

THE EXECUTION OF CONTINUOUS PROFESSIONAL DEVELOPMENT TRAINING OF EFL TEACHERS IN MOROCCO: A CRITICAL REVIEW

NOURELHOUDA BOUHAISSA, MOHAMED BENMHAMED & NABIL MOURCHID

Ph.D. Candidate/ EFL teacher, Department of English Studies, Ibn Tofail University.

Associate Professor, Language and Society, Research Laboratory, Faculty of Languages, Letters and Arts (FLLA), Ibn Tofail University, Kenitra, Morocco.

Associate Professor at ESEF, Department of English Studies, Ibn Tofail University.

<https://doi.org/10.37602/IJREHC.2026.7418>

ABSTRACT

The professional development of language teachers has received considerable attention worldwide in recent years. Accordingly, the Moroccan Ministry of Education has urged stakeholders to make informed decisions regarding the implementation of Continuous Professional Development (CPD) training. Learning languages in the present time, especially English as a foreign language, has proven to be of great importance for economic, scientific, and social progress. In this respect, the Moroccan National Charter for Education and Training (1999), along with the Strategic Vision (2015–2030), has given priority to continuous professional development training in order to encourage Moroccan high school teachers of English to improve their teaching practices throughout their entire careers. Therefore, this paper aims to critically discuss the implementation of continuous professional development training in Morocco.

Keywords: Continuous professional development, Strategic Vision, National Charter for Education and Training.

INTRODUCTION

The advent of Information and Communication Technologies (ICTs) and Artificial Intelligence (AI) has significantly changed how education is conceived and how learning is approached worldwide. In order to keep pace with these educational developments, Morocco has shown a strong willingness to benefit from international experiences, particularly in the use of AI and ICTs, to improve the quality of the teaching–learning process. Within this vision, the Moroccan Ministry of Education considers CPD training as an effective means to help Moroccan EFL public high school teachers keep up with recent trends in knowledge transmission.

In fact, the emergence of AI is not the sole reason for adopting new learning scenarios in Moroccan schools. For many years, Moroccan students have expressed dissatisfaction with the way languages were taught and learned. This dissatisfaction was acknowledged by the Ministry of Education, leading to several initiatives aimed at improving the quality of EFL instruction.

Meaning of Continuous Professional Development Training

Interest in teachers' professional growth beyond initial teacher training dates back to the early twentieth century. Educational thinkers such as John Dewey (1940) introduced the concept of lifelong learning, which attracted scholarly attention to how teachers can continue learning throughout their professional careers. In line with this perspective, countries that view education as a key driver of economic and social development have sought effective ways to maximize the benefits of continuous professional development.

However, the emergence of approaches advocating the integration of ICTs in education during the twentieth century marked a turning point in educational history. Educational systems became compelled to seek innovative strategies to facilitate learning through technology. Broadly speaking, Continuous Professional Development (CPD) can be defined as a process that supports the continuous expansion of knowledge and skills in a specific domain. In the field of education, Srinivasacharlu (2019) defines CPD as:

“the one involves ongoing divergent activities (formal, non-formal, and informal) that aim at developing the teacher educator's intellectual abilities (cognitive domain), self-confidence, attitude, values, and interest (affective domain), and skills and competencies (psychomotor domain) for improving personality and to carry out the responsibilities of the teaching profession properly in accordance with the changing times and needs of the prospective teachers and society” (p. 30).

This definition suggests that CPD training encompasses a variety of activities that may occur in formal educational settings or informally through individual efforts. Earlier, Day (1999) provided a similar description, stating that:

“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, which contribute, through these, to the quality of education in the classroom...” (p. 4).

Both definitions highlight CPD as an effective approach that enables teachers to continuously reflect on their practices and adopt innovative instructional methods. Nevertheless, research indicates that there is often a significant gap between the knowledge and skills acquired during pre-service training and the realities of classroom practice (Meijer, de Graaf, & Meirink, 2011; Yayli, 2008, cited in Allen & Wright, 2014). This gap negatively affects teachers' confidence, performance, and motivation.

Moroccan EFL teachers report similar challenges, particularly in the context of the digital era and the learning preferences of the current generation. Consequently, timely and effective implementation of CPD training has become an urgent necessity. In line with Darling (2006), teachers recognize numerous benefits of CPD, including opportunities to exchange knowledge and expertise, build professional networks with international educators, and engage in educational research to address classroom challenges.

Continuous Professional Development within the Moroccan Context

For the purpose of critically reviewing the status of CPD training in Morocco, this paper examines both its implementation and EFL teachers' perceptions. As a foundational reform

document, the Moroccan National Charter for Education and Training (1999) called for a clear vision to operationalize CPD initiatives. From 2000 onward, the Moroccan educational system experienced noticeable changes in CPD implementation. Although significant efforts were made, the quality of language instruction remained questionable and did not fully meet learners' expectations.

Fifteen years later, the Moroccan Ministry of Education introduced the Strategic Vision (2015–2030) as a renewed effort to empower teachers and enhance teaching effectiveness. This vision seeks to address challenges that have hindered the successful implementation of CPD programs. Since 2020, the Ministry has issued several memoranda outlining practical measures for applying the Strategic Vision's guidelines.

Several studies have assessed the implementation of CPD training in Morocco. For instance, Bouhaissa's (2022) study revealed that despite official commitments to provide annual CPD sessions for in-service EFL high school teachers, many participants expressed disappointment. Teachers emphasized that sustained and regular CPD programs are essential for improving classroom performance. Moreover, findings showed widespread dissatisfaction with initial teacher training, as many participants perceived a mismatch between the training content and the realities of classroom practice.

CONCLUSION

Continuous Professional Development has become an essential component of educational reform, particularly in the context of rapid technological and pedagogical changes. In Morocco, national policies such as the National Charter for Education and Training and the Strategic Vision (2015–2030) clearly recognize the importance of CPD in enhancing the quality of EFL instruction. However, despite sustained efforts and policy commitments, the effective implementation of CPD training remains challenged by issues related to relevance, consistency, and alignment with classroom realities.

REFERENCES

1. Allen, J.M., Wright, S. E. (2014). Integrating theory and practice in the pre-service teacher education practicum, *Teachers and Teaching: theory and practice*, 20:2, 136-151, DOI: 10.1080/13540602.2013.848568.
2. Bouhaissa, N., Mourchid, N. (2022). CONTINUOUS PROFESSIONAL DEVELOPMENT OF MOROCCAN IN-SERVICE PUBLIC HIGH SCHOOL TEACHERS: OSCILLATING BETWEEN THEORY AND PRACTICE. *International Journal of Research in Education Humanities and Commerce* Volume 03, Issue 05 "November - December 2022" ISSN 2583-0333.
3. Darling-Hammond, L. (2006). Constructing 21st Century Teacher Education. *Journal of Teacher Education*, 57, 10. 1-15. The American Association of Colleges for Teacher Education. Day, C., 1999. *Developing Teachers: the Challenges of Lifelong Learning*. London: Falmer. [Google Scholar].
4. Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Macmillan. Dewey, J. (1940). *Creative democracy: The task before us* (pp. 1–4).

5. Srinivasacharlu, A. (2019). "Continuing Professional Development (CPD) of Teacher Educators in 21st Century." Shanlax International Journal of Education, vol. 7, no. 4, 2019, pp. 29–33. <https://doi.org/10.34293/education.v7i4.624>.