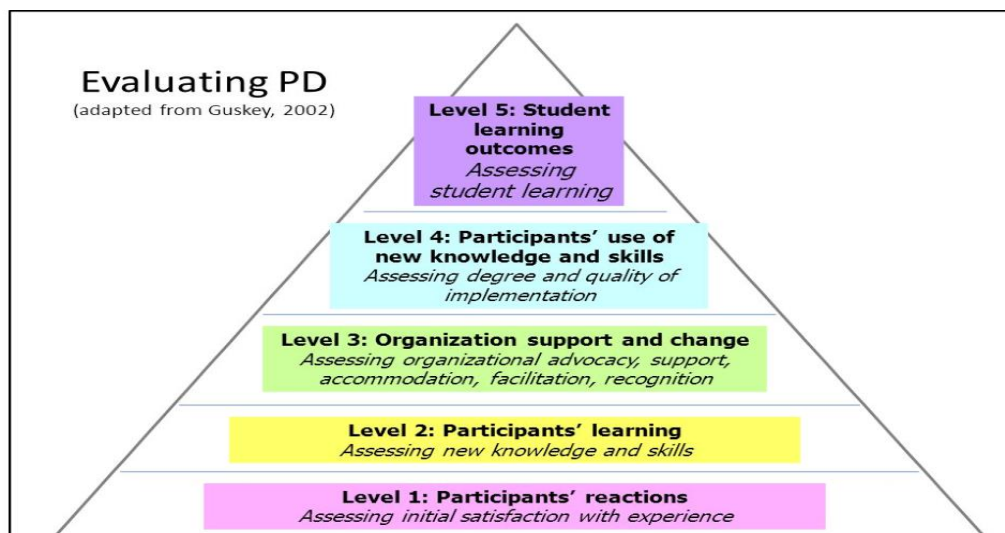
Numerous studies have revealed positive correlations between improved student outcomes and professional development for teachers (Desimone, 2009; Guskey & Yoon, 2009; Kennedy, 2016). Furthermore, PD plays a critical role in enhancing English language learning (Salite, 2015; Jiang, 2016; Yadav, 2011). Additionally, teachers' views and beliefs can significantly affect their methods and ways of thinking (Borg, 2003).

PD can help teachers improve their practices in the classroom (Day & Sachs, 2004). It has been demonstrated that PD activities help teachers become more adept at identifying appropriate strategies that advance students' learning. (Mizell, 2010). Similarly, a study by Ortactep & Akyel (2015) revealed that PD aided EFL Turkish teachers in implementing the communicative language approach and using effective classroom management strategies. These outcomes are in line with the results of EL Afi (2019), which showed that PD enhanced teachers' abilities in lesson planning, instructional strategies, instructional technologies, and classroom management. Furthermore, Mohammadifar & Tabatabaee-Yazdi (2021) found that EFL Iranian teachers who participate in PD programs and events tend to embrace modern ideas and apply them in their classrooms.

However, PD might not always produce positive learning outcomes. Previous research has demonstrated that PD might fail to enhance teachers' performances due to the discrepancy between the PD and real classroom practice. (Darling-Hammond, 2013; Cuban, 2013; Kennedy, 2016).

## 2.4 Theoretical Framework

The investigation in this study is guided by Guskey's PD evaluation framework (Guskey, 2002). Guskey's evaluation model is one of the most cited evaluation PD models in the literature (Paige, 2002; Newman, 2010; Visser et al., 2013; Alzahrani & Althaqafi, 2020; Campbell-Meier & Goulding, 2021).



**Figure 2: PD Gusky's Evaluation Model (Vest, 2018)**

As shown in Figure 2 above, the framework consists of five levels of evaluation. Level one examines participants' initial reactions to the PD program. It involves assessing the participants' degree of satisfaction with the outcomes of the PD program. At level 2, the skills and knowledge acquired by participants are examined. Level 3 is concerned with the type of support provided by the organization where the PD was implemented. At level 4, the participants' application of the new skills and knowledge is assessed. That is, it investigates the extent to which the participants were able to apply the new skills in their classrooms. At the final level of evaluation, the PD program is evaluated regarding whether the students' outcomes have improved.

## 3. Methodology

### 3.1 Research Approach

The mixed-methods research approach was adopted to carry out the investigation in this research. Johnson et al. (2007) define mixed research as:

"... the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration." (p. 123).

Due to its application in addressing challenging but unknown questions, mixed-methods research has grown in popularity throughout the world (Ivankova & Greer, 2015). The mixed approach is assumed to increase the validity of the research findings and provide the researcher with a deeper understanding of the phenomenon being studied (Hurmerinta-Peltomaki & Nummela, 2006).



Furthermore, this methodology allows the investigator to validate the results obtained from various data-gathering instruments (Greene et al., 1989). Additionally, by integrating quantitative and qualitative approaches, the researcher can benefit from each approach's advantages and obtain comprehensive responses to the research questions (Ivankova & Greer, 2015). Given the broad nature of professional development and its intersection with various facets of education, a mixed-methods approach appears fitting for gaining a thorough understanding of teachers' perspectives and experiences of the PD program.

### 3.2 Context of the Study

Thirty-one teachers from six Libyan primary schools in Aljabal Algharbi district participated in this study. Cohen et al. (2007) argue that a minimum of thirty participants is needed for a statistical sample to be deemed adequate.

**Table 2:** Participants' demographic information

		Number of respondents
Age	20 - 30	6
	31 - 40	15
	41 – 50	7
	Above 50	3
Gender	Male	4
	Female	27

The participants were reached using the snowball sampling technique. Snowball sampling, according to Cohen et al. (2007), entails targeting,

“a small number of individuals who have the characteristics in which they are interested.

These people are then used as informants to identify, or put the researchers in touch with, others who qualify for inclusion and these, in turn, identify yet others” (p. 116).

Since the researcher aimed to target teachers from different schools, the snowball technique was an appropriate way to reach the study sample. As Cohen et al. (2007) argue, this method can be helpful in situations where it is challenging to reach the intended audience for the study.

### 3.4 Instruments

Two data collection instruments were used to gather the data. First, a closed-ended Likert-scale questionnaire was utilized to gather the quantitative data. Then, a semi-structured interview was administered to obtain deeper insights into the participants' perceptions and experiences of the 21<sup>st</sup>-Century PD program.

#### 3.4.1 The Questionnaire

According to Dornyei (2007), questionnaires provide researchers with a quick and easy way to gather data from a large sample. Additionally, well-designed questionnaires simplify and ease the process of data collection. The questionnaire of this study was based on the five critical levels of evaluation developed by Gusky (2000). The following five areas were investigated:

- Participants' reactions
- Participants' learning

- Organizational support
- Participants' application of new knowledge and skills
- Student achievement

### 3.4.2 Semi-structured Interview

Semi-structured interviews were conducted with five participants to investigate teachers' perceptions of PD. In social sciences, semi-structured interviews are frequently utilized as data collection instruments (Bradford & Cullen, 2012). While a semi-structured interview follows a set agenda for discussing a specific subject, it also permits the emergence of other pertinent themes (Choak, 2013). According to Dornyei (2007), semi-structured interviews are appropriate in situations where the researcher has developed a good understanding of the phenomenon and needs to investigate certain aspects in more detail. In this study, the researcher worked as a teacher trainer to implement the 21<sup>st</sup> Century PD program in a number of schools in Libya. Hence, he has become well-informed about the PD program and the context in which the training took place.

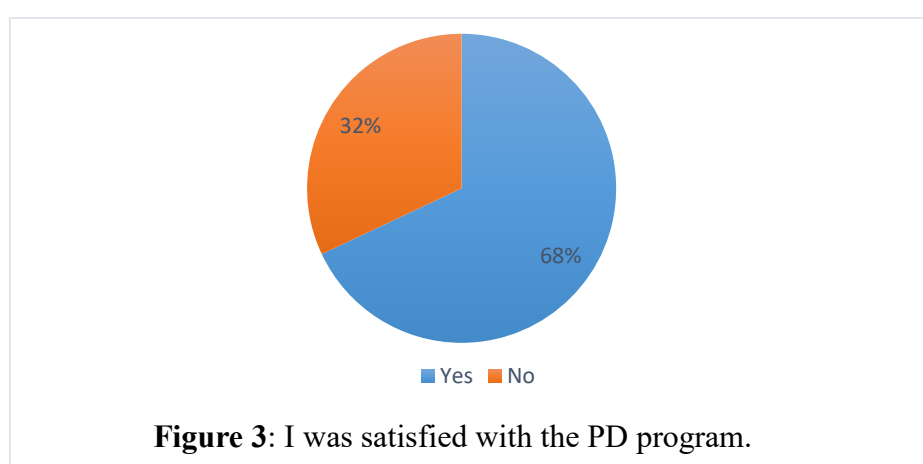
### 3.5 Data Analysis

Microsoft Excel was used to analyze the quantitative data. The numerical data was presented using bar charts and pie charts. The percentages of participants who agreed, strongly agreed, disagreed, or strongly disagreed with each statement were displayed in the charts.

Thematic analysis was employed to analyze the qualitative data. Maguire & Delahunt (2017) define thematic analysis as "the process of identifying patterns or themes within qualitative data" (p. 3352). The analysis was undertaken using the Braun & Clarke (2006) framework. This framework comprises six steps, namely, familiarizing oneself with the data, creating preliminary codes, looking for themes, evaluating themes, defining themes, and summarizing the results.

## 4. Findings

### 4.1 Participants' Reactions



**Figure 3:** I was satisfied with the PD program.

The participants were asked about their initial reactions to the PD program. The majority of participants (68%) stated that they were satisfied with the training as it introduced them to new techniques to implement the new curriculum. Approximately thirty percent of the participants were not satisfied and reported that the PD program did not assist them in teaching the new curriculum.

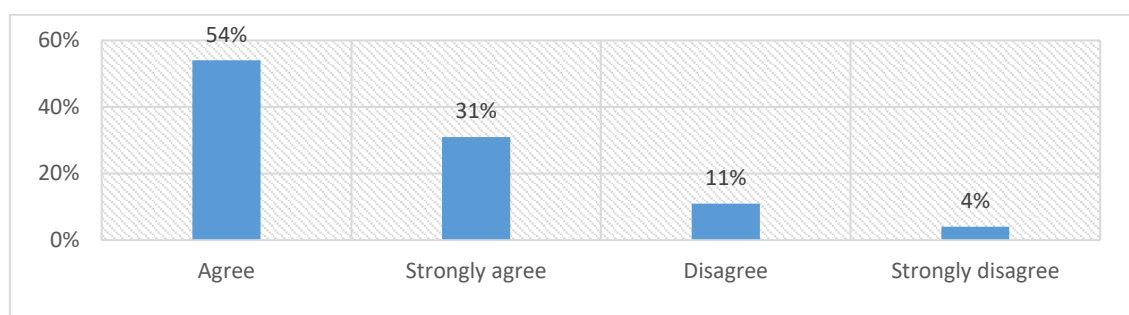


Commenting on the benefits of the PD program, one participant reported:

*“The professional development program was very useful because it involved learning new language teaching techniques, refining traditional teaching methods, and successful ways to achieve positive outcomes with students.”*

Similarly, another participant stated, *“I can now use new ways for teaching meaning and not only depend on Arabic translation. For example, I started using pictures, drawing, and mind maps.”*

#### 4.2 Participants' Learning



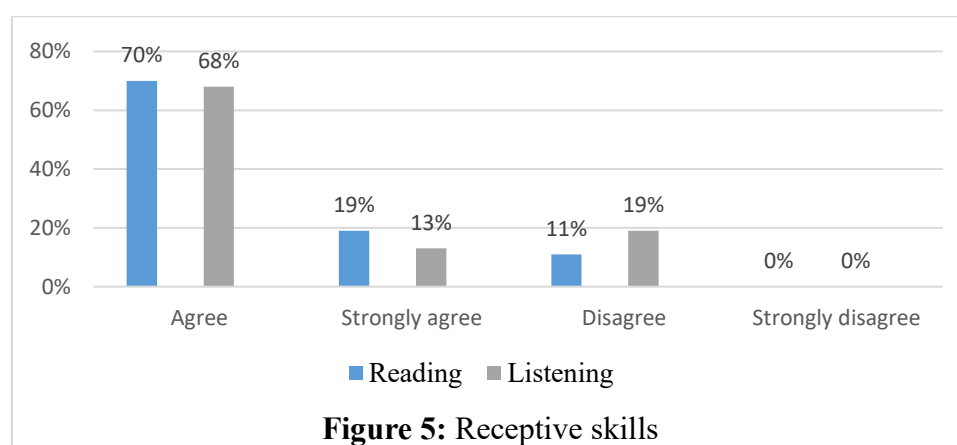
**Figure 4:** The PD familiarised me with using new vocabulary teaching techniques

Eighty-five percent of the participants agreed or strongly agreed that the PD program introduced them to new techniques for teaching vocabulary. Only fifteen percent of the participants reported not learning new vocabulary teaching techniques.

One participant stated, *“Instead of giving the meaning of a new word in Arabic, I learned how to use contextual clues to discover the meaning of unknown words.”*

Another participant reported, *“I can now use flashcards to revise vocabulary in a fun way.”*

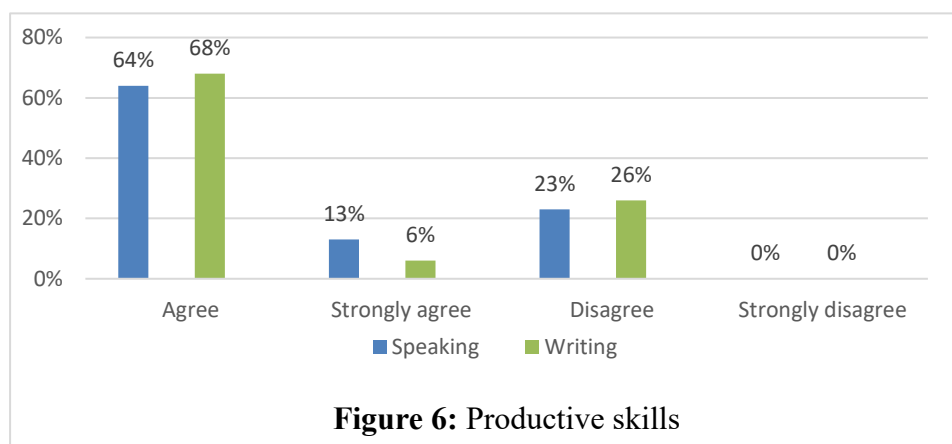
Besides, using games was mentioned by a participant who stated, *“I learned how to use games like the 'Hot Seat' to make vocabulary learning more engaging.”*



**Figure 5:** Receptive skills

The PD program also involved training in teaching the four skills namely, speaking, writing, listening, and reading. Approximately two-thirds of the participants acknowledged that they had learned new methods for teaching the receptive skills of reading and listening. Conversely, an insignificant portion of the participants (less than 20%) expressed disagreement with their peers.

One participant reported that she learned to teach listening *“through playing songs, listening to the lesson tracks, reading out loud with the correct pronunciation, using simple language”*.



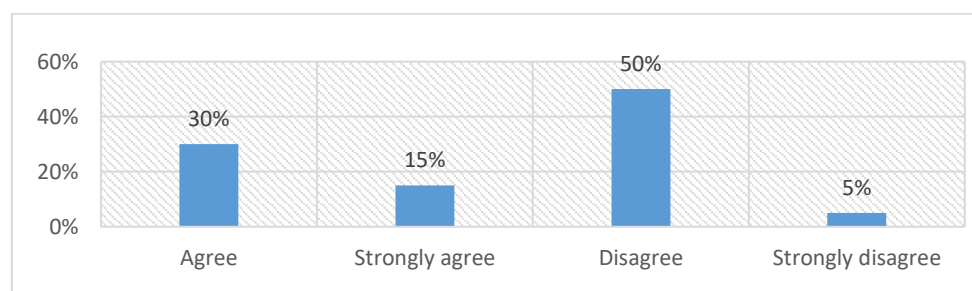
More than seventy percent of the participants agreed or strongly agreed that the PD program introduced them to new skills for teaching speaking and writing.

On teaching speaking, one participant commented, *“In addition to using some of the words and phrases they had learned in class, my students and I practised new statements and dialogues together.”*

Additionally, another participant stated that teaching speaking can be achieved *“by practising the language many times as in acting out a situation out in front of each other like a shopping situation or playing.”*

With respect to teaching writing, the participants reported creative techniques to develop this skill. One participant stated, *“I give my students scrambled words and ask them to combine them to form a word.”* Another participant noted that he *“writes letters and words in the air and students try to copy the word in their notebooks.”*

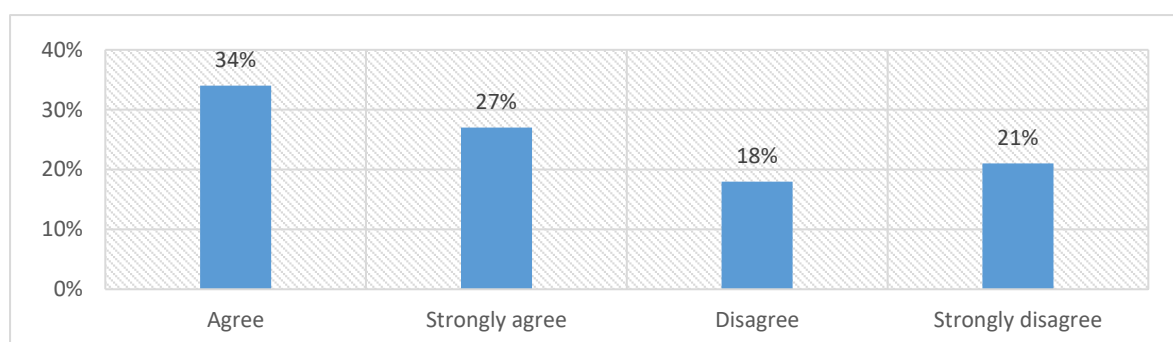
### 4.3 Organizational Support



More than fifty percent of the participants reported that they experienced a lack of support during the PD program. This percentage appears to be alarming as it represents more than half of the sample in this study. During the interview, the participants were asked to describe why their schools were unsupportive.

One participant stated, *“The trainer faced some problems in applying some activities due to lack of equipment like a projector and electricity sockets.”* Another participant commented on the school principal's negligence by saying, *“The principal of the school has not paid enough attention to the course. He should at least provide refreshments for the trainees.”* Besides, the lack of resources was also stressed by one participant who stated, *“The trainer could not print the materials in the school. He had to print them at his expense.”*

#### 4.4 Participants' Use of the New Skills



**Figure 8:** I managed to apply the new skills I acquired from the PD program

Sixty percent of the participant reported they were able to use the new skills in their classrooms. In contrast, thirty-nine participants were incapable of integrating the new techniques into their teaching practices.

In the interview, the participants reported using songs to teach listening. For instance, one participant mentioned, *"I use songs to teach listening and videos to teach new words."*

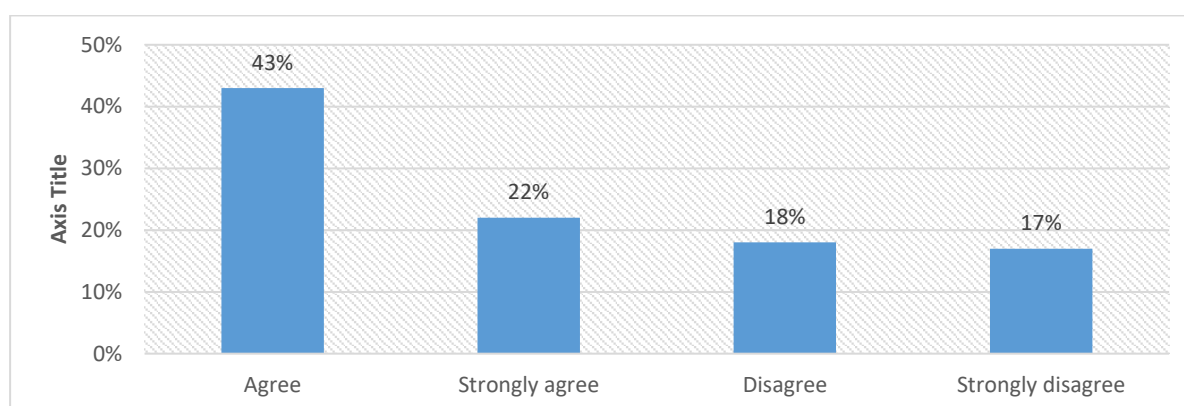
Besides, some participants reported using indirect error correction techniques to boost their students' confidence. One participant reported, *"To prevent embarrassment, I correct the kids while giving them the impression that they haven't made an error."* Another participant said, *"I encourage students and tell them their answer is correct and there is no wrong answer."*

Using interjections as a way to address errors was also highlighted by one participant who said, *"I don't say that's wrong. I use utterances like Mmmm! Or, oooh, are you certain? , not precisely."*

Additionally, some participants mentioned using new classroom management techniques. One participant said, *"Regrouping the class is the best strategy I tried with my class to keep them quiet and involved in the learning process"*. Another participant commented on the benefits of using new classroom management techniques by saying, *"I make the students feel free in the classroom and try to manage them correctly and remember the teacher is the facilitator only, let them learn by themselves and discover things."*

However, some participants encountered some obstacles in using some techniques. For example, one participant stated, *"I could not use songs in the classroom because the speakers were not working."* Moreover, one participant reported that their inspector did not encourage using the Jolly Phonics method because he was not familiar with it.

## 4.5 Students' Learning Outcomes



**Figure 9:** I believe that the PD program has contributed to improved student outcomes.

When asked about the particular improvements students experienced as a result of teachers' new classroom practices, one participant noted:

*"Using indirect error correction techniques, which I have learned from the 21<sup>st</sup> Century PD program, made my students better at speaking because they feel unintimidated."*

Another participant reported that they noticed significant progress in their students' listening: *"Most of my students now can understand English videos without subtitles because from time to time I show them a YouTube video that is related to the lesson."*

Moreover, one participant remarked that pictures and flashcards make it easier for young students to remember vocabulary: *"When I use pictures in my classroom, my students find it fun to say the word that refers to that picture."*

## 5. Discussion

### 5.1 Teachers' Perceptions of the 21<sup>st</sup> Century PD Program

Several participants reported that attending the PD program had exposed them to new methods and approaches that had improved their competence in the classroom. Over two-thirds of the participants reported they have developed their understanding of new ideas and methods for working with students. These results are consistent with those of Ortactep and Akyel (2015), who discovered that PD assisted educators in implementing the communicative curriculum in Turkey. Additionally, the findings revealed that the participants acquired new skills for managing the classrooms and using teaching aids such as videos, songs, and games. These results agree with the EL Afi (2019), who reported improvements in their lesson planning, teaching methods, and classroom management.

However, these results differ from those of Shibany (2018), who found that certain Libyan educators lacked motivation to engage in PD activities. This discrepancy could be attributed to the fact that earlier PD initiatives failed to help instructors implement the English curriculum effectively. The sole goal of these programs was to acquaint teachers with the use of the teacher's book (Orafi, 2008). Furthermore, the new terminology used in the teacher's book caused some teachers to have trouble understanding it (Shihiba, 2011).

### 5.2 Impact of 21<sup>st</sup> Century PD program on Teachers' Practices

The findings have revealed that several participants changed some of their classroom practices. For instance, some participants reported utilizing modern strategies and activities such as working in groups, role-playing, and drawing. Adopting these strategies suggests that the

participants have begun to see students as active agents in the classroom. That is, the PD program enhanced teachers' skills to employ learner-centred activities to encourage students to take more responsibility for their learning.

Another interesting finding was that some teachers created their own resources to enhance students' learning. Given that they were able to produce materials, this suggested that teachers had benefited greatly from the PD program. Furthermore, this demonstrates the instructors' strong desire to incorporate more engaging materials into their lessons.

These findings highlight the significance of PD in improving teachers' practices, which are in line with those of (Day & Sachs, 2004; Akyel, 2015; Afi, 2019) who found that PD can enhance teachers' performance (see 2.3). In addition, the results reinforce the conclusions drawn by Mohammadifar & Tabatabaee-Yazdi (2021), who reported that attending PD helped teachers adopt modern ideas and practices in their classrooms.

### **5.3 Challenges of Implementing the 21<sup>st</sup> Century PD Program**

The participants highlighted some obstacles that hindered the implementation of the PD program. One of the reported challenges was the lack of resources in the schools where the programs were implemented. For instance, the results showed that some schools failed to provide basic materials such as paper, printers, and projectors. This presented a challenge for the trainers as they had to provide these materials by themselves and at their own expense. Therefore, school administrations need to offer sufficient support to PD programs to ensure they are implemented successfully and effectively. Insufficient support might result in poor implementation of such PD programs. These findings are congruent with (Penuel et al., 2007), who argue that institutional approval and support for PD programs are critical to the success of their implementation.

## **6. Conclusion**

This study aimed to explore EFL teachers' perceptions of the 21<sup>st</sup>-century PD program that was implemented in 2018-2019. Most teacher trainees reported positive perceptions of the PD program. It was demonstrated that the trainees acquired new skills in classroom management, vocabulary instruction, and teaching the four skills. Furthermore, several trainees have shown high levels of self-efficacy and positive attitudes toward their teaching practices.

The findings also revealed that some school administrations have not provided sufficient support to trainers to organize the PD program properly. Teaching aids and comfortable physical settings are key factors in the success of PD programs. Hence, it is recommended that PD programs should be monitored to ensure they are implemented effectively.

The results of this research can be used to improve future PD programs in Libya. The findings should encourage the policymakers at the MoE to support schools in implementing PD programs more efficiently. Inspectors and school principals should be involved in future PD programs to create harmony between them and the teachers. Moreover, the PD programs should be monitored by educational experts to ensure their effective implementation. Additionally, follow-up support should be provided for teachers in their classrooms to ensure they effectively implement the skills they have acquired appropriately.

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