

Investigating the Professional Needs of Moroccan EFL Teachers for Quality English Language Instruction and Learning

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Abstract

The present study's goal is to investigate the professional needs of Moroccan EFL teachers in order to enhance the effectiveness of their instruction and the learning results of students in second language. Data were collected between December 2021 and February 2022 using questionnaires among teachers of English working in Moroccan middle and high schools, in the Beni Mellal-Khenifra region. Found on previous studies, 28 variables, grouped into three subscales, were selected to assess the ELT teachers' needs. Results showed that the majority of the respondents are interested in the themes suggested by the five supervisors operating in the regional academy. The overall total of teachers are either highly or moderately motivated to enroll in continuous professional development (CPD) events on didactics, teaching methods and techniques along with soft and study skills to enrich their teaching expertise within a well architected educational agenda. The most Moroccan EFL teachers' prevailing professional needs have been identified, measured, contrasted, and addressed. This paper makes reference to current initiatives to provide more systematic, thorough, and research-informed professional development strategies in Morocco. Initiating transformation processes, tying EFL community professional demands to CPD at the regional and national levels is viewed as crucial to sustainability and support. **Keywords:** Continuous professional development, Moroccan EFL teachers, Professional needs, professional teaching standards.

1. Introduction

The constant process of learning and growth for educators that is designed to increase their knowledge, abilities, and effectiveness as teachers is known as continuous professional development. In the field of education, CPD is particularly essential for staying current with the state of arts changes in the education industry and ensuring that teachers are adequately qualified to give their pupils a high-quality education (Faizuddin et al., 2022). Since it impacts the caliber and efficacy of teachers' teaching abilities, knowledge, and attitudes, CPD is often regarded as a fundamental cornerstone in educators' careers. Because of this, educational institutions have lately mapped CPD to give instructors a greater understanding of teaching and learning via hands-on practice using methods that support students' new modes of learning (Garet et al., 2001; Lee, 2005). As stated by Twining et al. (2013), changes in educational systems at many levels (political, institutional, and human) must be viewed as a chance to introduce new

objectives, structures, and roles that support these changes.

However, at the practical level, CPD is still neglected in the Moroccan EFL context. Evidence shows that very few trainings were implemented during the period of 2012 and 2017 for the profit of teachers of English and also very little studies were carried out to assess the *quality of education* (Hilali et al., 2023). On the other hand, the ministerial decree No 0030/15–July 3rd 2015 reaffirms the National Charter for Education and Training entitlement to CPD for all ministry workers, giving priority to those who have never benefitted from such prior training. Further, it outlines the times when these trainings should be held, which are mostly outside of school hours, such as before classes begin, over breaks, and in July, when the academic year ends. The decree gives the Academies responsibility for planning and carrying out CPD activities while taking regional specificities and national goals into account. Nonetheless, ELT supervisors' individual action plans as well as programs provided by some Non-Governmental organizations, namely MATE,

the British Council, and RELO have been the only accessible training providers.

In 2022- 2023, as a point in case, a three round training – 1 week each- was jointly organized by the Moroccan Government program (Compact II) in cooperation with the Government of the United States of America, through the Millennium Challenge Account-Morocco (MCA-M). Trainers from Teaching Centers and EFL supervisors were summoned from different parts of the kingdom for the three events. Although each subject is interconnected, each training session focused on a different area in the following order: Didactics, Planning, and Management (Executive Functioning Skills). It's worth noting that the core curriculum is to be cascaded to teachers in the regions where the supervisors are working in September 2023. Similarly, to our best knowledge, the Academy of Beni-Mellal in cooperation with the British Council (BC) delivered a 3-day training for 90 teachers within the Connecting Classroom Project in 2015, 2016 and 2017 at a rate of 30 teachers every consecutive year (Ouardani, 2020; Znzoun, 2021).

2. Objectives

The main goal of this study was to investigate Moroccan EFL teachers' needs for professional development. The Survey was carried out by the use of questionnaires among the English teachers working in middle and high schools in the Beni Mellal-Khenifra region, Morocco.

The present study's primary goal is to investigate the professional needs of Moroccan EFL teachers in order to enhance the effectiveness of their instruction and the learning results of students in second language. Additionally, it tries to determine whether Moroccan EFL instructors' actual expectations line up with supervisors' recommendations. Importantly, it aims to respond to the four main essential queries.: 1. What Are Moroccan EFL Teachers' Most Prevailing Professional Needs ?; 2. To what extent does CPD resulting from a Bottom-up approach respond to Moroccan EFL teachers' professional needs?; 3. To What Extent Do Supervisors' Action Plans Meet EFL Teachers' Professional Needs?; and 4. Do Professional Teaching Standards figure among Moroccan ELT supervisors' suggestions or even EFL teachers' needs?

3. Related literature

According to many research, CPD has a positive influence on instructors' instructional strategies and students' academic achievements. In this context, the results of the study conducted by Ravhuhali et al. (2015) showed that teachers recognize the impact of professional development in broadening their pedagogical and content knowledge, teaching skills and strategies to improve student's learning. In the same vein, several countries continue to place a high value on the necessity of having competent instructors as a guarantee of high-quality education (Commission of the European Communities, 2007; Falk and Darling-Hammond, 2010).

CPD is an investment in teachers, and it is through investing in teachers that we can invest in the education of our children (*Vadivel et al., 2021*). CPD is undoubtedly vital for teachers to remain effective and adapt to changing student needs and new educational technologies (National Education Association, 2021). Effective CPD can help teachers to deepen their subject knowledge, improve their classroom practice and raise student achievement (Meher, 2012).

CPD in teaching should not be seen as a one-time event but as a continuous process of learning, reflection and improvement (*Dasoo & Muller, 2020*). Nonetheless, several researchers stated that the conventional forms of professional development and support grounded in training are poorly conceived to help teachers expand the possibilities for learning, teaching and schooling (Little, 1993). Alternatively, CPD at school level has been conceived a better model for helping teachers expand their knowledge and expertise in many countries. As Robinson (2002), an African educator pointed out, a school based approach to professional development can certainly be expected to better promote ownership of innovation, teacher expertise and relevance to the classroom.

Aktan (2020) reported that the teachers were revealed to need education in recognizing learning disabilities and the features of students with learning disabilities and that they were also detected to need education not only in the use and the interpretation of standard assessment tools but also the knowledge about vocational regulations.

The deployment of a needs analysis technique in this study aims to determine what type of interventions are necessary to meet the professional needs of the Moroccan EFL community, to take informed decisions, and to achieve specific goals (Şahbaz and Kalay, 2010).

The following phases are examples of a common needs analysis framework.: 1. identifying problems and challenges, 2. identifying and determining involvement of stakeholders, 3. Data collection and analysis, 4. determine needs, 5. develop solutions, 6. implement and evaluate, and 8. Review and update (Rothwell & Kazanas 2018). Moreover, it is important to note that the study is based on a number of learner-centered teaching methodologies, specifically cooperative learning such as Encounter- Clarify - Remember -Internalize- Fluently use (henceforth ECRIF); and Observe, Hypothesize and Experiment.

In the context of organizational and educational growth, a needs analysis framework provides a systematic technique to identifying and assessing the needs of a particular group of individuals (Al-Qahtani, 2015). For EFL supervisors in the region of Beni Mellal-khenifra, this study is an attempt to overhaul the educational system in general and improve the quality of the teaching staff in Moroccan High schools. It is conducted in alignment with the current Road Map for the reform of the educational system in Morocco (2022-2026), which emphasizes the crucial role of the triangular relationship between the teacher, the learner and the school.

In the same vein, the survey administration is in conformity with the Framework Law 51.17 (Ministry of education, 2019) which urges teachers to adopt innovative practices that set the learner at the heart of all pedagogical operations and help them develop the necessary skills needed to cope effectively with their schooling and life requirements and challenges. The general belief among supervisors is a well-designed needs analysis study can help organizations and educational institutions make informed decisions, allocate resources effectively, and achieve their goals.

4. Methods

4.1 Survey participants

The study was conducted in the Beni Mellal-Khenifra academy. This territory, which is located in the middle of Morocco, is one among eleven other regions of the kingdom. The Survey was carried out by the use of questionnaires among the English teachers working in middle and high schools in the Beni Mellal-Khenifra region, Morocco. A total of 338 English teachers participated in the pilot survey. A description of the two samples is provided in Table 1. Males' representation is strikingly exceeding females with respectively a percentage of 65.4 % of males and only 34.6% of females. 13 teachers are less than 25 whereas 77 of the respondents' age ranged between 25 and 29. The majority of the 338 participants (37.3 %) is between 30 and 39. The second most significant subgroup's (76 teachers) age varies between 40 and 50. The last sample includes respondents who are over 50 and they represent 13.6% of the whole surveyed population.

A considerable number of participants (32.2 %) have been teaching for five years. The working teaching force who has worked from 6 to 10 years represent 17.5 % of the population contrastively, 9.8 % have been on duty for a mere year. While the category whose teaching experience ranges from 11 to 16 years constitutes 12.7 % of the respondents' population, 14.2 % have been teaching for more than 16 years. Significantly, the last category which includes 13.6 % has been on the profession for more than 20 years.

Importantly, 65.1 % of the respondents teach EFL for students at High schools. In Morocco, the High school stage last three years and is coronate with a Baccalaureate degree for those who the standardized exam requirements. At this level, learners are generally between 16 and 19. Similarly, the middle school phase lasts three years and students are younger. In Junior High schools, English is taught only at the final year pending for next school years implementation of the recently issued ministerial circular regarding the generalization of the English language in preparatory education. This memorandum aims at ensuing teaching English gradually for all the three grades (Ministry of national education, preschool

Table 1. Overview of interviewees

	Number	Percent %
Gender		
Male	221	65.4
Female	117	34.6
Total	338	100
Age		
Under 25	13	3.8
25-29	77	22.8
30-39	126	37.3
40-49	76	22.5
50+	46	13.6
Years of teaching experience		
1 year	33	9.8
2-5 years	109	32.2
6-10 years	59	17.5
11-15 years	43	12.7
16-20 years	48	14.2
More than 20 years	46	13.6
Middle or High school teacher		
Middle school	118	34.9
High school	220	65.1
Directorate of work		
Beni Mellal	101	29.9
Azillal	57	16.9
Khouribga	103	30.5
Fquih Ben Saleh	48	14.2
Khenifra	29	8.6
Level of qualification		
BA degree	268	79.3
Master degree	63	18.6
Diploma of advanced studies	1	0.3
Doctorate degree	6	1.8

4.1 Data collection and analysis

The present study adopts an exploratory approach to investigate Moroccan EFL teachers' needs for professional development. For more purposefulness, and because the collected data relate to different aspects of the teaching activity, it is necessary to divide respondents' answers into different components. It is true that teaching involves a whole host of demands, both inside and outside the classroom. Kyriacou (2008) decomposes the teaching professional practices into three main aspects; namely planning and preparation, presentation and monitoring; in

addition to reflection and evaluation. In contrast, the "Australian Professional Teaching Standards for Teachers" looks at the profession practice from three different perspectives. Within the aforementioned framework, teachers are required to exhibit the necessary standards at three levels: 1. professional knowledge; 2. professional practice; 3. professional engagement. In "The Framework for Teaching Evaluation Instrument" Danielson (2013) analyses the teaching skills from four complementary domains termed as: 1. planning and preparation; 2. The Classroom Environment; 3. Instruction; and 4. Professional Responsibilities. In

this study, and for methodological considerations, the questions and responses will be split into three main “domains” namely: 1. preparation and planning, 2. Classroom instruction, and 3. Evaluation and Reflection.

Data on the ELT teachers’ needs were collected between December 2021 and February 2022 using questionnaires among teachers of English working in middle and high schools in the Beni Mellal-Khenifra. Based on the studies of Kyriacou (2008), 28 variables were selected to assess the ELT teachers’ needs. These variables were grouped into three subscales: preparation and planning (6 variables), delivering instruction in the classroom (12 variables), and evaluation and reflection (10 variables). (see Table 2). ELT teachers’ needs were measured using three point Likert scale (1. Low, 2. Medium, 3. High).

The first category (Preparation and Planning) includes seven questions which essentially focus on the sound decisions teachers should know to be

well prepared to meet the requirements of the teaching profession prior to the delivery phase. The second category (Delivering instruction in the classroom) which comprises 12 items is directly related to the teaching practices and it explores what teachers should be able to do inside their classrooms during the lesson. The third category (Evaluation and Reflection) raises nine issues that are tightly related to evaluation and reflection. Basically, the questions discuss how teachers evaluate the success of a lesson and reflect on implications for future teaching. They are essentially centered on the aspects of what is termed in the field of teaching standards “Professional Engagement”. This refers to conducive practices that teachers are expected to manifest after they deliver their lessons. These categories are deemed to embrace the various teaching practices inside and outside classrooms and even the school buildings.

Table 2: ELT teachers’ needs: reliability (α -Cronbach), means, and Standard Deviations (SD).

Preparation and Planning ($\alpha = 0.98$)	Mean	SD
PP1. How to formulate SMART objectives?	2,36	0,63
PP2. Effective questioning in EFL classrooms?	2,39	0,63
PP3. How to give clear instructions?	2,40	0,71
PP4. How to personalize learning?	2,34	0,63
PP5. How to cater for students' learning styles?	2,36	0,63
PP6. Classroom management?	2,33	0,77
PP7. How to design quizzes and tests?	2,47	0,66
Delivering Instruction in the Classroom ($\alpha = 0.98$)		
DIC1. How to teach reading using SQ4R?	2,23	0,64
DIC2. How to teach reading using PDP framework?	2,23	0,72
DIC3. How to teach listening using PDP framework?	2,14	0,75
DIC4. How to teach speaking using the ECRIF framework?	2,30	0,74
DIC5. How to teach culture using Patrick Moran's frameworks?	2,03	0,79
DIC6. How to teach writing?	2,50	0,61
DIC7. How to teach grammar communicatively?	2,54	0,64
DIC8. How to teach functions effectively?	2,55	0,64
DIC9. Integrating ICT into EFL classroom practices?	2,30	0,75
DIC10. Error correction?	2,29	0,68
DIC11. Cooperative learning?	2,37	0,67
DIC12. How to deal with mixed ability classes?	2,47	0,63

Evaluation and Reflection ($\alpha = 0.98$)		
ER1. How to develop self-study skills?	2,46	0,64
ER2. Effective remedial work?	2,40	0,61
ER3. Diagnostic assessment?	2,25	0,70
ER4. Assessment for learning?	2,47	0,61
ER5. Reflecting on classroom practices using the Experiential Learning Cycle?	2,27	0,66
ER6. Giving constructive feedback?	2,41	0,65
ER7. Effective evaluation and adaptation of textbook?	2,42	0,64
ER8. How to increase students' motivation?	2,65	0,57
ER9. Developing soft skills in 21st century learners?	2,38	0,68

5. Results

According to George and Mallery (2003) about Cronbach's Alpha value interpretation ($> .9 =$ Excellent, $> .8 =$ Good, $> .7 =$ Acceptable, $> .6 =$ Questionable, $> .5 =$ Poor, and $< .5 =$ Unacceptable), the analysis of the EFL teachers' needs subscales revealed acceptable levels of reliability on preparation and planning ($\alpha = 0.98$), on Delivering Classroom instruction ($\alpha = 0.98$), and on Evaluation and Reflection ($\alpha = 0.98$).

Frequencies of responses are available in table 3. Accordingly, responses related to the first category (Preparation and Planning) showed that 48.52% of the respondents are highly interested in the themes suggested by the five supervisors operating in the regional academy.

40.9% express their medium interest whereas only 10.57% of the respondents have a low interest to what is proposed by the five trainers. To go into more depth, PP3, PP6, and PP7 replies' frequencies show that more than the half of respondents is far more motivated to learn about the suggested topics than are Medium frequencies. The responses' frequency connected to PP1, PP2, and PP5 are similar, though. Significantly, the last question (PP7) related to quizzes and test design engrosses most of the respondents' attention. On the opposite, a section of 43% of them are highly concerned with how to personalize learning (PP4). Surprisingly, a total of 27% are not interested in planning "Effective Questioning" in EFL classrooms.

Results of the second category (Delivering instruction in the classroom) revealed that 46, 84% of the interviewed teachers are highly interested in the supervisor' propositions. Whereas 39.16% have

a medium concern to attend trainings on didactic skills and competencies, only 14% are less riveted. Contrary to the results from the first category, DICs 1, 3, 5, and 10 clearly show that "Medium" response frequencies dominate "High" ones. However, this is not true for DI4, DIC6, DIC7, DIC8, DIC11, and DIC12, where the frequencies of the "High" reactions are noticeably greater than those of the "Medium" responses.

Results of the third category (Evaluation and Reflection) showed that more than half of the respondents, or 50.2 % had a strong concern about training that centers on reflection and evaluation-related issues. Similar to the findings in the first two areas, just 9.03% of instructors are badly inspired by the suggested themes, compared to 40.68% of teachers who have a medium interest in learning about the recommended themes.

To illustrate, compared to "Medium" frequencies, the response frequencies for ER1, ER4, ER, ER7, ER8, and ER9 show responders' considerable interest in the suggested topics. In contrast, responses to ER3 and ER5 questions reveal that averagely interested EFL teachers predominate over those who are very enthusiastic. With almost 69% of the population indicating a favorable reaction to learning about ways, methods, and tactics to encourage their learners, it is noteworthy that question ER9 (How to enhance pupils' motivation?) obtains the highest concern among the 28 questions. In contrast, only 5% see the need to improve their knowledge of inspiring their students to students to enhance their language skills in relation to English as a foreign language.

Table 3. Frequencies of responses for each variable: 1. Low, 2. Medium, and 3. High.

Preparation and Planning	1	2	3
PP1. How to formulate SMART objectives?	8.6	47	44.4
PP2. Effective questioning in EFL classrooms?	8	45	47
PP3. How to give clear instructions?	13	33.7	53.3
PP4. How to personalize learning?	8.9	48.2	42.9
PP5. How to cater for students' learning styles?	8	47.6	44.4
PP6. Classroom management?	18	30.5	51.5
PP7. How to design quizzes and tests?	9.5	34.3	56.2
The mean of responses frequencies	10,57	40,9	48,52
Delivering Instruction in the Classroom			
DIC1. How to teach reading using SQ4R?	11,5	53,6	34,9
DIC2. How to teach reading using PDP framework?	17,2	42,6	40,2
DIC3. How to teach listening using PDP framework?	22,2	41,4	36,4
DIC4. How to teach speaking using the ECRIF framework?	17,2	36,1	46,7
DIC 5. How to teach culture using Patrick Moran's frameworks?	29,3	38,2	32,5
DIC6. How to teach writing?	5.9	38,5	55,6
DIC7. How to teach grammar communicatively?	7.7	31.1	61.2
DIC8. How to teach functions effectively?	8.3	28.7	63.3
DIC9. Integrating ICT into EFL classroom practices?	17.5	35.5	47
DIC10. Error correction?	13	45	42
DIC11. Cooperative learning?	10.9	41.4	47.6
DIC12. How to deal with mixed ability classes?	7.4	37.9	54.7
The mean of responses frequencies	14	39,16	46,84
Evaluation and Reflection			
ER1. How to develop self-study skills?	7.7	38.2	54.1
ER2. Effective remedial work?	6.8	46.2	47
ER3. Diagnostic assessment?	14.8	45.3	39.9
ER4. Assessment for learning?	6.2	40.8	53
ER5. Reflecting on classroom practices using the Experiential Learning Cycle?	12.1	48.5	39.3
ER6. Giving constructive feedback?	8.9	41.7	49.4
ER7. Effective evaluation and adaptation of textbook ?	8.6	41.1	50.3
ER8. How to increase students' motivation?	5	25.1	69.8
ER9. Developing soft skills in 21st century learners?	11.2	39.3	49.4
The mean of responses frequencies	9,03	40,68	50,2

6. Discussion

Result of our study showed that the Moroccan ELT teachers swelter to learn more on how to bolster their diverse teaching skills. Typically, their inquisitiveness is enthralled by typically the salient teaching practices that were proposed by the supervisors. The overall total of teachers (88,77 %) are either highly or moderately motivated to enroll

in CPD events on didactics, teaching methods and techniques along with soft and study skills to enrich their teaching expertise within an art of state educational agenda. They, too, show eagerness to experience new teaching models and frames such ECRIF, PDP, SQ4R, and Patrick Moran's frameworks, etc. Similarly, responses reveal EFL teachers positive attitudes towards professional

engagement. The collected Data explicitly elucidates the degree of importance they allot to their personal rapport with their learners. They are enthusiastic to adopt approaches that forge and establish constructive classroom learning environment. Admitting this certainly implies their consciousness of the archetypal role of building a strong proximity with their students for better learning outcomes. Most of respondents hold a significant interest to approaches such cooperative learning which is hinged on fundamental questions such as personifying learning, motivating students, dealing with mixed abilities classes, and catering to pupils' different learning styles. This wide range of practices is seen to be effective in the Moroccan EFL settings. EFL teachers in the Moroccan context generally conceive of this wide range of practices as effective and conducive. They are founded on and implemented through official ministerial and regional initiatives that include: collaborative learning, technology integration, teacher researcher, independent learning and integrated approaches Broad and Evans (2006). The survey's results make it exceptionally clear how urgently the Moroccan EFL teachers' community needs well-structured, planned, and implemented CPD training. Only 56% of those surveyed by the Supreme Council of Education in 2007 reported having attended training in the previous five years. The report also finds that 29% of instructors have not had CPD training in more than 5 years, and that the most recent training EFL teachers received dated back to two years or more before. Surprisingly, just 23% of secondary teachers say they have a good attitude regarding the professional events, and 34% think the training they received had little effect on their classroom instruction. Hence, identifying teachers' professional needs becomes an urgent anticipatory strategy for effective supervision future action planning.

Based on the reviewed and analyzed responses, it is to be concluded that most of the five ELT supervisors' suggestions are positively received and conceived of by the EFL teachers' community in the region of Beni Mellal-Khenifra. Nearly half (48, 53%) expressed their high satisfaction with their supervisors' views about their professional needs in the three teaching domains. Interestingly, 40.24 %

hold a medium interest in the overarching recommended didactic and pedagogic agenda. In contrast, just 16.67% of respondents believe that the ideas proposed don't match their expectations for the next training events from a professional standpoint. It's important to know that regional CPD trainings have used the survey results as a springboard to connect theory and practice. On the basis of the survey's data collection, analysis, and conclusions, a series of study and training days have been organized throughout the course of the succeeding three years (2021–2023). Accordingly, the purpose of this research is to raise important issues regarding the CPD program's content, design, and implementation, particularly with regard to the program's needs analysis, training providers, times of service, and evaluation of its success and impact. For supervisors, the primary goal is to determine the professional requirements of EFL instructors in an effort to practically recommend solutions to the issues that lead to the later discontent with the current CPD forms. In this context, Dahbi (2017) promotes a developmental approach to teacher development by arguing for the necessity to reexamine English teacher training programs in Morocco. On the whole, the pedagogical projects launched by the supervisors emerge from their deep belief in the effectiveness of the Bottom-up approach. For them the Top-down one, in contrast, must be questioned. They find "consultation" with teachers a critical stage that should illuminate the engineering of future CPD events successive phases, namely design, implementation, evaluation and reflection. Once more, the findings of this study show that the needs and expectations of the teachers confirm their suggestions.

Through the survey administration, data analysis and interpretation, supervisors were able to effectively plan professional development events that call for collaboration among all ELF practitioners. In this vein, supervisors set a well-structured agenda in collaboration with the regional academy and the five directorates to support ELT practices, particularly those in connection with "Assessment and evaluation". This was done because the majority of teachers demonstrated a strong interest in Assessment. In this regard, through adopting a bottom-up methodology, the EFL supervisors of the region

assessed the results of the questionnaire and created a program based on forward mapping approach. They collaborated to provide a single product that was delivered in the five directorates and in accordance with predetermined deadlines. In fact, as they want to improve students' overall English scores on the National Baccalaureate test, this theme stands as a top concern for the whole academy staff, stakeholders, and the general public. Extrapolation of the survey findings helped ELT supervisors make plausible and sound decisions. Adopting a backward mapping as a design approach enabled them to identify the best CPD outcomes and then work backward to determine the necessary steps, assessments, and resources needed to achieve those outcomes Wiggins & McTighe (2005). Besides the backward design, the forward instructional design strategies were adopted to meet the regional ELT community professional needs. Forward mapping refers to designing a curriculum or learning experience by moving sequentially from the starting point to the desired outcomes. Morrison. et al (2013) In this vein, it is important to indicate that since 2021(date of the survey conduct) , three CPD study days have been organized consecutively in 2021 through 2023. Related topics that have made the core of the trainings include "Effective Assessment For Better Achievements" (2021), "Assessment As an Integral Part of the Teaching and the Learning Process" (2022), and "Informed Assessment Practices for Effective Remediation Schemes in ELT Classrooms" (2023). In response to the question of "are supervisors' action plans. The ultimate goal is to meet EFL teachers' professional needs", we can say that the survey's results and the methodology used gave supervisors solid information on which to base their own individual action plans. The purpose is to meet the specific professional needs of the EFL teachers under their supervision. According to the responses, the challenges experienced by the instructors are initially caused by a paucity of basic training-related teaching competencies. Consequently, this urges supervisors to associate their day or half-day interventions with the expressed expectations of the teaching workforce. Supervisors are fully aware that even when most teachers are convinced of the importance and benefits of CPD, their expectations from

professional training remain weak. In other words, there is a significant demand for CPD, yet there is controversy around its structure, goals, and substance. They believe that decisions made (Top-down) as results of educational policies continue to conflict with actual teaching conditions. It is worth noting that it is within supervisors' purview in Morocco to set their own annual pedagogical projects which they submit at the beginning of each school year for the authority approval. (See the following ministerial official circulars that frame the work of the inspector in the educational system in Morocco :No 113 issued on September 21, 2004, No 114 issued on February 2, 2005; and No115 issued on September 21, 2004).

Concerning the question on Professional Teaching Standards' presence in CPD events, the survey's framework, questions, and responses reveal that neither of the two professional groups places a high premium on professional teaching standards. This is true both when it comes to Moroccan ELT supervisors' forward mapping plans as well as to the EFL instructors professional demands and expectations. Commensurately, there is a striking absence of an explicit definition of the teacher's roles and well-defined teaching standards in the 1999 (National Charter for Education and Training (NOESCE, 2000) and in the other subsequent regulatory texts. Consequently, the Supreme Council for Education (known in French as Conseil Suprême d'Education) has attempted to adopt the general academic framework. To take language from Hextall and Mahony (2000), the majority of academics concur that there are two schools of thought about how professional standards are viewed: a developmental discourse and a regulatory discourse. The linguistic relationship between the developmental discourse and reciprocal (developmental) standards for teaching, as described by Mayer et al (2005), is that they were created by teachers and for teachers (Hextall and Mahony, 2000; Darling-Hammond, 2001; Darling-Hammond et al., 2002; Sachs, 2003). This category of standards are run and operated by people already employed in the field, with the goal of enhancing instruction via professional development opportunities that will help instructors become more productive throughout their careers (Bourke et al., 2018).

Contrarily, it has been posited that regulatory standards discourses restrict practice diversity and eliminate autonomy (Hextall and Mahony, 2000). In order to enhance quality results, government-imposed accreditation, certification, or registration standards focus on the technical requirements of education and prioritize quality assurance above quality delivery. Put simply, to increase quality outcomes, these standards place more emphasis on quality assurance than on quality delivery, regulatory standards just put a public accountability emphasis on them. No matter what kind of professional teaching standards are being highlighted in this study, they are either inadvertently or deliberately left out of supervisors' training programs. Morocco has established regulatory texts and organizations to guarantee the consistency of teacher preparation, readiness, and performance through accreditation policies; however, the associated professional standards implementation has never been developed in independent frames to catch the professional requirements teachers should "know and be able to do."

The standardization of the teaching profession in Morocco is currently being questioned in light of the global expansion of the standards business. Both developed and developing nations are increasingly adopting frameworks for professional standards. We use these several worldwide models of professional teaching standards listed below as examples: 1. Professional Standards for Teachers (Education Queensland) Australia; 2. Standards of Practice for the Teaching Profession (Ontario College of Teachers) Canada; 3. Standards developed by the National Board for Professional Teaching Standards (NBPTS) in the United States; 4. Quality Teacher and Induction Standards for Teachers (Teacher Training Agency, United Kingdom); 5. National Teachers' Standards for Ghana Guidelines Ghana; and 6. Teacher Competency Standards Framework (TCSF) Beginning Teachers Myanmar.

In contrast, educators and stakeholders in Morocco adopt the dominant French educational terminology and refer to "teaching competencies" rather than "teaching standards. Second, to our knowledge, official notes and circulars that describe professional teaching standards have just lately

begun to appear in the Moroccan national education literature. This runs counter to how the aforementioned frameworks are often developed, where standards are categorized into "domains," "descriptors," and "indicators." Third, there is a counterargument against developing a set of regulatory educational standards for Moroccan teachers that would outline the qualifications needed for teachers to perform at a higher level of effectiveness in the specific Moroccan setting. Fourth, it can be assumed that this resistance hides a reject to the use of standards for accreditation, registration and, especially promotion purposes throughout teachers' through the career stages. Consequently, further research is to be conducted to gauge teachers' conscious awareness of and attitudes towards developing bodies of national professional teaching standards to measure their compliance and boost their professional development. At this moment in time, this means that, in general, neither Moroccan EFL instructors nor their supervisors are very concerned with the standardization of the teaching profession in Morocco. Setting up futuristic training programs based on the standardization of the teaching profession is not a top priority, at least not right now. Outstandingly, the focus of teachers' attention is on pedagogical and methodological concerns. Moroccan authorities and educators continue to unjustifiably downplay the importance of using standards as a framework for the teaching profession. Officially, promotion criteria are based on written tests and years of experience at the expense of performance or demonstrable training.

7. Conclusions

Including a question that investigates the presence of standards among EFL teachers' professional needs and/or supervisors' training plans is not meant to tip the scales. Instead, it seeks to strike a balance between professional knowledge, professional practice and engagement in Teachers' practices. It is a call that might pave the road for Morocco's teaching profession to become more standardized, allowing for better in-class education and more reliable promotional assessment techniques. The goal of this project is to integrate professional teaching standards into a wider

framework for the support, accountability, and assessment of teachers.

This paper makes reference to current initiatives to provide more systematic, thorough, and research-informed professional development strategies in Morocco. Initiating transformation processes, tying EFL community professional demands to CPD at the regional and national levels is viewed as crucial to sustainability and support. The general belief is that, there isn't a single, linear path or professional trajectory for teachers. Career pathways, instead, are frequently circular and even recursive (Broad and Evans, 2006). The outcomes support the Bottom-up approach's efficacy in pinpointing the particular professional needs of the EFL community. It is significant to note that the gathered data provided EFL supervisors with a launching platform to consciously and purposefully plan their future interventions based on both forward and backward mapping methodologies. The widespread consensus (among ELT actors) is that choice, relevance, and purpose are all factors that influence motivation for professional learning strategies. Therefore, the key to instructors pursuing professional development is building competency in teaching methodologies and new learners-centered pedagogies combined with a sense of self-efficacy through focusing one's efforts to satisfy student requirements. To conclude with, it can be argued that due to the diverse developmental practices and settings of rookie and experienced teachers, differentiation of professional development approaches is essential to satisfy their specific methodological and pedagogical learning needs. A crucial component of well-thought-out, well-planned, and successful CPD events is communication about and consultation on Teachers' fundamental, medium-term, and long-term professional needs.

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