



An Evaluation of In-Service Training Programs and Their Long-Term Impact on Teachers' Practices in EFL Classrooms

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ABSTRACT

This study examines the long-term impact of in-service teacher training programs on the classroom practices of English as a Foreign Language (EFL) teachers in Libya. Although professional development is widely recognized as essential for improving teaching quality, limited research has explored its sustained effects within the Libyan context. Using a quantitative design, data were collected from 75 EFL teachers in public schools who had attended in-service training programs. Findings indicate that most teachers consistently apply learner-centered and interactive strategies introduced during training, including task-based learning, questioning techniques, warm-up activities, structured lesson planning, and elicitation methods. These findings suggest a positive long-term influence of in-service training on pedagogical practices. However, several contextual challenges were identified, including heavy workload, inconsistent inspector support, mismatches between training content and students' language proficiency levels, and varying degrees of institutional encouragement. Overall, while in-service training programs demonstrate meaningful pedagogical impact, their effectiveness depends on contextual alignment, administrative support, and responsiveness to classroom realities.

Keywords: elicitation, collaboration, think-pair-share, teacher development



تقييم برامج التدريب أثناء الخدمة وأثرها طويل الأمد على ممارسات المعلمين في صفوف اللغة الإنجليزية كلغة أجنبية

طلال عمارة

قسم اللغة الإنجليزية، كلية التربية صبراتة، جامعة صبراتة، صبراتة، ليبيا

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ملخص البحث

تتناول هذه الدراسة الأثر طويل الأمد لبرامج تدريب المعلمين أثناء الخدمة على ممارسات تدريس اللغة الإنجليزية كلغة أجنبية في ليبيا. ورغم الاعتراف الواسع بأهمية التدريب المهني في تحسين جودة التدريس، إلا أن الأبحاث التي تناولت آثاره المستدامة في السياق الليبي لا تزال محدودة. وباستخدام منهجية كمية، جمعت البيانات من 75 معلمًا للغة الإنجليزية كلغة أجنبية في المدارس الحكومية ممن حضروا برامج تدريب أثناء الخدمة. وتشير النتائج إلى أن معظم المعلمين يطبقون باستمرار استراتيجيات تركز على المتعلم وتتسم بالتفاعلية، والتي طُرحت خلال التدريب، بما في ذلك التعلم القائم على المهام، وتقنيات طرح الأسئلة، والأنشطة التمهيديّة، والتخطيط المنظم للدروس، وأساليب الاستنباط. وتُشير هذه النتائج إلى تأثير إيجابي طويل الأمد للتدريب أثناء الخدمة على الممارسات التربوية. ومع ذلك، رُصدت عدة تحديات، منها كمية العمل الثقيل المناط للمعلم، وعدم انتظام دعم المفتشين، وعدم التوافق بين محتوى التدريب ومستويات إتقان الطلاب للغة، وتفاوت درجات التشجيع المؤسسي. في حين تُظهر برامج التدريب أثناء الخدمة أثرًا تربويًا ملموسًا، فإن فعاليتها تعتمد على التوافق مع السياق، والدعم الإداري، والاستجابة لواقع الفصول الدراسية.

الكلمات المفتاحية: الاستنباط، والتعاون، والتفكير والمشاركة الزوجية، وتطوير المعلمين

INTRODUCTION

The worldwide expansion in the teaching of English language has brought with new requirements and standards of Teaching English as a Foreign Language (TEFL). Therefore, there is a much higher level of techniques and strategies in TEFL today than ever before (Richard, 2008). The improvement of the EFL teaching level depends greatly on their professional development, especially their in-service teacher training. As early as in the 1970s, James (1973) ascertained that “it is only through the growth of in-service training that this gulf between advancing knowledge and practice can be bridged” (p.15). In both general education and language teacher education there is a need to reconceptualize teacher training in line with contemporary constructivist and cognitivist thinking about how teachers learn how to teach, and what skills and knowledge they need to become effective teachers. It is becoming increasingly common for language teacher training programs around the world to follow a reflective approach. Nevertheless, many programs have so far been unable to satisfactorily bridge the gap between theory and practice, and between what is taught on the program and the realities which many practicing teachers face in their daily teaching. Teacher training programs are widely acknowledged for their role in enhancing the pedagogical skills of educators. Participation in teacher training programs enables educators to refine their skills and keep pace with evolving teaching practices (Saiti & Saitis, 2006).

The present research was based on two main premises. First, it is important for every teacher training program to have a system for regular internal evaluation of teacher’s practices on the long run. This evaluation is intended to measure the long-term impact of any in-service teacher training program. Second, the field of teacher training programs remains under-researched. Oancea et al., (2021) stress that the initial teacher training programs and those who work in it have been identified as being under-researched. Bartolome (1994) states that it is important to evaluate programs in terms of how well EFL teachers are prepared to function in the sociocultural context in which they will work. For this current research, the researcher perceives the evaluation of any training program as a systematic collection, analysis, and interpretation of information about a program in order to determine its effectiveness, efficiency, and outcomes. Among the aims of the evaluation, the researcher attempts to describe how far these in-service training programs meet their objectives and to give feedback to course providers on necessary improvements.

LITERATURE REVIEW

Teacher training is a key instrument for improving classroom practices and student achievement. Teacher training must be of high quality in its theory of action, planning, design, and implementation. It should be intensive, sustained, content-focused, coherent, well defined, and strongly implemented (Penuel et al., 2007; Garet et al., 2001). It should be based on a carefully prepared and empirically validated theory of teacher development and change. It should promote and extend effective curricula and instructional models or materials based on a well-defined and valid theory of action. Teachers must have the motivation, belief, and skills to apply their training content to classroom practice (Borko, 2004). Teachers improve teaching through training programs precedes students’ achievement. Many researchers have conducted different studies on in-service teacher training programs. Most of them identify five core features of these programs (i.e. content focus, active learning, coherence, duration and collective participation) (Desimone, 2009).

Teacher Training in ELT

Language teacher training programs in the context of the study have tended in recent times to be more reflective and inquiry-based, and there is an emphasis on trying to integrate theory and practice. The content and structure of the programs are informed by an understanding of the professional skills and knowledge required to be an effective teacher, while the pedagogical approach and assessment tools used reflect a clear understanding of theories of teacher learning. Researchers in the EFL field have adopted this perspective and focused on EFL teachers in different contexts. The critical role of teachers in ELT reforms points to the important role of EFL teacher training, particularly in countries where ELT reforms are a matter of serious concern. This was one of the reasons why Freeman and Johnson (1998) called for a reconceptualization of the knowledge base of EFL teacher training. EFL teacher training is expected to provide pre- and in-service teachers with professional training and qualifications, which are supposed to have a substantial influence upon their classroom teaching and professional development (Maggiolo, 2012). In other words, EFL teacher training is regarded as the site where pre- and in-service teachers learn to teach through exposure to theories, methods, and practices that are considered to be important for EFL teaching and learning. Consequently, there has been an increasing demand for EFL teacher training to prepare teachers for better ELT classroom practices. Freeman (2009) suggested three dimensions of L2 teacher training: “substance, engagement, and influence” (p. 15). Among the three, the influence dimension, which refers to the influence of a particular L2 teacher training program on in-service teachers, has been drawing considerable research attention. However, the overall goal can be achieved by many factors, and teacher is definitely one of them. This research intends to highlight the usefulness of the in-service teacher training programs. Such programs are always designed to have an optimistic impact on English language teachers’ practices in classroom. Most researchers have always assumed that training programs have the best and constructive impact on teachers’ practices. The objective of English training is to design an everlasting effect on training itself and for the next upcoming trainings. The focus of the in-service training is basically on teachers and the same alignment is then move to learners in classroom.

When it comes to teachers, lack of knowledge is not only the problem. Nevertheless, untrained and incompetent can also be the main problems. In past, there was no existence of teaching curricula in many countries and no attention was given to prove the educational system. Today, teachers have many teaching skills and abilities. Through regular training programs, teachers learn advance methods for teaching in order to get good results (Khan & Haseeb, 2017). Although many institutes provide training to the practicing teachers where they learn different methods of teaching. The main goal of such program is to enhance their teaching abilities. The training programs have got great importance all over the world.

The Impact of In-service Teacher Training on Students

The expansion in the use of English language worldwide demands new requirements of teaching English as a foreign language. Therefore, there is a need for a much more level of proficiency in teaching English as a foreign language (Richards, 2008). Holding eligible, teacher training programs could contribute to this desired level of proficiency. It is believed that training programs hold a significant key to develop teacher skills and solve a tremendous number of the obstacles facing their development (Lee, 2007; Darling-Hammond et al., 2017; Kennedy, 2019). As teachers occupy a vital role in education, their readiness would definitely boil down to their students.

The impact of in-service teacher training on student success is profound and multifaceted. Research always demonstrates that effective teacher training programs lead to improved

educational outcomes for students (Desimone & Garet, 2015). These programs equip teachers with the necessary skills, knowledge, and confidence to deliver high-quality instruction, fostering an environment conducive to learning. Firstly, teacher training enhances pedagogical skills. Teachers who undergo comprehensive training are better prepared to implement diverse teaching strategies tailored to meet the varying needs of their students (Timperley, 2019). This adaptability is crucial in today's diverse classrooms, where students may have different learning styles, cultural backgrounds, and academic abilities. Well-trained teachers can modify their approaches, ensuring that every student has the opportunity to engage with the material and succeed. Secondly, effective teacher training emphasizes the importance of subject matter knowledge. Teachers who are well-versed in their subjects can provide deeper insights and foster a richer understanding of the material (Gess-Newsome, 2015). This not only enhances students' academic performance but also ignites a passion for learning, encouraging students to explore subjects beyond the classroom. Continuous training opportunities allow educators to stay updated on the latest educational research, technologies, and instructional practices (Darling-Hammond et al., 2020). This commitment to lifelong learning helps teachers adapt to changing educational landscapes and improves their ability to address emerging challenges in the classroom. Finally, teacher training programs that incorporate mentoring and collaboration among educators create a supportive professional community. Such environments enable teachers to share best practices, seek feedback, and reflect on their own practices (Avalos, 2011; Sims & Fletcher-Wood, 2021). This collaborative spirit ultimately translates to better student engagement and achievement. Therefore, the link between teacher training and student success is now clear. Investing in comprehensive, ongoing training for educators not only enhances their teaching capabilities but also fosters an enriched learning environment that supports student achievement. The long-term effects of teacher training on student success are profound and multifaceted. It is pointless to say that training programs are not helpful as they would contribute to teachers' teaching quality and consequently on student learning. Widden et al.'s (1996) stressed the importance of teacher professional development, and believed that teacher training makes enormous change in knowledge and information as the nature of teaching requires teachers to engage in utilizing this knowledge effectively in their classroom.

Research on in-service teacher training in EFL context has brought up a number of factors that impact the in-service training programs. These factors may include stakeholders, learners' needs, training content and design. Nicolaidis & Mattheoudakis (2008) highlight the importance of the cooperation among stakeholders in developing in-service training programs to provide effective professional development for EFL teachers. They propose for in-service EFL teacher training a "cascade model" which focus on active collaboration among those of involved in the educational process (i.e. learners, teachers, administrators and policy-makers). Nicolaidis & Mattheoudakis (2008) in particular point to three aspects of professional development: relevance of training to teachers' needs, the quality of materials offered to support trainings, and the efficacy of the subject matter of the training courses. In order for in-service training programs to be effective and successful, they should be connected to the 21st century classroom. In other words, the training program cannot be isolated from the real-life context. In other words, the needs of English teachers who teach young learners today are different from those teachers who teach older learners (Akyel, 2003); and young learners today comparing to young learners in the 19th century. Of course, the needs of young learners some time have been changing in all dimensions. Teaching practices and student learning are more likely to be transformed by professional training development that is sustained, coherent, and intense (Cohen & Hill, 2001). Therefore, teacher training is designed in a way that responds to today's classroom needs. Lee (2007) says that any intended training programs should be well-designed to meet the standards required of teachers in classroom. This training design concentrates on

some major components including training content which focuses on student learning needs. The content of professional training can also respond to teacher's needs. It can enhance teacher's competence in the subject matter as well as provide them with a forum to practically use this content. Teacher training that takes into consideration student learning needs and provide teachers with the opportunity to improve their pedagogical skills through teaching specific kinds of content has a great impact on practice (Amara, 2020). Designing teacher training is more effective when it is a coherent part of a school reform. In other words, there should be no gap between what teachers learn in the training programs and what is available in their school. To avoid such gap, schools link teacher training content with curriculum, standards, assessment, and learning opportunities. This linkage leads to a significant, long-term increase in teachers' use of inquiry-based instructional practices.

The effectiveness of in-service teacher training programs in inducing long-term change in teaching practice has been questioned in previous literature. Difficulty in promoting long-term change occurs despite the fact that upon completion of a training course, trainees are enthusiastic and eager to apply the knowledge and skills they acquired. In fact training courses are usually praised by participant trainees who complete them with a sense of fulfillment in their ongoing interest for developments in the profession, feelings of renewal and willingness to promote changes in their classroom. Such positive attitudes may stem from the 'social and professional intensity of the event' (Widdowson, 1987) as trainees have the chance to find themselves in a different setting, away from their daily routine, with colleagues facing the same problems. Contact with colleagues in this setting provides a supportive network, which gives them the chance to discuss problems, share ideas and experiences. Positive attitudes are reinforced by the adoption of the role of the student, which gives trainees the opportunity to view knowledge from a different perspective.

Arab countries particularly suffered from the neglect of education and so is teacher training. Generally, Arab countries have encountered a number of shortcomings in developing a clear vision for education and also on how to implement its objectives (Yamani, 2006). In a similar vein, teacher training programs in Libya has been developed in quite insufficiency way. In-service teacher training programs are usually predetermined packages of a number of hours of instruction which are mostly theoretical in nature. The usual teacher training programs in Libya suffer from various weaknesses which make them less beneficial and inadequate. It is so, because training program administrators fail to equip teachers with the sufficient knowledge and practice that are necessary for their classroom needs. Although training programs used to be in the form of pre-packed prescription in which the content was usually in the form of 'one-size-fits-all', new well-designed in-service training programs have been recently offered and seemed to have very ambitious results. These training programs were very similar in both content and process. Amara (2020) argues that such weak programs can be seen as a threat to the entire teacher development plan as it leads to demotivation.

In contrast to the international research on the in-service teacher programs in the EFL context, nothing has been conducted to investigate its significance on the long term in Libya. Therefore, the present study seeks to explore the impact of the in-service training programs on teachers' practices in classroom on the long-term. There is a lack of published research in the field of teacher training in general and in-service teacher training in particular in Libya, except that of (Amara, 2020).

METHODOLOGY

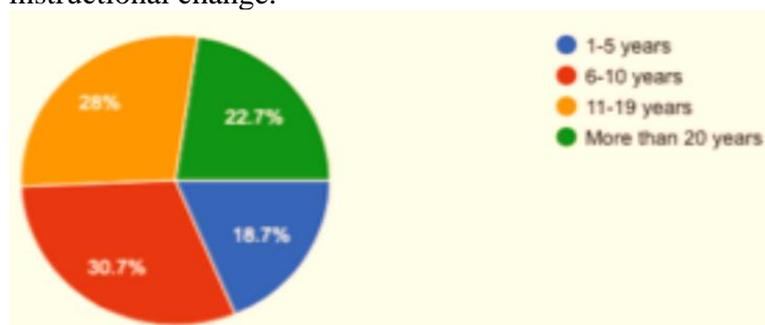
This study employed a quantitative research design to gather comprehensive and reliable data regarding the classroom practices of teachers, aiming to assess the effectiveness of in-service teacher training programs and their impact on the teaching practices of EFL teachers. This

design allows for the collection of structured data that can be easily analyzed statistically, providing a clear and objective assessment of the training's influence on teaching practices. This method was particularly effective in understanding the general trends and patterns within a large sample of teachers, offering insights into the broad impact of training programs on teaching practices. The current research was conducted in Libya, focusing specifically on EFL teachers in public schools, and those who participated in recent teacher training programs.

A structured questionnaire was developed as the primary data collection tool. The questionnaire items were designed to address specific aspects of the in-service training programs, including their perceived relevance, applicability, and overall effectiveness. These items were strategically crafted to evaluate the extent to which the training programs influenced EFL teachers' classroom practices, with a focus on how teachers have applied what they learned in their daily teaching. To ensure broad participation, the questionnaire was distributed electronically via a Google Form link. While the response rate was relatively low (75 completed surveys), the method was still justified as it reached a large number of teachers, and the responses provided valuable insights into their experiences. The data were then analyzed systematically, with a focus on evaluating teachers' perspectives on the training programs and their perceived impact on classroom instruction. The analysis aimed to identify trends in teachers' feedback, such as the extent to which they felt the training enhanced their classroom performance and teaching methods.

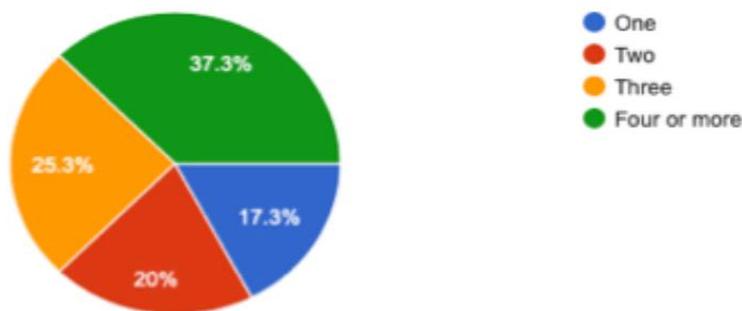
FINDINGS AND DISCUSSION

This section presents the results of the quantitative analysis of the questionnaire responses collected from EFL teachers in Libya. The findings aim to evaluate the long-term impact of in-service teacher training programs on teachers' classroom practices. The analysis focuses on key pedagogical areas, including the use of learner-centered approaches, interactive and task-based strategies, lesson planning, questioning techniques, and collaborative practices. In addition, the findings examine contextual factors, such as institutional support, inspector involvement, workload, and the alignment between training content and classroom realities that may influence the implementation of training outcomes. Together, these findings provide insight into the extent to which professional development initiatives have translated into sustained instructional change.



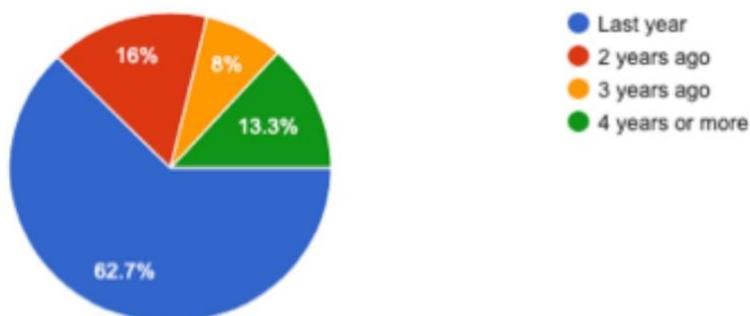
When asked about their teaching experience, teachers demonstrated a wide range of teaching experience, indicating representation across different stages of professional development. Looking at the chart above, it is evident that professional training programs remain relevant and beneficial for teachers with different experiences even for highly experienced ones, as they continue to seek opportunities to enhance and refine their instructional practices. This group reflects a sustained commitment to lifelong professional development, which has been shown to be essential in improving teaching quality and fostering professional growth (Borko, 2004).

Moreover, mid-career teachers are at a critical juncture in their careers, where continuous learning is necessary to ensure long-term success in the classroom (Veenman, 1984). Finally, novice teachers with short teaching experience are in particular need of structured training and professional support, as they often face many challenges related to instructional strategies and professional adaptation. Overall, the distribution of teaching experience highlights the importance of continuous training programs that address the needs of teachers at different stages. Effective training should be differentiated to support teachers in their early years, mid-career, and late career stages to ensure they remain motivated, effective, and satisfied in their roles (Desimone, 2009).



When the participants were asked about the number of in-service training courses they attended in recent years, the above chart revealed diverse patterns of professional development. Some teachers reported attending more than four in-service training courses, whereas others attended three courses. This highlights a high level of engagement with professional development opportunities; and demonstrates a strong commitment to continuous improvement in their teaching practices. Studies have shown that continuous professional development is positively correlated with improved teacher effectiveness and student outcomes (Darling-Hammond, et al., 2017).

Other teachers who attended one or two training courses seem to have limited opportunities for in-service training, which could have hindered them from participation; there may also be a lack of interest or motivation among them. Research by Borko (2004) suggests that teachers’ engagement with professional development is influenced by several factors, including the quality and relevance of the training offered. This discrepancy calls for further investigation into the factors influencing teachers’ participation in training programs.



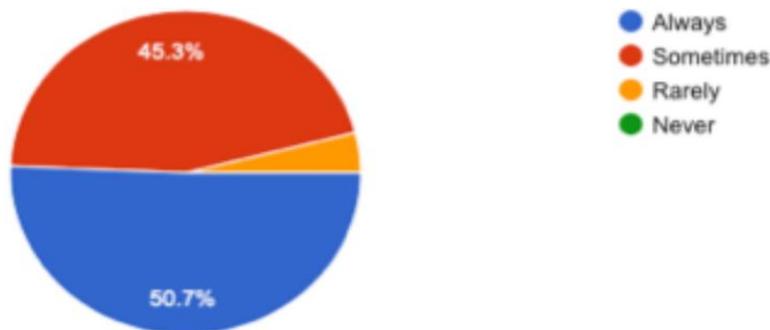
Participants were asked about the timing of their most recent training course. As shown in the chart above, the vast majority attended training courses in the last two years. A 62.7% of them attended last year, while 16% attended two years ago. This suggests that in-service training

courses are being always offered in the country and that a substantial proportion of teachers are engaging in professional development opportunities in recent years. The increasing participation in training reflects the growing recognition among educators of the value of continuous learning in improving pedagogical practices and responding to changes in the educational landscape (Borko, 2004). Surprisingly, 13.3% of participants reported that their most recent training occurred four years ago. This finding is more difficult to interpret, as it does not necessarily correlate with training availability. One possible explanation could be that some teachers may not have had access to training opportunities in the past or that they were not sufficiently motivated to engage in available programs. This discrepancy warrants further investigation to explore the underlying reasons why some teachers participate less in professional development, even when opportunities are available.

1- Pedagogical Outcomes of In-service Teacher Training

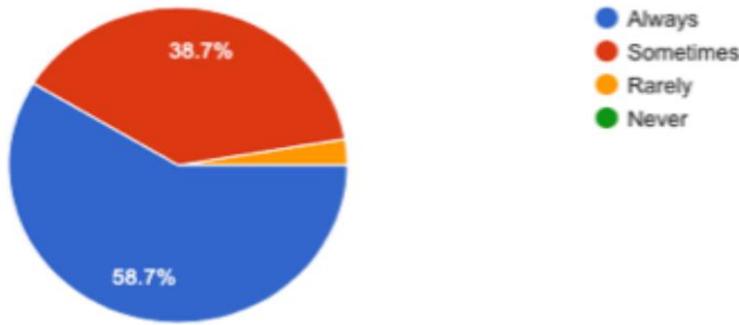
This section presents the findings that assess the pedagogical outcomes of in-service teacher training. The focus is on understanding what teachers have learned from the training, and how that is reflected in their teaching practices. In-service training programs aim to equip educators with the necessary skills and knowledge to enhance their effectiveness in the classroom, and teachers are expected to integrate the training outcomes into their everyday teaching. To explore this integration, participants were asked to respond to a series of questionnaire items, which are outlined below. The responses provide valuable insight into how well the training outcomes are being applied, and highlight the extent to which teachers are able to translate these new skills into practical classroom strategies.

11-The use of Learner-centered methods in teachers' daily teaching



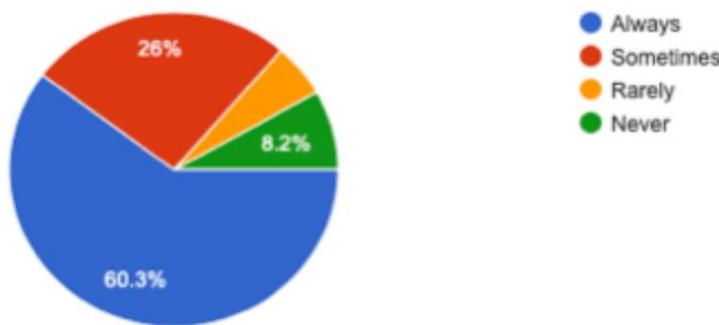
The vast majority of teacher affirmed that they use learner-centered methods in teachers' daily teaching. That demonstrates the significant impact of the training they received. The frequency may vary depending on the specific teaching context or lesson objectives, though. This high rate of usage indicates that teachers have internalized the principles of learner-centered teaching, reflecting the effectiveness of the in-service training programs in influencing classroom practices; and supports the idea that the components of the training programs were successfully implemented in participants' classrooms. Learner-centered teaching style, which prioritizes student engagement, collaboration, and active learning, has been shown to enhance students' critical thinking and problem-solving abilities (Bonwell & Eison, 1991). This trend aligns with research by Darling-Hammond et al. (2009), which found that training programs that emphasize active and student-centered teaching methods lead to long-term changes in teachers' instructional practices.

12-The use of interactive activities with students as a result of training



The majority of teachers indicated that they continue to integrate these activities into their classroom teaching. 58.7% of teachers reported that they always use the interactive activities they learned in training, suggesting that these methods have become a regular and effective part of their teaching practice. Furthermore, 38.7% indicated that they sometimes use these activities, which demonstrates that the majority of participants have embraced the interactive strategies introduced during their training. These findings strongly suggest that teachers found significant value in the interactive methods presented during their professional development programs. This high level of use of interactive activities is a clear indicator that the training had a positive impact on teachers' teaching practices. According to Darling-Hammond et al. (2009), the incorporation of interactive activities, such as group work and problem-solving tasks, is crucial for fostering active learning environments. These findings are consistent with those of Garet et al. (2001), who found that professional development programs that focus on active teaching methods result in increased implementation of these strategies in the classroom.

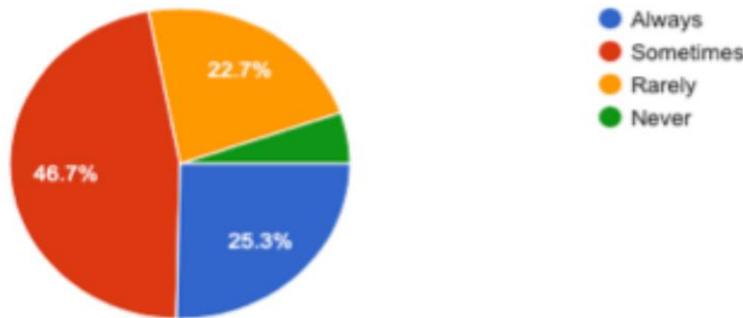
13- The inspector role in implementing the training outcomes into classroom



Participants in this study showed varying perspectives regarding the role of school inspectors in the implementation of training outcomes. Most of participants (i.e. 60%) reported that their school inspector's role was supportive, allowing them to use the activities they had learned during training in their daily classroom teaching. This support is crucial, as it enables teachers to integrate new methods into their practice. Research by Garet et al. (2001) suggests that when teachers receive consistent encouragement and resources from their supervisors, they are more likely to successfully apply new strategies in the classroom, leading to improved student outcomes. If inspectors discourage or disallow the use of these strategies, teachers may be less likely to implement them, thus reducing the effectiveness of the in-service training. For example, 26% of participants stated that their inspector sometimes allowed them to use the training activities, suggesting that while inspectors may provide some flexibility in using the

training activities, consistency in support is not always guaranteed. As highlighted by Fullan (2007), the consistent support of inspectors is essential for the successful implementation of new teaching strategies, as their role often determines whether these strategies become part of everyday teaching practice. If inspectors restrict the use of training activities, the broader goal of improving teaching quality through professional development is undermined.

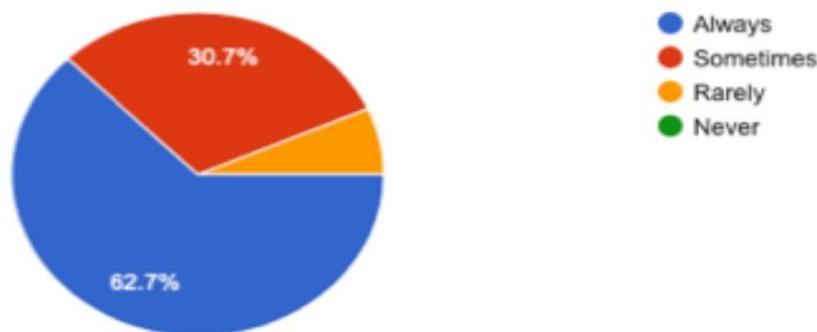
14-Teachers’ collaboration in schools to discuss the training activities



Collaboration among teachers is crucial for effective professional development and the successful application of training outcomes in the classroom. As shown above, most participants reported collaborating with colleagues to discuss the application of training activities, although the frequency of such collaboration varied. Specifically, 25% of teachers indicated that they always collaborate with their school colleagues to discuss training activities, which suggests a strong culture of professional dialogue in those schools. A larger proportion (46.7%) noted that they sometimes engage in discussions about training activities, indicating that while collaboration is valued, it may not always occur on a regular basis. Such collaboration not only foster a supportive teaching environment but also contribute to the ongoing professional growth of educators.

However, a considerable proportion of the them (i.e., 25.3%) reported that they rarely collaborate with other teachers regarding the use of training activities. which may suggest challenges such as time constraints, lack of institutional support, or limited opportunities for collaboration. These findings highlight the varying levels of teacher collaboration within schools, which may influence the extent to which training activities are successfully implemented in class. Research by Vangrieken et al. (2015) indicates that teacher collaboration is essential for improving instructional practices and fostering a reflective learning community.

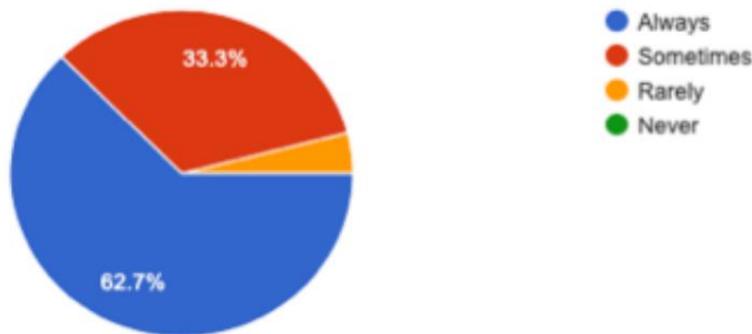
15-The adaption of training activities to suit students’ needs



One of the most critical issues in teaching is ensuring that teachers use activities that align with their students’ needs. Teachers must be continuously aware of their students’ learning requirements and tailor activities accordingly, adjusting for different language skills and

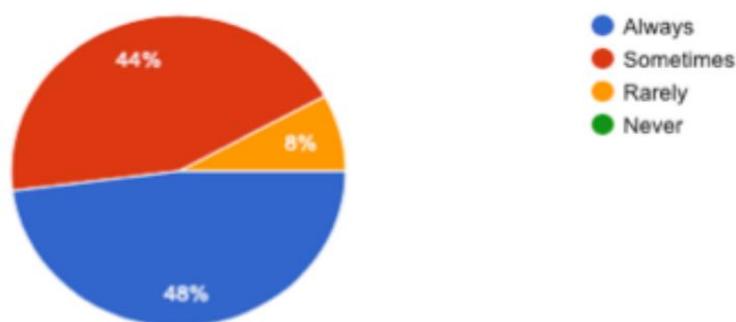
contexts. The majority of the participants in this study affirmed the importance of adapting training activities to meet students' needs, though there was variation in how frequently they apply this approach. 62.7% of them indicated that they always adapt activities based on their students' needs, while 30.7% of them sometimes do so. This suggests that most teachers not only incorporate training activities into their lessons but also carefully modify them to suit their students' needs. The ability to adapt instruction to meet students' needs is a sign of effective teaching, as highlighted by Tomlinson (2001) who emphasizes that differentiated instruction leads to greater student engagement and achievement. Moreover, Darling-Hammond et al. (2009) supports the idea that effective teacher preparation programs must emphasize the ability to adapt teaching methods to better address students' varying needs.

16-The use of warm-activities before starting a lesson



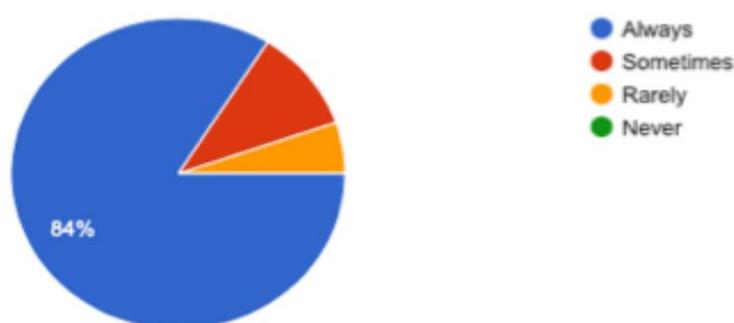
A key component of teacher in-service training programs is the frequent use of warm-up activities at the beginning of each lesson. Such strategy is widely recognized as effective tool for engaging students, preparing them for the lesson, and creating a positive classroom atmosphere. Participants in the present study reported that they initiate every class with a warm-up activity, which suggests that they have successfully integrated this practice into their teaching routines. This finding strongly indicates that the teachers benefited from the training, as incorporating warm-up activities is often a central focus of teacher professional development. According to Ur (2012), warm-up activities are essential in setting the tone for a lesson, helping students to transition from one activity to another, and activating prior knowledge, which can enhance overall engagement. 62.7% of them stated that they always begin their classes with warm-up activities reinforcing the idea that such practices are now well-established in their teaching; and a further 33% mentioned that they sometimes use warm-up activities, indicating that while they recognize their importance, these activities may not always be feasible depending on time constraints. This suggests that most teachers adopt this interactive strategy to enhance student engagement and learning outcomes. The literature supports the notion that starting lessons with warm-up activities can stimulate students' interest and prepare them mentally for the content that follows (Tharp & Gallimore, 1988).

17-Designing lessons around task-based learning ideas



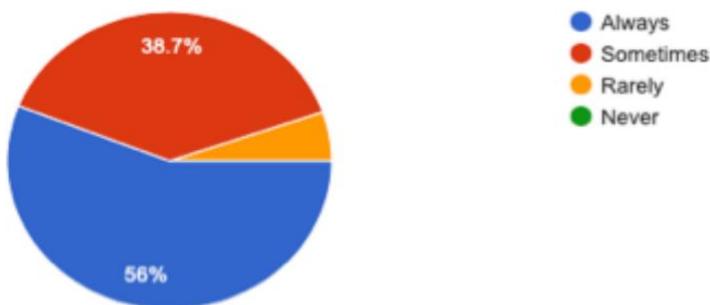
One of the key components of teacher training is the incorporation of task-based learning concepts into lesson design. Teachers are encouraged to structure their lessons around activities that require students to complete specific tasks, fostering a more active learning environment. In this study, all participants reported incorporating task-based ideas when designing their classroom lessons. 48% of them stated that they always integrate these ideas into their lessons, while 44% indicated that they do so sometimes. This suggests that a large proportion of teachers are adopting interactive teaching strategies, with a focus on minimizing the teacher's role in favor of student-centered activities. These findings align with research by Ellis (2003), which highlights that task-based approaches are widely regarded as effective in promoting student engagement, enhancing language proficiency, and fostering critical thinking. Furthermore, Willis (1996) notes that task-based learning provides students with the opportunity to use language in realistic contexts, thus helping to bridge the gap between theoretical knowledge and practical application. Task-based learning remains a central principle in many teachers training programs, emphasizing the importance of creating active, student-centered classrooms

18-Lesson plan preparation



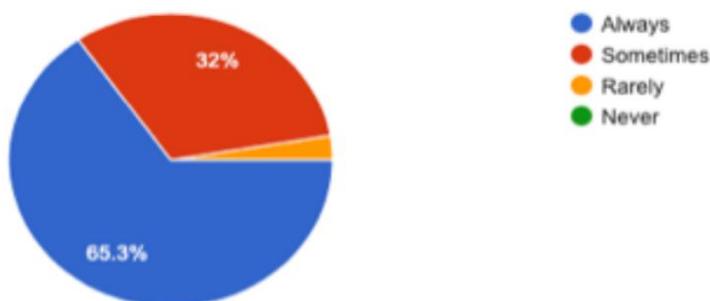
Almost all participants in the study reported that they use lesson planning before each class session. The majority of respondents (84%) indicated that they always plan their lessons in advance, whereas 10% of them sometimes plan ahead, suggesting that they recognize the value of lesson planning. Effective lesson planning is crucial for ensuring that instructional goals are met and that the necessary materials and activities are prepared to engage students in meaningful learning. Research by Bransford, et al., (2000) emphasizes the significance of lesson planning in guiding teaching practices, as it helps teachers structure their lessons, manage classroom activities, and create a focused learning environment.

19-The use of questioning strategies during teaching



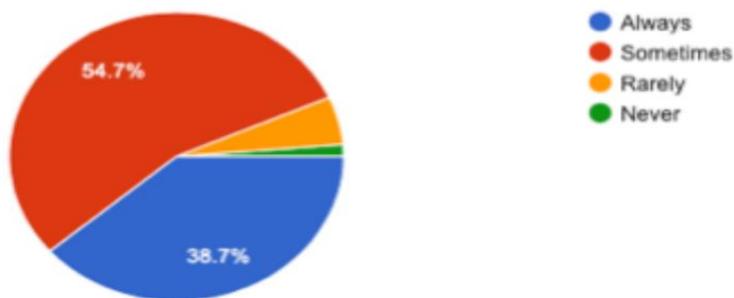
Questioning strategies are an integral part of teaching that teachers typically learn during their training programs. The majority of participants in this study reported incorporating questioning strategies into their teaching practices. 56% of them stated that they always use questioning strategies in their classrooms, whereas 38.7% noted that they sometimes do that. That indicates that these techniques have become a central part of their instructional approach, and that teachers value questioning as a tool. The use of questioning strategies is supported by research, with studies indicating that effective questioning promotes critical thinking, enhances student engagement, and fosters deeper understanding (Walsh & Sattes, 2011). By encouraging students to think critically and engage in active learning, questioning remains a powerful pedagogical tool for facilitating meaningful classroom interactions.

20-The use of teaching techniques (eg. elicitation, feedback, etc.)



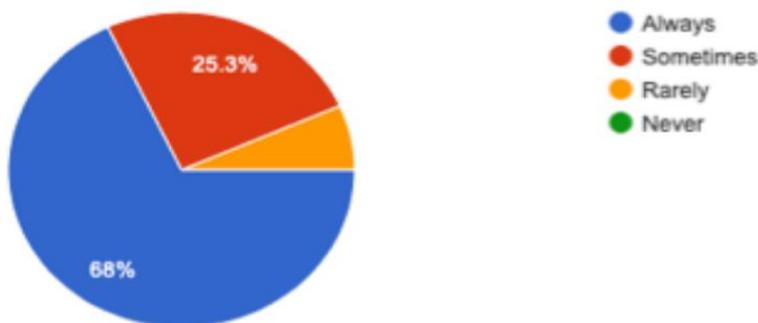
The majority of participants in the study reported utilizing teaching techniques such as elicitation and feedback in their daily instruction. Over 65% of teachers indicated that they always employ these techniques, reflecting their importance in facilitating interactive and responsive teaching practices. Elicitation techniques, which involve drawing out students' knowledge or responses, and feedback, which provides guidance or corrections to students' work, are key components in promoting student engagement and learning. Moreover, 32% of participants stated that they sometimes use these techniques, suggesting that while they recognize their value, there may be situations where they are not always implemented, possibly due to time constraints, class dynamics, or specific lesson goals. These findings reflect the critical role that elicitation and feedback play in classroom instruction, as both are widely regarded as essential for creating an interactive learning environment. According to Hattie and Timperley (2007), feedback is one of the most powerful influences on student learning, and elicitation fosters deeper cognitive processing, making both techniques essential for effective teaching and student development.

21-The use of task-based activities



As noted above, participants indicated that they include task-based activities in their lessons, and the responses in this study strongly align with that assertion. The majority of participants reported using task-based activities regularly in their teaching. 54.7% of respondents stated that they always incorporate these activities into their lessons, suggesting that task-based learning is a central approach in their pedagogical practices. Another 38.7% noted that they sometimes use task-based activities which indicates that while these tasks are a part of their teaching strategy, they may not be used in every lesson. The findings suggest that task-based activities are widely valued by teachers, likely due to their focus on active learning, problem-solving, and student collaboration, which align with current educational goals. According to Willis (1996), task-based activities play a critical role in fostering students’ communicative competence and ensuring that learning is both meaningful and relevant. Their consistent use in classrooms reflects a broader trend in language teaching that prioritizes interaction and practical use over traditional, teacher-centered methods.

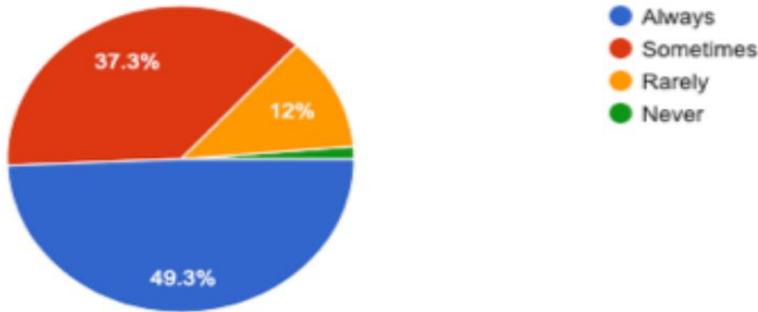
22-The use of different teaching strategies in daily teaching



As mentioned previously in section 1.7, participants indicated that they integrate task-based activities into their lessons, which is consistent with the findings of this study. The majority of participants reported using task-based activities regularly in their teaching practice. 54.75% of respondents stated that they always include these activities in their lessons, suggesting that task-based learning has become a fundamental aspect of their teaching strategies. This finding reflects the growing recognition of task-based approaches as an effective way to engage students actively in the learning process. Other participants indicated that they sometimes use these activities, which may reflect a more selective or context-dependent application of task-based methods. It is possible that teachers use task-based activities in specific contexts but may not see them as appropriate for every teaching scenario. The overall findings suggest that task-based activities are valued and used by a large majority of teachers, highlighting their perceived benefits in promoting active learning and collaborative skills. As noted by Willis (1996), task-

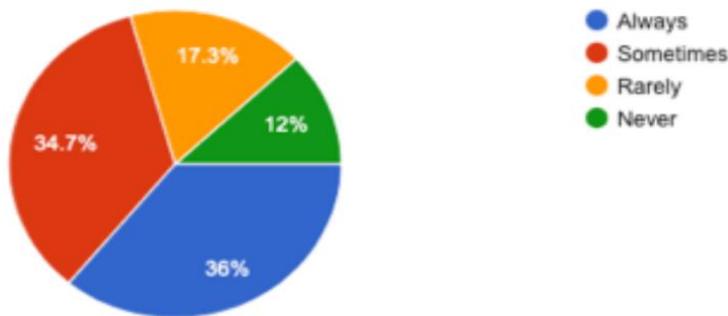
based activities are central to language learning as they provide students with meaningful opportunities to use language in real-world contexts, which ultimately enhances both their communicative competence and engagement with the subject matter.

23-The use of pair-work or group-work tasks learned from training.



While most participants report incorporating pair-work or group-work tasks into their classroom practices, the frequency of their use varies. 49.3% of them indicated that they always use these tasks, while 37.3% stated they sometimes use them. On the other hand, 12% them reported using pair-work or group-work tasks rarely, and only 2% of participants stated they do not use them at all. These findings suggest that while pair-work and group-work are generally valued strategies in teaching, their regular implementation may depend on various factors such as time constraints, class size, or teaching environment. According to Johnson & Johnson (2009), cooperative learning strategies, such as pair-work and group work, are associated with increased student engagement and improved learning outcomes. However, the frequency of their use can be influenced by teachers’ perceptions of their effectiveness, their students’ needs, and the logistical constraints within the classroom environment.

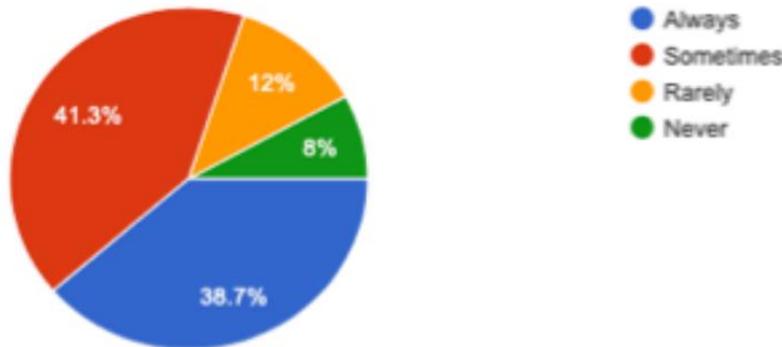
24-Institutional support to use training techniques in classes



Institutional support plays a crucial role in enabling teachers to effectively apply the techniques and strategies learned during professional development programs. The responses from participants in this study reveal varying levels of institutional encouragement. 36% of them reported that they always receive support from their school administration in using training activities. A slightly smaller group, 34.7%, indicated that their administration sometimes encourages the use of training techniques. That means that more than 70% of them receive varied levels of institutional support to use the training techniques. However, a notable 17.3% of participants stated that their institutions rarely provide such encouragement, while 12% indicated that their schools never promote the use of the training materials. This lack of institutional support presents a significant challenge to the successful implementation of in-service teacher training programs. Research by Desimone (2009) reflects the importance of

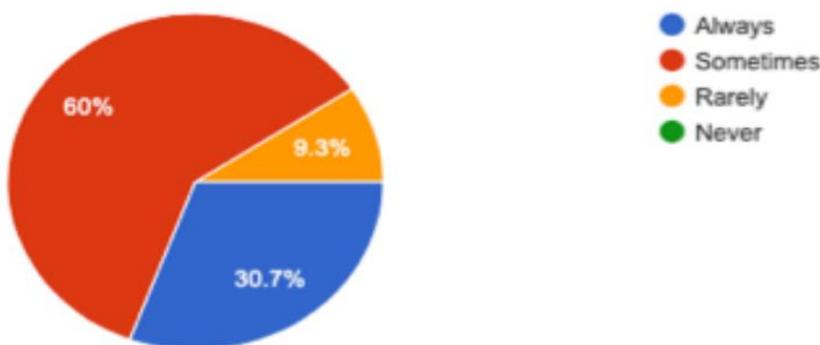
institutional support for fostering teacher engagement with new practices, noting that such support can significantly impact the translation of training into effective classroom practices. Furthermore, as highlighted by Penuel et al. (2007), the lack of support from school leadership can undermine the effectiveness of professional development programs, preventing teachers from fully utilizing newly acquired skills and techniques.

25-The impact of the environment on teachers’ willingness to use training strategies.



The teaching environment plays a significant role in the successful implementation of any training outcomes. A supportive teaching environment is essential for teachers to effectively integrate strategies. Without this kind of environment, teachers may struggle to apply new methods in their daily teaching. The responses in this study reflect this importance, with varied opinions on the extent of the teaching environment’s influence. Notably, 38.7% of teachers indicated that the teaching environment always impacts their daily teaching, while 41.3% stated that it sometimes affects their teaching. These findings align with research by Hargreaves (2000), which emphasizes that a positive school culture and collegial support are crucial for fostering teachers’ professional growth and willingness to implement new strategies. Similarly, Fullan (2007) suggests that educational policies and the overall school climate significantly shape teachers’ attitudes toward change, highlighting the need for an environment conducive to professional development. On the other hand, 12% of them reported that the teaching environment rarely influenced their teaching, and only 8% stated that it never had an effect.

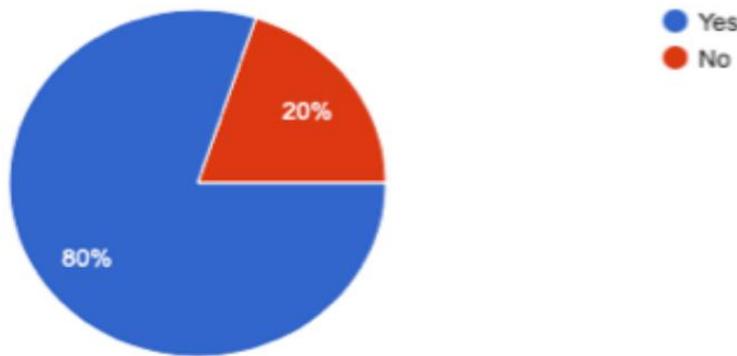
26-The relevance of students’ language level and training program requirement



The findings of this study indicate a significant gap between the language proficiency in training programs and the actual language level of students. Specifically, the findings revealed that the language level of students falls short of the proficiency level assumed by the training programs. Teachers’ training programs typically design activities that require a higher level of language proficiency than what students have. However, nearly all participants agreed that their students’

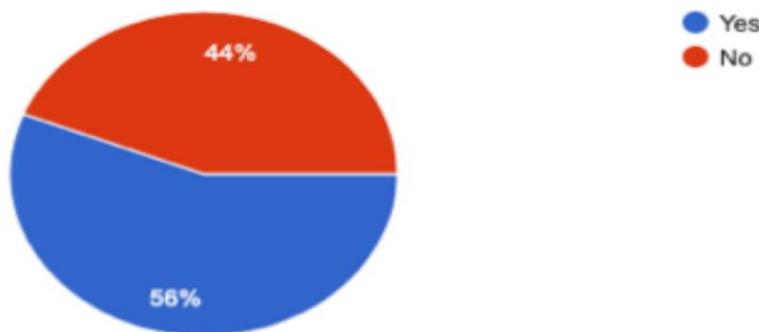
language levels were always lower than the requirements for the training activities. For example, 60% of the them reported that their students’ language level was sometimes inadequate for the tasks at hand; whereas, 30.7% stated that their students’ language level was always lower than the activity level. This finding aligns with the work of Snow (2010), who notes that training programs often assume a level of language proficiency that may not reflect the reality of students’ abilities, thus hindering the effectiveness of the activities. Moreover, as highlighted by Cummins (2000), discrepancies between students’ language skills and the expectations of training programs can create significant barriers to successful learning outcomes.

27-Teachers’ workload effect on the use of training content



Teachers’ workload within schools is a significant factor that can impede the effective implementation of training content in classroom teaching. According to the data, 80% of teachers reported that their school workload creates substantial barriers to integrating training materials and activities into their daily teaching practices. On the other hand, only 20% of them indicated that their workload does not hinder the use of training content in the classroom. This finding aligns with existing literature, which suggests that heavy workloads can limit teachers’ ability to engage with professional development and apply new teaching strategies. For instance, Ingersoll (2001) argues that the increasing administrative and instructional responsibilities placed on teachers often result in insufficient time to incorporate newly acquired knowledge from training into practice. These findings indicate that reducing teacher workload may be essential to ensure that professional development initiatives are successfully integrated into teaching practices.

28-The relevance of the training content to classroom reality



A majority of the participants (56%) indicated that the training content was aligned with the realities of classroom practice, while a considerable proportion (44%) reported a mismatch between the training material and actual classroom conditions. This discrepancy is particularly problematic, as it suggests that the training design may not have sufficiently accounted for the practical challenges teachers encounter in real instructional settings. Such misalignment may limit the effectiveness of the training, potentially leaving teachers underprepared to manage classroom complexities. According to Darling-Hammond et al. (2009), effective teacher preparation programs must bridge the gap between theory and practice, ensuring that teachers are equipped to handle the dynamic nature of classroom environments. The findings, therefore, imply a need for greater integration of practical, context-based elements into training programs. Additionally, the results indicate the importance of ongoing collaboration and feedback from practicing teachers to ensure that training content remains relevant, responsive, and grounded in classroom reality, as highlighted by Shulman (1987).

CONCLUSION

This study examined the effectiveness of in-service teacher training programs and their impact on the classroom practices of EFL teachers in Libya. The findings indicate that the majority of teachers have benefitted from these training programs, with most participants reporting that they always apply the interactive and learner-centered methods introduced during their training. These findings suggest that professional development has a positive influence on teaching practices, fostering more engaging and student-centered classrooms.

However, the study also raised some challenges, including varying levels of participation in training and inconsistencies in the use of learned strategies. A small number of teachers reported limited access to training or infrequent participation in professional development, which may reflect systemic barriers such as time constraints or lack of institutional support. Additionally, the role of school inspectors was found to be critical in the successful implementation of training outcomes. Teachers who received support from their inspectors were more likely to apply the training in their classrooms, reinforcing the importance of administrative encouragement and leadership. Furthermore, it is essential to ensure equal access to training for all teachers and provide consistent support from school leadership to help teachers use newly learned strategies.

In conclusion, the study reflects the value of in-service training in enhancing the pedagogical practices of EFL teachers in Libya. By addressing the barriers to training access and ensuring consistent support from school inspectors, the effectiveness of these programs can be further strengthened, ultimately improving both teaching practices and student outcomes in foreign language education.

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