| RESEARCH ARTICLE

Contextual Factors, Personality Traits and Moroccan EFL Teachers' Informal Learning: A Correlational Study

Mohamed Bouaissane[1] ✉ Mustapha Mourchid[2] and Hind Brigui[3]

[1][2]*Ph.D. Candidate, Literature, Arts and Pedagogical Engineering Research Laboratory, Faculty of Languages, Letters and Arts/ Ibn Tofail University, Kenitra, Morocco*
[3]*Associate Professor of Applied Linguistics and TEFL, Department of English Studies, Faculty of Languages, Letters and Arts/ Ibn Tofail University, Kenitra, Morocco*
Corresponding Author: Mohamed Bouaissane, **E-mail**: mohamed.bouaissane@uit.ac.ma

| ABSTRACT

Most studies in the field of teachers' education have focused solely on the formal aspect of teachers' education. Furthermore, research that has been done on teachers' informal learning in the workplace, though significantly limited (Fraser, 2010; Kwakman, 2003), is primarily qualitative with small sample sizes. With this being said, it should be noted that formal and informal learning should not be viewed as dichotomized and mutually exclusive. They should instead be viewed as a continuum, equally important and complementary. Recently, research on teachers' informal learning in the workplace has been gaining more attention. This study, therefore, aims to contribute to this growing area of research by investigating the interrelation between contextual factors, personality traits and Moroccan EFL teachers' informal workplace learning. A convenient sample of 125 Moroccan EFL teachers was recruited to complete a questionnaire that elicits information related to their workplace conditions, personality traits and informal learning. It is hoped that this study's findings will result in a deeper understanding of teachers' informal learning in the workplace. Ideally, it is hoped that the workplace can be transformed from mere places of experience to rich learning environments.

1. Introduction

Teachers' continuous professional development by means of formal activities has been widely discussed in the teacher learning and professional growth literature (Borko, 2004; Eraut, 2004; Kyndt et al., 2016). However, there has been very little empirical research on teachers' informal learning that is jointly constructed outside the institutionalized, systematic and formal training or education (Coffield, 2000; Eraut, 2004; Gorard et al., 1999; Hoekstra et al., 2009; Kyndt et al., 2014).

This article is based on the assumption that much of human learning is caught, not taught (Davies, 1998), because informal learning has always been going on, and still goes on, and will continue to go on in every moment of our lives (Gorard et al., 1999). The workplace involves a number of complexities and variables that are often overlooked. However, these factors play a direct role in the amount and quality of learning, skills and ideas that teachers accumulate.

The nature and quality of the contextual factors such as workplace conditions, collegial support, relationships, interactions, and collegial feedback, in addition to personality traits such as openness, willingness to learn and extraversion, are believed to play a determinant role in teachers' engagement in informal workplace learning activities, and ultimately in their informal learning in the

workplace. Previous studies of teachers' education have not dealt adequately with teachers' informal workplace learning (e.g. Ainley, 1998; Coffield, 2000; Eraut, 2004; Fraser, 2010; Gorard et al., 1999; Hoekstra et al., 2009; Kwakman, 2003; Kyndt et al., 2014; Kyndt et al., 2016), as they employ qualitative designs with small sample sizes. Therefore, ''a mixed-method approach [to teachers' informal learning in the workplace] seems appropriate'' (Kyndt et al., p. 31). Interestingly, this study intervenes to bridge this gap in the literature as it employs a mixture of quantitative and qualitative research methods to investigate the relationship between contextual factors, personality traits and Moroccan EFL teachers' informal learning.

2. Literature Review

A review of the literature has revealed not only that research on teachers' informal learning in the workplace is remarkably limited (e.g., Ainley, 1998; Coffield, 2000; Eraut, 2004; Fraser, 2010; Gorard et al., 1999; Hoekstra et al., 2009; Kwakman, 2003; Kyndt et al., 2014; Kyndt et al., 2016), but also solely qualitative with small sample sizes (Fraser, 2010; Kwakman, 2003). All the selected studies acknowledged the importance of informal learning within the context of teacher learning and practice (e.g., Lohman & Woolf, 2001; Lohman, 2006; Eraut, 2004; Rytivaara & Kershner, 2012; Gorard et al., 1999; Van Daal et al., 2014). The authors of the studies convincingly argued that teacher learning within the workplace (a) is important within the context of school reform or the implementation of an innovation or new teaching methods (e.g., Bakkenes et al., 2010; Henze et al., 2009; Hoekstra & Korthagen, 2011; Lewin et al., 2009; Van Eekelen et al., 2006), (b) is important as it positively impacts student/pupil learning (e.g., Armour & Yelling, 2007; McCormack et al., 2006), (c) enhances teachers' retention and professional growth (e.g., Patrick et al., 2010; Shanks et al., 2012), (d) deserves more attention because of the increasing demand and pressure on teachers (e.g., Clement & Vandenberghe, 2000; Lohman, 2000), and (e) merits more attention because what has been learned in formal professional development opportunities is academically superficial, irrelevant and is not fully transferred to the daily practices of teaching (e.g., Borko, 2004; Bouaissane et al., 2022; Burns, 2008; Fraser, 2010; Hoekstra et al., 2007; Jurasaite-Harbison, 2009; Poulson & Avramidis, 2003), suggests that learning happens outside the formal structures and systems – such as arranged pedagogical meetings, appointed mentors – that was closer to the reality of the lived experience (e.g., McNally et al., 2009).

Informal learning is defined as ''non-trivial (....) [non-taught] learning [that] already goes on, and has always gone on, outside formal programmes of instruction'' (Gorard et al., 1999, p. 01). Similarly, Beinart and Smith (1998) defined it as ''deliberately trying to improve your knowledge about anything or teach yourself a skill without taking part in a taught course'' (p. 200). Harteis and Billett (2008) and Kyndt et al. (2014) view informal learning as an autonomous, active, unplanned, meaningful, constructive and situated process in which both the individual and the workplace as a site of learning are of equal importance, which makes the workplace and engaging in daily work practice and activities important for professional learning (Harteis and Gruber, 2004).

Teacher learning is situated in particular contexts and is, therefore, social in nature (Putnam & Borko, 2000), and it is not solely limited to particular classroom experiences. Interestingly, it has been widely argued that learning outcomes are workplace-specific and are closely related to the context (Eraut, 2004; Kyndt et al., 2014). Contextual factors directly impact teachers' willingness to participate in informal workplace learning activities (Doornbos et al., 2004; Kwakman, 2003). The social context in the school as workplace and the relationships that emerge from it are of central importance to teachers' learning and professional growth (McNally et al., 2009) because knowledge, skills, and attitudes construction are inherently social (Kyndt et al., 2016)

Teachers' ''success [...] depends on the quality of relationships in the workplace'' (Eraut, 2004, p. 22). Therefore, the nature and quality of relationships with colleagues in the workplace play a critical role in workplace learning. To put it differently, the relationships and interactions that the participants engage in their workplace play a decisive role in the accumulation and assimilation of knowledge (Eraut, 2004; Lohman, 2000). Therefore, social actors contribute to the construction of this knowledge through their actions and discourse (Eraut, 2004). Relatedly, Hinchliffe (2004) convincingly argues for the importance of workplace relationships. He believes that these relationships are important as they (1) improve the quality of work and (2) promote and sustain human flourishing. McNally et al. (2009) assert that teachers' learning in the workplace is ''governed by relationships with colleagues'' (p. 01). Learning is, therefore, viewed as primarily informal and relational ''with strong emotional and relational dimensions associated with identity formation'' (McNally et al., p. 03).

Collegial support also plays a significant role in teachers' informal learning in the workplace. Teachers in a mutually supportive workplace tend to learn more compared to other teachers working in environments that are less or not supportive; ''co-teaching and jointly constructed knowledge in a mutually supportive environment allows teachers to grow professionally and meet their academic and pedagogical duties'' (Rytivaara & Kershner, 2012, p.1). A workplace environment that is characterized by mutual trust and support promotes and sustains teachers' informal learning (Rytivaara & Kershner, 2012). Teachers, especially novice ones, develop a will and desire to learn, take full advantage and grow professionally in supportive environments and workplaces in which working colleagues support each other's learning (McNally et al., 2009; Rytivaara and Kershner, 2012) because ''it is a feeling of being supported (...) that seems to matter most'' (McNally et al., 2009, p. 05).

Rytivaara and Kershner (2012) point out that teachers' informal learning is merely ''dialogic''. This clearly indicates that teachers' informal learning in the workplace is influenced by their interactions with their colleagues. Collegial discussions also prevent difficult and unpleasant situations from happening in and out of classrooms (Cook and Friend, 1995). Cook and Friend (1995) recommend co-teachers to discuss their beliefs about teaching, classroom routines and disciplines because ''this, ideally, makes it possible to compromise and prevent difficult situations in and out of the classroom'' (Rytivaara and Kershner, 2012, p. 03). Therefore, teachers use talk and interactions to explore and find out about different matters and to share their practical knowledge (Doecke et al., 2000). Teachers' exchange of ideas and experiences can form the basis for their knowledge construction and may result in changes in beliefs (Louis et al., 1996; Rytivaara and Kershner, 2012; Williams et al., 2001).

Teachers' learning and growth are accelerated or hindered by the feedback they receive from their colleagues. True sharing of ideas, knowledge and constructive feedback allows teachers to build confidence and, eventually, their professional growth (McDuffie et al., 2009; Trent et al., 2003). Additionally, previous research acknowledges that teachers' informal learning outcomes in the workplace are directly connected to and influenced by the feedback they receive (Hoekstra et al., 2009). Constructive feedback, therefore, enhances and promotes teachers' informal learning and triggers their willingness to participate actively in informal learning activities in the workplace.

One question that needs to be asked, however, is whether teachers' informal learning is influenced only by context-related factors. A number of studies are based on the assumption that the relationship between workplace conditions and teachers' informal learning and growth is not always evident and straight forward (Ellinger, 2005; Richardson and Placier, 2001; Sambrook and Stewart, 2000). Most importantly, teachers' personal and psychological factors, such as their openness and extraversion (Harteis and Billett, 2008, Van Dal et al., 2014), motivation and self-efficacy (Lohman, 2006; Van Dal et al., 2014), and willingness and readiness to learn (Van Eekelen, 2006) may also influence their engagement in informal learning activities in the workplace, because "individuals are not passive in their participatory practices and learning'' (Billett, 2004, p. 319).

3. Methodology
3.1 Research purpose
Previous studies on informal learning have traditionally used qualitative techniques with small sample sizes to study the impact of contextual factors and personality traits on teachers' informal learning in the workplace. The present study, recruiting 125 Moroccan EFL teachers, sets out with the aim of answering the following questions:

1. Do contextual factors influence Moroccan EFL teachers' informal learning in the workplace?
2. Is there any statistically significant relationship between Moroccan EFL personality traits and their informal learning in the workplace?

3.2 Data collection procedure
The present study employs a mixture of quantitative and qualitative research methods to investigate and better understand the relationship between contextual factors and personality traits on the one hand and teachers' informal learning in the workplace on the other. A major advantage of using a mixed methods approach to study the interrelation between workplace conditions, personality traits and teachers' informal learning is that merging the two approaches would result in "a more integrated and differentiated understanding and insight'' of the research problem (Heyvaert et al., 2013, p. 660). Therefore, a questionnaire that yielded both quantitative and qualitative data was designed. The first section of the questionnaire elicited participants' demographic information. The second section consisted of different 5-point Likert scales that elicited information regarding teachers' beliefs of the importance of workplace conditions, satisfaction with their workplace conditions, preferred type of learning, personality traits, and informal learning in the workplace. The last two open-ended questions obtained more insights regarding their engagement in informal learning activities and their informal learning in the workplace.

For validity purposes, the questionnaire was sent to four professors of education and data analysts at Duke University, USA. Feedback was received, and modifications were introduced accordingly. The questionnaire was then piloted to 15 Moroccan EFL teachers. Abiding by research ethics and prior to data collection, the participants received an explanation of the project and the objectives it tried to achieve. A convenient sample of 125 Moroccan EFL teachers was recruited and willingly completed the questionnaire.

Table 1 Participants' Demographic Information

Demographic Categories	Frequency	Percentage
Gender		
Female	54	43.2
Male	71	56.8
Education		
Bachelor	80	64.0
Master's	39	31.2
Ph.D.	6	4.8
Teaching Experience		
-5 years	26	20.8
5-15 years	73	58.4
+15 years	26	20.8
Employment Status		
Regular	86	68.8
Contractual	39	31.2
Age		
20-29	31	24.8
30-39	61	48.8
40-49	29	23.2
50-59	4	3.2
Total	125	100

3.3 Inter-item Reliability Cronbach's Alpha

Internal reliability was calculated using Cronbach's alpha. The results of *teachers' beliefs towards the importance of workplace conditions on the informal learning scale with seven items (α= .93, M = 3.457), teachers' satisfaction with workplace conditions scale with six items (α= .70, M= 3.388), the impact of personality traits on engaging in informal learning scale with four items (α= .64, M= 3.485) were found reliable. Similarly, teachers' preferred type of learning scale with two items (α= .96, M= 3.276) and teachers' informal learning level in the workplace scale with two items (α= .89, M= 3.660) were also found reliable.* Reliability results are summarized in Table 2:

Table 2 Reliability Statistics

Scale	Number of items	Cronbach's alpha (α)
Likert scale 1	7	.933
Likert scale 2	6	.708
Likert scale 3	4	.640
Likert scale 4	2	.965
Likert scale 5	2	.896

3.4 Data Analysis

All the statistical analyses (e.g., multiple regression and correlation) were performed using SPSS software (version 20) to investigate the relationship between contextual factors and personality traits on the one hand and teachers' informal learning in the workplace on the other hand. Statistically, a P value <0.05 was considered significant. Multiple regression was carried out to predict the value of the dependent variable (e.g., teachers' informal learning in the workplace) from many predictor variables (e.g., teachers' satisfaction with workplace conditions, relationships, interaction, feedback, support and personality traits). A correlation was used to empirically investigate whether there is any statistically significant association between two interval variables (e.g., teachers' satisfaction with contextual factors and their informal learning in the workplace). Regarding qualitative data, NVivo was used to analyse text-based data thematically. As *r* ranges from -1 to +1, the scatter plots were used to show the strength of the linear regression relationship between the dependent and independent variables. Finally, Excel was used to visualize data. The results indicate that there is a statistically significant positive relationship and correlation between contextual factors and teachers'
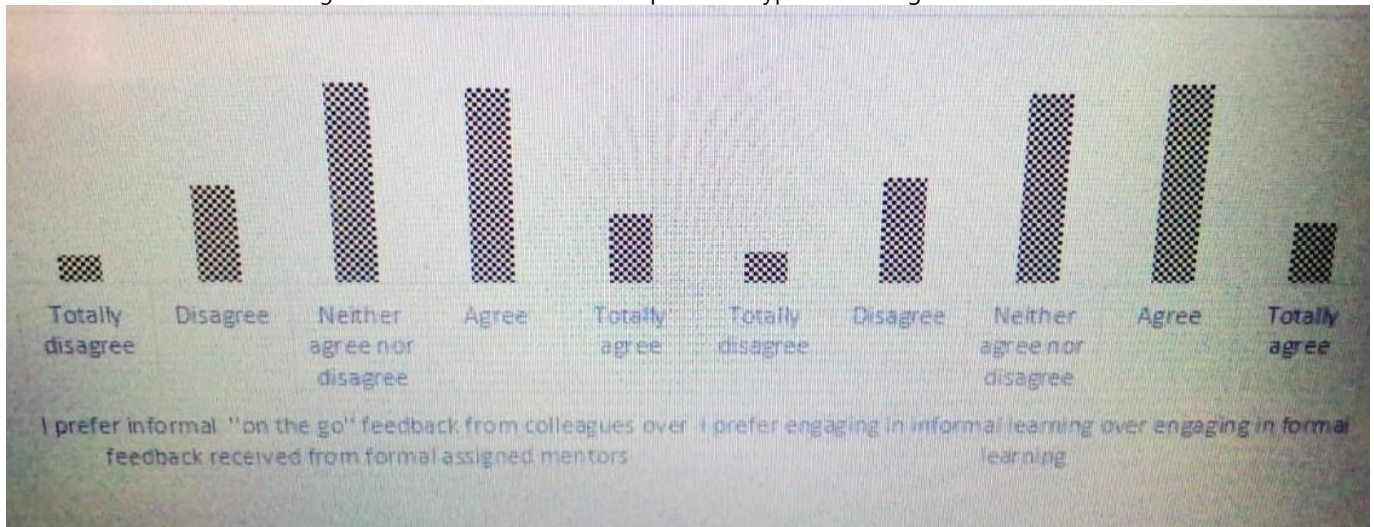
informal learning in the workplace. Surprisingly, no statistically significant relationship was found between Moroccan EFL teachers' personality traits and their informal learning in the workplace.

4. Results and Discussion

### *4.1 Moroccan EFL Teachers' preferred type of Learning and Feedback*

Scale 5 in the questionnaire aimed to investigate Moroccan EFL teachers' preferred type of learning and feedback. The results are set out in Figure 1:

Figure 1 Moroccan EFL teachers' preferred type of learning and feedback

The figure above illustrates that Moroccan EFL teachers prefer informal learning (32.8 %) and feedback (33.6%) received from colleagues in the workplace over formal learning and feedback obtained from assigned mentors. What is striking about the figures in this table is that Moroccan EFL teachers prefer engaging more in informal learning activities such as discussions, interactions and observations in the workplace and receiving collegial feedback on the spot over formal learning and feedback, as professional knowledge building is a continuous and collaborative process. This interesting finding perfectly aligns with previous research (Eraut, 2004; Kyndlt et al., 2016; McNally et al., 2009; Rytivaara and Kershner, 2012).

Figure 2 The impact of informal learning on Moroccan EFL teachers' professional development in the workplace
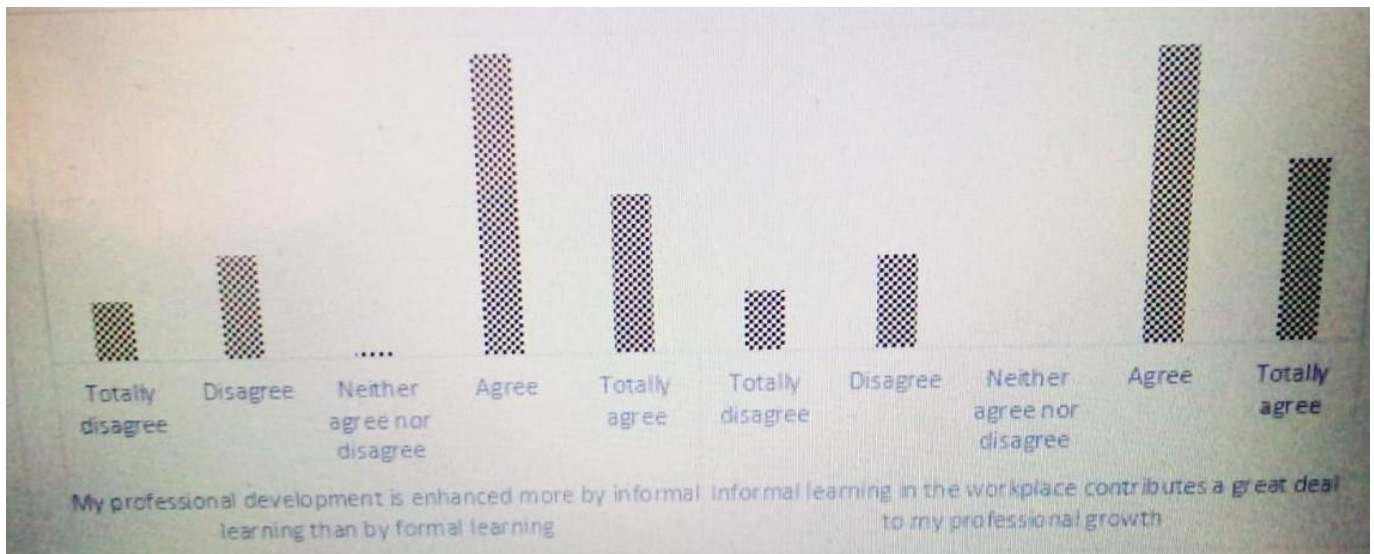
The figure above illustrates that Moroccan EFL teachers' professional development is enhanced and promoted by informal learning in the workplace. The most surprising aspect of the results is that Moroccan EFL teachers learn more in informal settings and casual discussions with their colleagues than they do in formal pedagogical meetings and structured courses. This could be due to the

stress-free nature and relevance of informal learning. This interesting finding perfectly aligns with previous research (Eraut, 2004; Kyndlt et al., 2016; McNally et al., 2009; Rytivaara and Kershner, 2012). It should be mentioned that more insights as to why Moroccan EFL teachers' professional growth is enhanced more by informal learning than by formal structured learning will be presented and discussed in the qualitative data section.

4.2 The correlation between Moroccan EFL teachers' satisfaction with contextual factors and their informal learning

H_0: There is no statistically significant positive relationship between Moroccan EFL teachers' satisfaction with workplace conditions and their informal learning in the workplace.

H_1: There is a statistically significant positive relationship between Moroccan EFL teachers' satisfaction with workplace conditions and their informal learning in the workplace.

The hypothesis tests if teachers' satisfaction with their workplace carries a significant impact on their informal learning in the workplace. The dependent variable, teachers' informal learning in the workplace, was regressed on predicting variables of teachers' satisfaction with workplace conditions, interactions, collegial feedback, relationships, and collegial support to test hypotheses H_0 and H_1. Teachers' satisfaction with these contextual variables significantly predicted their informal learning, F(5.121), = 125.552, p< 0.001), which indicates that the factors under study have a significant impact on teachers' informal learning. Moreover, the R^2 =.757 depicts that the model explains 75.7% of the variance in teachers' informal learning. The first question in this study sought to determine if there is any statistical relationship between workplace conditions and Moroccan EFL teachers' informal learning. The results clearly illustrate that contextual factors influence Moroccan EFL teachers' informal learning in the workplace.

Additionally, coefficients were further assessed to ascertain the influence of each of the factors on teachers' informal learning. The results revealed that workplace conditions have a positive impact on teachers' informal learning (B=.644, t=4.420, p<0.001). Similarly, collegial interaction was also found to have a positive impact on teachers' informal learning (B=.644, t=4.420, p<0.001). Both collegial feedback and collegial relationships have a positive impact on teachers' informal learning (B=.800, t=,864, p<0.001, B=.081, t=1,969, p<0.001, respectively). Consequently, H_1 was supported. What is striking in the results, however, is that collegial support has no positive impact on teachers' informal learning (B=3.026, t=10.458, p>0.05). One reason for this may be the possibility that teachers are dissatisfied with the collegial support in their workplace.

Table 3 Hypothesis results

Hypothesis	Regression weights	Beta coefficient	R^2	F	p-value	Results
H_1	WC → TIL	.644	.749	366.555	.000*	Supported
H_1	CI → TIL	.644	.749	366.555	.000*	Supported
H_1	CF → TIL	.800	.756	189.506	.000*	Supported
H_1	CR → TIL	.081	.756	189.506	.000*	Supported
H_1	CS → TIL	3.026	.008	1.017	.315	Not supported
R^2	.757					
F(5.121)	125.552					

Note: *p<0.05. **WC**: workplace conditions. **TIL**: teachers' informal learning. **CI**: collegial interactions. **CF**: collegial feedback. **CR**: collegial relationships. **CS**: collegial support.
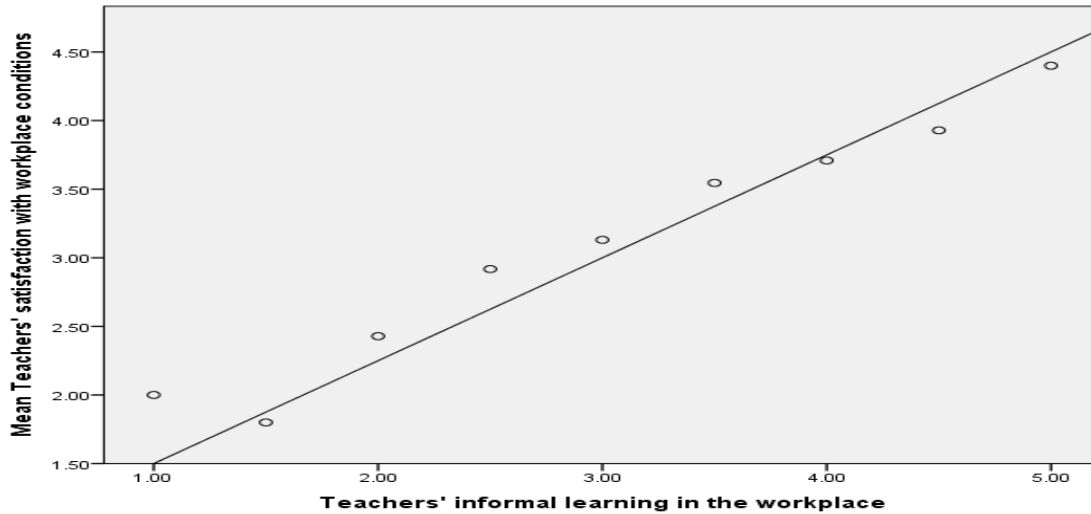
Table 4 Moroccan EFL teachers' satisfaction with workplace conditions and their informal learning in the workplace

		Teachers' informal learning in the Workplace	Teachers' satisfaction with workplace conditions
Teachers' informal learning in the Workplace	Pearson Correlation	1	.770**
	Sig. (2-tailed)		.000
	N	125	125
Teachers' satisfaction with workplace conditions	Pearson Correlation	.770**	1
	Sig. (2-tailed)	.000	
	N	125	125

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 further illustrates that there is a statistically significant positive correlation between teachers' satisfaction with their workplace factors and their informal learning in the workplace (p*=.000). In other words, teachers' satisfaction with their workplace conditions influences their informal learning in the workplace. The strength of this relationship is shown in the following scatter plot:

Figure 3 The strength of the relationship between teachers' satisfaction with workplace conditions and their informal learning in the workplace

R ranges from *r= -1* (negative relationship), *r=0* (no relationship) to *r=+1* (positive relationship). With this being said, the scatter plot, with dots clustered together, shows that there is a strong linear regression relationship between the two variables (*r=+1*). In other words, an increase in the level of teachers' satisfaction with workplace factors results in an increase in their informal learning in the workplace.

4.3 Moroccan EFL teachers' beliefs towards the importance of contextual factors on informal learning
Table 5 Moroccan EFL teachers' beliefs towards the importance of contextual factors on informal learning
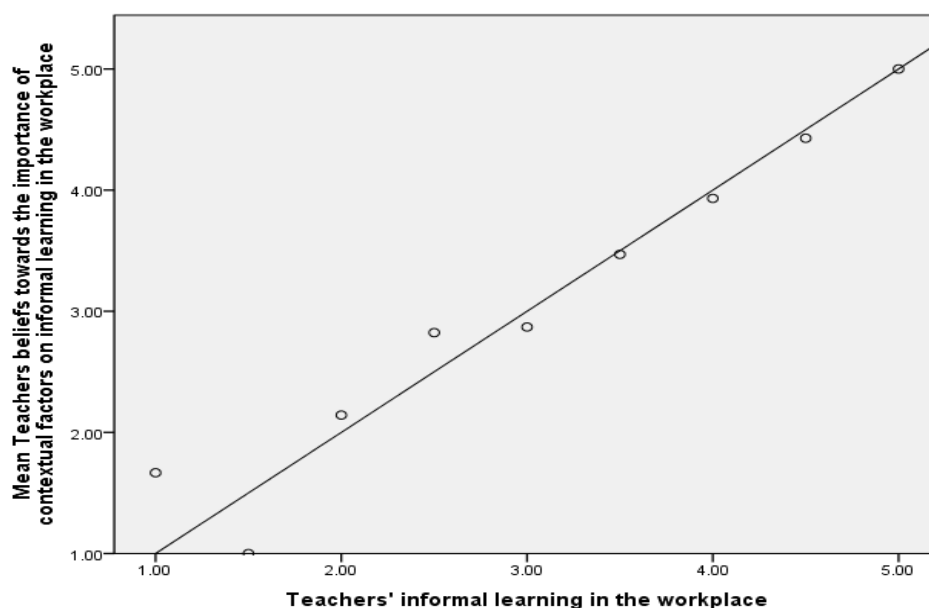
Correlations

		Teachers' informal learning in the Workplace	Teachers' beliefs towards the importance of contextual factors on informal learning in the workplace
Teachers' informal learning in the Workplace	Pearson Correlation	1	.833**
	Sig. (2-tailed)		.000
	N	125	125
Teachers' beliefs towards the importance of contextual factors on informal learning in the workplace	Pearson Correlation	.833**	1
	Sig. (2-tailed)	.000	
	N	125	125

**. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 5 illustrate that there is a statistically significant positive correlation between teachers' beliefs towards the importance of workplace factors and their informal workplace learning (p= .000). Teachers' beliefs towards the importance of contextual factors directly impact their informal learning in the workplace. Therefore, it seems reasonable to argue that Moroccan EFL teachers' learning outcomes are workplace-specific in the sense that the workplace as a site of learning and engaging in daily work practice and activities enhance their informal learning. This finding perfectly aligns with previous research (e.g., Eraut, 2004; Harteis and Gruber, 2004; Kyndt et al., 2014). Moroccan EFL teachers learn more informally in the workplace if they hold positive attitudes towards different contextual factors. In other words, an increase in teachers' awareness of the importance of these contextual factors results in an increase in their informal learning in the workplace. The scatter plot below shows the strength of the relationship between these variables:

Figure 4 The strength of the relationship between teachers' beliefs towards the importance of workplace factors and their informal learning in the workplace

R ranges from *r= -1* (negative relationship), *r=0* (no relationship) to *r=+1* (positive relationship). The scatter plot above, with dots cluster together, shows that there is a strong positive linear regression relationship between teachers' beliefs towards the importance of contextual factors and their informal learning in the workplace (r=+1). In other words, an increase in positive attitudes towards the importance of contextual factors results in an increase in the amount of learning that Moroccan EFL teachers accumulate in their workplace.

4.4 Moroccan EFL Teachers' personal traits and their informal learning in the Workplace
  o H_0: There is no statistically significant positive relationship between Moroccan EFL teachers' personality traits and their informal learning in the workplace.
  o H_1: There is a statistically significant positive relationship between Moroccan EFL teachers' personality traits and their informal learning in the workplace.

The hypothesis tests if Moroccan EFL teachers' personality traits carry a significant impact on their informal workplace learning. The dependent variable, teachers' informal learning in the workplace, was regressed on predicting variables (teachers' willingness to participate in discussions with colleagues, openness to ask for collegial help and willingness to participate in informal learning activities) to test the hypotheses H_0 and H_1. Surprisingly, Moroccan EFL teachers' personality traits do not predict their informal learning, F(3.121), = 5.532, p>0.05. These results illustrate that there is no association between Moroccan EFL teachers' personality traits and their informal learning. Moreover, the R^2 =.121 depicts that personality traits explain only 12,1% of the variance in teachers' informal learning.

In the Coefficients table, we further assess the influence of each predictor variable on teachers' informal learning. The most surprising aspect of the data is that predictor variables (teachers' willingness to participate in discussions with colleagues (B=.065, t=9.887, p=.211), teachers' openness to ask for collegial help (B=-.075, t= 10.887, p= .096), teachers' willingness to participate in informal learning activities (B= .062, t= 8.071, p=.143)) do not predict teachers' informal learning in the workplace. This means that we fail to reject H_0.

Table 6 Hypothesis results:

Hypothesis	Regression weights	Beta coefficient	R^2	F	P-value	Hypothesis supported
H_1	PD ⟶ TIL	.065	.014	1.729	.211	No
H_1	OACH ⟶ TIL	-.075	.053	6.949	.096	No
H_1	WPI ⟶ TIL	.062	.099	13.467	.143	No
R^2	.121					
F(3.121)	5.532					

Note: *p<0.05. **PD**: participation in discussions with colleagues. **TIL**: teachers' informal learning. **OACH**: Openness to ask for collegial help. **WPI**: willingness to participate in informal learning activities.

With respect to the second research question, the results, contrary to expectations, indicate that Moroccan EFL teachers' personality traits do not predict their informal learning in the workplace. This might be the result of *professional isolation*. *Professional autonomy* and lack of collegial relationships may impede teachers' informal learning as there are few opportunities for collegial discussions and collaboration, informal encounters and knowledge sharing, which present barriers to knowledge construction and professional growth. This finding is consistent with previous research (e.g., Collinson, 2004; Desimone et al., 2014; Jurasaite-Harbison, 2009; Lohman, 2000; Lohman & Woolf, 2001).

Avoidance behaviour is another obstacle that may prevent Moroccan EFL teachers from engaging in informal learning. The feeling of insecurity might lead to more *avoidance behaviour*. Relatedly, more than 31% of the participants in this study are contractual teachers. Due to their unstable employment status and feeling of insecurity, contractual teachers tend to exhibit more avoidance behaviour, experiment less and participate less in informal discussions with their colleagues. This study, therefore, supports evidence from previous observations (e.g., Van Daal et al., 2014; Kwakman, 2003).

The absence of association between Moroccan EFL teachers' personality traits and their informal learning could also be attributed to the quality of their working relations, as they tend to exhibit *avoidance behaviour* when their working relations are critical, faction-ridden or overtly hostile. This finding is also in accordance with our previous observations (e.g., Eraut, 2004). Teaching experience may also negatively impact teachers' informal learning as the teachers' interest and willingness to engage in informal learning activities in the workplace declines with age. This finding accords with previous findings (e.g., Kyndt et al., 2016; Van Daal et al., 2014).

Finally, the lack of teachers' engagement in informal learning activities might be due to personal and psychological factors such as openness, extraversion, motivation, self-efficacy and readiness to learn, as learning will not occur if Moroccan EFL teachers have no will to learn. This interesting but striking result is in line with previous research (e.g., Billett, 2004; Collinson, 2004; Harteis and Billett, 2008; Lohman, 2006; Van Eekelen et al., 2006; Van Daal et al., 2014).

Table 7 Moroccan EFL teachers' personality traits and their informal workplace learning
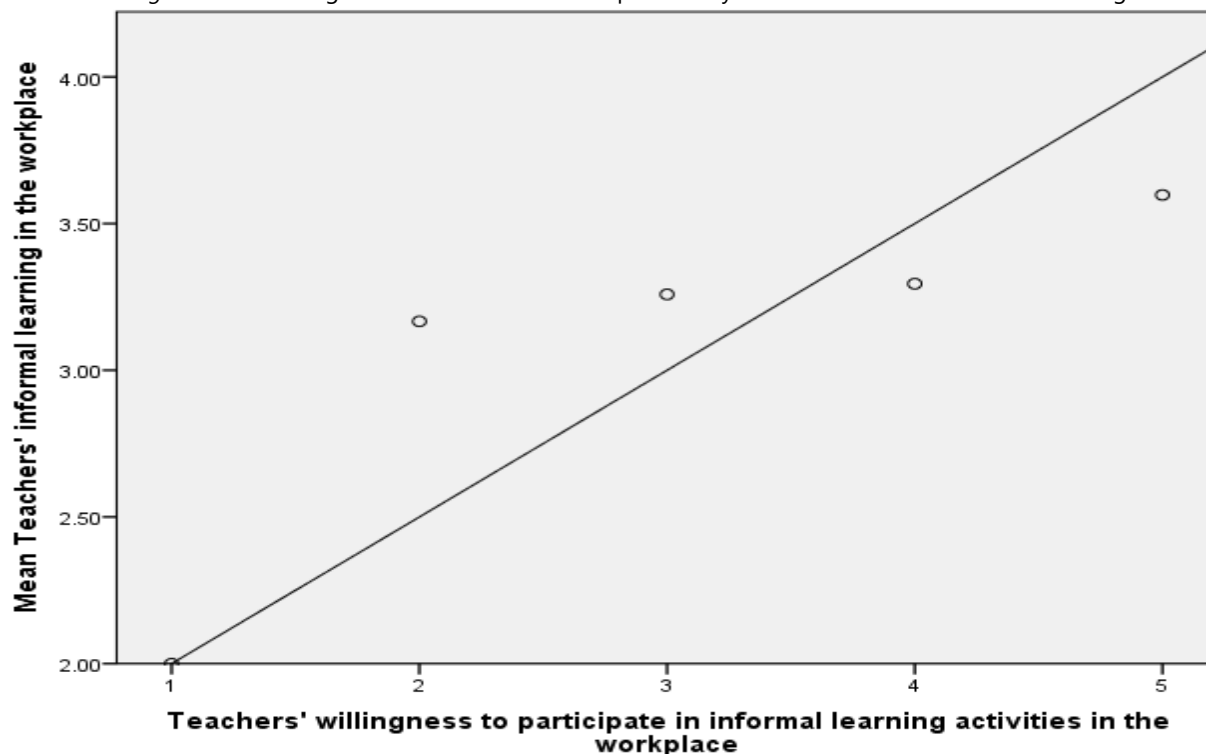
Correlations

			Teachers' informal learning in the Workplace	The impact of personality traits on participation in informal learning activities
Spearman's rho	Teachers' informal learning in the workplace	Correlation Coefficient	1.000	.190[*]
		Sig. (2-tailed)	.	.034
		N	125	125
	The impact of personality traits on participation in informal learning activities	Correlation Coefficient	.190[*]	1.000
		Sig. (2-tailed)	.034	.
		N	125	125

*. Correlation is significant at the 0.05 level (2-tailed).

The results indicate that there is only a moderately significant relationship between Moroccan EFL teachers' personality traits and their informal learning (p = .034). The strength of this association is shown in the following scatter plot:

Figure 5: The strength of association between personality traits and teachers' informal learning

If R ranges from *r= -1* (negative relationship), *r=0* (no relationship) to *r=+1* (positive relationship). The scatter plot above, with the dots scattered randomly, shows that there is only a moderate linear regression relationship between teachers' personality traits and their informal learning in the workplace (r=+0.3). In other words, the relationship between the two variables is not evident and straight forward.

4.5 Further Insights into Moroccan EFL Teachers' informal learning in the Workplace
The last two open-ended questions in the questionnaire elicited more insights regarding Moroccan EFL teachers' preference for informal learning over formal and structured learning. Thematic analysis of their responses resulted in emergent themes listed in the table below:

Table 8 Moroccan EFL teachers' responses as to why they prefer informal workplace learning

Emergent Themes	Frequency
Stress-free	20
Practicality and relevance	18
Natural	13
Equally important	13
Continuous	9
Time-constraints	4

A common view amongst the participants was that informal learning is more important than formal and structured learning, which is clearly demonstrated by the following quote from one of the participants:

- I think informal learning in the workplace is more important than formal learning because it is always on-going and is usually experienced in our everyday life. In fact, I do believe that what we learn informally from our colleagues and co-workers is much more important than the formal training we receive as part of our in-service professional development from our supervisors or mentors. (teacher 15).

Six broad themes emerged from the analysis of the participants' responses that justify their choice of informal learning as their preferred type of learning. The participants, on the whole, reported that informal learning is *stress-free*, as they believe that:

- Informal learning can happen naturally in a less stressful environment through daily conversations (teacher 1).
- I will be glad to hear from a colleague rather than a supervisor (teacher 16).
- It makes us feel at ease in learning with colleagues (teachers 2).
- Informal learning happens in a stress-free environment, and this helps learning take place (teacher 5).
- I feel more at ease in an informal setting than in a formal structured one. Formal setting learning is often idealistic and not realistic (teacher 6).

The second theme that emerged from the analysis is the *practicality and relevance* of informal learning. Moroccan EFL teachers believe that, unlike formal learning, what they learn in informal discussions and activities is practical and relevant and responds to their immediate needs and contexts. For example, some participants said:

- I think it [informal learning] is more important because it is continuous and often relevant to our immediate needs (teacher 95).
- Formal learning activities are scarce and irrelevant (teacher 77).
- I think so because I learn from my colleagues more than I do from formal discussions and meetings. Part of the reason is your colleagues give you exactly what you need. Ex: solutions to some problems, ways of dealing with low-achievers, ways of engaging students, like activities, games..... techniques that they have tried in their classroom. While in formal learning, all we do is read about different methods and approaches that don't guarantee effectiveness when implemented in the classroom (teacher 75).
- Informal learning is practical, authentic and realistic, whereas formal is more theoretical' (teacher 120).

One of the participants precisely describes informal learning as a 'salad bar'.

- You pick what you like or need, and you just ignore what you don't (teacher 75).

The third recurrent theme is the *natural nature* of informal learning. The participants believe that informal learning is more important than formal learning because it is authentic and natural, as these quotes illustrate:

- Simply because it is spontaneous (teacher 11).
- It allows us as teachers to see ourselves in the real context (teacher 22).
- Informal learning can happen naturally every day in a less stressful environment through daily conversations (teacher 17).

The authenticity of informal learning makes it more meaningful and responsive to the teachers' needs and expectations. Commenting on the importance of informal learning, some participants believe that both informal and formal learning are equally important and tend to complement each other. This is further explained by their responses:

- I think that they are both important (teacher 33).
- Both are equally important (teacher 23).
- I won't state that informal learning in the workplace is more important than formal one; both of them play a crucial role in developing the teaching practices of teachers (teacher 101).

The fifth emergent theme is *the spontaneity and continuity* of informal learning. Moroccan EFL teachers believe that formal learning opportunities are pauce, scarce and irrelevant, whereas formal learning opportunities are omnipresent, continuous and authentic. This makes informal learning more meaningful for them. The following comments further explain this theme:

- I think it is more important because it is continuous and often relevant to our immediate needs. Formal learning activities are scarce and irrelevant. I learn more from my colleagues because knowledge is built collaboratively in the workplace (teacher 27).
- Informal learning is ongoing, whereas formal/mentoring is occasional if not absent (teacher 37).
- It can happen anywhere, anytime and with anyone. It's time saving. It provides timely support (teacher 55).
- I think informal learning in the workplace is more important than formal learning because it is always on-going (teacher 44).

The last emergent theme is *time-constraints*. Moroccan EFL teachers noted that they usually have busy schedules and a lot of classes and workload, which makes it difficult for them to engage in formal learning activities. For this reason, and due to the

scarcity of formal learning activities, they believe that informal learning is more important as they can engage in it in their workplace and receive timely, on the spot feedback and knowledge. This is further explained by their quotes:

- We have busy schedules; not much time for formal meetings. So, I opt for informal learning (teacher 33).
- I have a lot of classes to teach, exams to correct, workload to complete and family responsibilities. This makes it difficult for me to attend formal meetings. Therefore, I engage in informal learning with colleagues (teacher 125).

In summary, these quotes show that Moroccan EFL teachers prefer engaging in informal learning over engaging in formal and structured learning. This is due to its relevance, authenticity, spontaneity, continuity, stress-free nature and practicality. All these qualities make informal learning more meaningful and enriching for them.

5. Conclusion

The aim of this study was to investigate the interrelationship between contextual factors, personality traits and Moroccan EFL teachers' informal workplace learning. The findings show that there is a statistically significant relationship between contextual factors and teachers' informal workplace learning. The relevance, authenticity, spontaneity, continuity, stress-free nature and practicality of informal learning make it more meaningful for Moroccan EFL teachers. Unexpectedly, the findings suggest that there is no statistical association between Moroccan EFL teachers' personality traits and their informal workplace learning. The study, however, does not claim to be comprehensive, and more research on this topic is needed. It is hoped that research on teachers' workplace informal learning will set the ground for workplace environments that enhance teachers' informal learning and professional growth.

Conflicts of Interest: The authors declare no conflict of interest.
Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.
ORCID IDs: Mohamed Bouaissane: https://orcid.org/0000-0001-9017-8838
Mustapha Mourchid: https://orcid.org/0000-0002-3944-3015
Dr. Hind Brigui: https://orcid.org/0000-0002-1812-3426
Anout the authors:

Mohamed Bouaissane (corresponding author) is a doctoral candidate at the Faculty of Languages, Letters and Arts (FLLA), Ibn Tofail University (ITU), Kenitra, Morocco. He was a Fulbright scholar at Duke University (USA). His research interests include Teacher Education, Continuous Professional Development, Linguistics and Applied Linguistics.

Email: mohamed.bouaissane@uit.ac.ma

Mustapha Mourchid is a doctoral candidate at the Faculty of Languages, Letters and Arts (FLLA), Ibn Tofail University (ITU), Kenitra, Morocco. He is a member at 'Literature, Arts and Pedagogical Engineering' Research Lab, at ITU. His research interests include Linguistics, Applied Linguistics, Language Attitudes and World Englishes.

Email: mustapha.mourchid@uit.ac.ma

Dr. Hind Brigui is an Associate Professor of Applied Linguistics and TEFL at the Department of English Studies, Faculty of Languages, Letters and Arts (FLLA), Ibn Tofail University (ITU), Kenitra, Morocco. She is also a member of 'Literature, Arts and Pedagogical Engineering' Research Lab at ITU. Her research interests include SLA and TEFL.

Email: hind.brigui@uit.ac.ma

References

[1] Ainley, P. (1998). Towards a learning or a certified society? Contradictions in the New Labour modernization of lifelong learning, *Journal of Education Policy*, *4*(13). 559-573. https://doi.org/10.1080/0268093980130408

[2] Armour, K. M., & Yelling, M. (2007). Effective professional development for physical education teachers: The role of informal, collaborative learning. *Journal of Teaching in physical education*, *26*(2), 177-200. DOI: https://doi.org/10.1123/jtpe.26.2.177

[3] Bakkenes, I., Vermunt, J. D., & Wubbels, T. (2010). Teacher learning in the context of educational innovation: Learning activities and learning outcomes of experienced teachers. *Learning and Instruction*, *20*, 533–548. https://doi.org/10.1016/j.learninstruc.2009.09.001

[4] Beinh Art, S. & Smith, P. (1998). National Adult Learning Survey 1997 (Sudbury, DfEE Publications).

[5] Billett, S. (2004). Workplace participatory practices: conceptualising workplaces as learning environments, *Journal of Workplace Learning*, *16*(6), 312-24. DOI:10.1108/13665620410550295

[6] Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational researcher*, *33*(8), 3-15. https://doi.org/10.3102/0013189X033008

[7] Bouaissane, M., Mourchid, M., & Brigui, H. (2022). A Study of Moroccan EFL Teachers' Attitudes towards In-service Continuing Professional Development. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, *27*(10), 2022, 59-71. DOI:10.9790/0837-2710075971

[8] Burns, J. Z. (2008). Informal learning and transfer of learning: How new trade and industrial teachers perceive their professional growth and development. *Career and Technical Education Research*, *33*, 3–24. DOI**:** https://doi.org/10.5328/CTER33.1.3

[9] Clement, M., & Vandenberghe, R. (2000). Teachers' professional development: a solitary or collegial (ad) venture? *Teaching and teacher education*, *16*(1), 81-101. DOI: 10.1016/S0742-051X(99)00051-7

[10] Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for Creating Effective Practices. *Focus on Exceptional Children*, *28*(3), pp. 1-16. https://doi.org/10.17161/foec.v28i3.6852

[11] Coffield, F. (Ed.). (2000). *The necessity of informal learning* (Vol. 4). Policy Press.

[12] Collinson, V. (2004), Learning to share, sharing to learn: Fostering organizational learning through teachers' dissemination of knowledge, *Journal of Educational Administration*, *42*(3), 312-332. https://doi.org/10.1108/09578230410534658

[13] Davies, P. (1998). Formalising Learning: the role of accreditation, presentation at ESRC Learning Society informal learning seminar (Bristol).

[14] Desimone, L. M., Hochberg, E. D., Porter, A. C., Polikoff, M. S., Schwartz, R., & Johnson, L. J. (2014). Formal and informal mentoring: complementary, compensatory, or consistent? *Journal of Teacher Education*, *65*(2), 88-110. https://doi.org/10.1177/0022487113511643

[15] Doecke, B., Brown, J., & Loughran, J. (2000). Teacher talk the role of story and anecdote in constructing professional knowledge for beginning teachers. *Teaching and Teacher Education, 16*(3), 335-348. https://doi.org/10.1016/S0742-051X(99)00065-7

[16] Doornbos, A. J., Bolhuis, S., & Simons, P. R.-J. (2004). Modeling Work-Related Learning on the Basis of Intentionality and Developmental Relatedness: A Noneducational Perspective. *Human Resource Development Review*, *3*(3). 250–274. https://doi.org/10.1177/1534484304268107

[17] Ellinger, A.D. (2005). "Contextual factors influencing informal learning in workplace settings: the case of 'reinventing itself company'", *Human Resource Development Quarterly*, *16*(3). 389-415. https://doi.org/10.1002/hrdq.1145

[18] Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, *26*. 247–273. https://doi.org/10.1080/158037042000225245

[19] Fraser, C. A. (2010). Continuing professional development and learning in primary science classrooms. Teacher Development: *An International Journal of Teachers' Professional Development*, *14*. 85–106. https://doi.org/10.1080/13664531003696626

[20] Ghaye, T. (2011). Teaching and Learning Through Reflective Practice: A Practical Guide for Positive Action. 2nd Edn. Oxford: Routledge.

[21] Gorard, S., Fevre, R., & Rees, G. (1999). The Apparent Decline of Informal Learning. *Oxford Review of Education*, *25*(4). 437–454. http://www.jstor.org/stable/1050643

[22] Harteis, C., Gruber, H. (2004). Competence-Supporting Working Conditions. In: Boshuizen, H.P.A., Bromme, R., Gruber, H. (eds) Professional Learning: Gaps and Transitions on the Way from Novice to Expert. Innovation and Change in Professional Education, vol 2. Springer, Dordrecht. https://doi.org/10.1007/1-4020-2094-5_13

[23] Harteis, C., & Billett, S. (2008). The workplace as learning environment: Introduction. *International Journal of Educational Research*, *47*(4), 209-212. https://doi.org/10.1016/j.ijer.2008.07.002

[24] Henze, I., Van Driel, J., & Verloop, N. (2009). Experienced science teachers' learning in the context of educational innovation. *Journal of Teacher Education*, *60*, 184– 199. https://doi.org/10.1177/00224871083292

[25] Heyvaert, M., Maes, B., & Onghena, P. (2013). Mixed methods research synthesis: Definition, framework, and potential. *Quality & Quantity*, *47*. 659–676. https://doi.org/10.1007/s11135-011-9538-6

[26] Hinchliffe, G. (2004). Work and human flourishing, *Educational Philosophy and Theory*, *36*(5), 535-47. https://doi.org/10.1111/j.1469-5812.2004.089_1.x

[27] Hoekstra, A., & Korthagen, F. (2011). Teacher learning in a context of educational change: Informal learning versus systematically supported learning. *Journal of Teacher Education*, *62*, 76–92. https://doi.org/10.1177/0022487110382917

[28] Hoekstra, A., Korthagen, F., Brekelmans, M., Beijaard, D. and Imants, J. (2009), Experienced teachers' informal workplace learning and perceptions of workplace conditions, *Journal of Workplace Learning*, *21*(4), 276-298. https://doi.org/10.1108/13665620910954193

[29] Hoekstra, A., Beijaard, D., Brekelmans, M., & Korthagen, F. (2007). Experienced teachers' informal learning from classroom teaching. Teachers and Teaching: *Theory and Practice*, *13*, 191–208. https://doi.org/10.1080/13540600601152546

[30] Jurasaite-Harbison, E. (2009). Teachers' workplace learning within informal contexts of school cultures in the United States and Lithuania. *Journal of Workplace Learning*, *21*, 299–321. https://doi.org/10.1108/13665620910954201

[31] Kyndt, E., Govaerts, N., Verbeek, E., & Dochy, F. (2014). Development and validation of a questionnaire on informal workplace learning outcomes: A study among socioeducational care workers. *British Journal of Social Work*, *44*, 2391–2410. https://doi.org/10.1093/bjsw/bct056

[32] Kyndt, E., Gijbels, D., Grosemans, I., & Donche, V. (2016). Teachers' everyday professional development: Mapping informal learning activities, antecedents, and learning outcomes. *Review of educational research*, *86*(4), 1111-1150. https://doi.org/10.3102/0034654315627

[33] Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and Teacher Education*, *19*(2), 149-170. https://doi.org/10.1016/S0742-051X(02)00101-4

[34] Leat, D., Lofthouse, R., & Taverner, S. (2006). The road taken: professional pathways in innovative curriculum development. Teachers and Teaching: *Theory and Practice*, *12*(6),657-674. doi: 10.1080/13540600601029686

[35] Lewin, C., Scrimshaw, P., Somekh, B., & Haldane, M. (2009). The impact of formal and informal professional development opportunities on primary teachers' adoption of interactive whiteboards. *Technology, Pedagogy and Education*, *18*, 173–185. https://doi.org/10.1080/14759390902992592

[36] Lohman, M. C. (2000). Environmental inhibitors to informal learning in the workplace: A case study of public school teachers. *Adult Education Quarterly*, *50*, 83-101. https://doi.org/10.1177/07417130022086928

[37] Lohman, M. C., & Woolf, N. H. (2001). Self-initiated learning activities of experienced public school teachers: Methods, sources, and relevant organizational influences. *Teachers and Teaching*, *7*(1), 59-74. https://doi.org/10.1080/13540600123835

[38] Lohman, M.C. (2006), Factors influencing teachers' engagement in informal learning activities, *Journal of Workplace Learning*, *18*(3),141-156. https://doi.org/10.1108/13665620610654577

[39] Louis, K., Marks, H. and Kruse, S. (1996). Teachers' professional community in restructuring schools, American *Educational Research Journal*, *33*(4), 757-798. https://doi.org/10.3102/00028312033004757

[40] McCormack, A., Gore, J., & Thomas, K. (2006). Early career teacher professional learning. *Asia-Pacific Journal of Teacher Education*, *34*(1), 95-113. https://doi.org/10.1080/13598660500480282

[41] McNally, J., Blake, A. and Reid, A. (2009), "The informal learning of new teachers in school", *Journal of Workplace Learning*, *21*(4), 322-333. https://doi.org/10.1108/13665620910954210

[42] McDuffie, K. A., Mastropieri, M. A., & Scruggs, T. E. (2009). Differential Effects of Peer Tutoring in Co-Taught and Non-Co-Taught Classes: Results for Content Learning and Student-Teacher Interactions. *Exceptional Children*, *75*(4), 493–510. https://doi.org/10.1177/001440290907500406

[43] Patrick, F., Elliot, D., Hulme, M., & McPhee, A. (2010). The importance of collegiality and reciprocal learning in the professional development of beginning teachers. *Journal of education for teaching*, *36*(3), 277-289. doi: 10.1080/02607476.2010.497373

[44] Poulson, L., & Avramidis, E. (2003). Pathways and possibilities in professional development: Case studies of effective teachers of literacy. *British Educational Research Journal*, *29*, 543–560. https://doi.org/10.1080/01411920301846

[45] Putnam, R. T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, *29*(1), 4-15. https://doi.org/10.3102/0013189X029001004

[46] Rytivaara, A., & Kershner, R. (2012). Co-teaching as a context for teachers' professional learning and joint knowledge construction. *Teaching and teacher education*, *28*(7), 999-1008. https://doi.org/10.1016/j.tate.2012.05.006

[47] Sambrook, S. and Stewart, J. (2000), Factors influencing learning in European learning-oriented organizations: issues for management, *Journal of European Industrial Training*, *24*(2), 209-219. https://doi.org/10.1108/03090590010321179

[48] Shanks, R., Robson, D., & Gray, D. (2012). New teachers' individual learning dispositions: a Scottish case study. *International Journal of Training and Development*, *16*(3), 183-199. https://doi.org/10.1111/j.1468-2419.2012.00403.x

[49] Sharma, P. and Pandher, J.S. (2018), Teachers' professional development through teachers' professional activities, *Journal of Workplace Learning*, *30*(8), 613-625. https://doi.org/10.1108/JWL-02-2018-0029

[50] Trent, S. C., Driver, B. L., Wood, M. H., Parrott, P. S., Martin, T. F., & Smith, W. G. (2003). Creating and sustaining a special education/general education partnership: a story of change and uncertainty. *Teaching and Teacher Education, 19*(2), 203-219. https://doi.org/10.1016/S0742-051X(02)00104-X

[51] Van Eekelen, I. M., Vermunt, J. D., & Boshuizen, H. P. A. (2006). Exploring teachers' will to learn. *Teaching and Teacher Education*, *22*, 408–423. https://doi.org/10.1016/j.tate.2005.12.001

[52] Van Daal, T., Donche, V., & De Maeyer, S. (2014). The impact of personality, goal orientation and self-efficacy on participation of high school teachers in learning activities in the workplace. *Vocations and learning*, *7*(1), 21-40. DOI:10.1007/s12186-013-9105-5

[53] Williams, A, Prestage, S, Bedward, J, (2001). Individualism to Collaboration: The significance of teacher culture to the induction of newly qualified teachers, *Journal of Education for Teaching*, *27*(3), 253-267, DOI: https://doi.org/10.1080/02607470120091588

Appendix A: Contextual Factors, personality traits and Moroccan EFL teachers' informal workplace learning

I. Background information. Please answer the following information about yourself.

- What gender do you identify with? 1 Male………2 Female………..3 Prefer not to say…………

- What is your age?   ………………………

- Your education level is: 1 Bachelor ………………2 Master's……………… 3 Ph.D. …………………

- Your teaching experience is :

  - Less than 5 years

  - Between 5 and 15 years

  - More than 15 years

- Which of the following situations best describes your current employment status?

  - Regular teacher

  - Contractual teacher

II. Workplace-related informal learning

On a scale from 1 to 5, 5 being very important and 1 being very unimportant, how would you rate the importance of the following factors on informal learning in the workplace?

1 Very unimportant	2 Unimportant	3 Neither important nor unimportant	4 Important	5 Very important

Beliefs Towards the Importance of Contextual Factors	VU	U	N	IM	VI
1- Workplace conditions	①	②	③	④	⑤
2- Reflection on practice	①	②	③	④	⑤
3- Interactions with colleagues	①	②	③	④	⑤
4- Feedback from colleagues	①	②	③	④	⑤
5- Collegial support	①	②	③	④	⑤
6- Relationships with colleagues	①	②	③	④	⑤
7- Teaching experience	①	②	③	④	⑤

On a scale from 1 to 5, **5 being completely satisfied and 1 being completely dissatisfied**, how would you rate your satisfaction with the following contextual factors in your workplace?

1 Completely dissatisfied	2 Dissatisfied	3 Neither satisfied nor dissatisfied	4 Satisfied	5 Completely satisfied

Satisfaction with Contextual Factors	CD	D	N	S	CS
1- Your workplace conditions	①	②	③	④	⑤
2- Interactions with your colleagues	①	②	③	④	⑤
3- Feedback received from your colleagues	①	②	③	④	⑤
4- Collegial support	①	②	③	④	⑤
5- Relationships with your colleagues	①	②	③	④	⑤
6- Your teaching experience	①	②	③	④	⑤

On a scale from 1 to 5, **5 being always and 1 being never**, rate the frequency of the following practices:

1 Never	2 Rarely	3 Sometimes	4 Often	5 Always

Personality Traits	N	R	S	O	A
1- I reflect on my teaching practices, new knowledge and behaviours in my workplace.	①	②	③	④	⑤
2- I participate actively in discussions pertinant to teaching with my colleagues.	①	②	③	④	⑤
3- I ask my colleagues for help when I need it.	①	②	③	④	⑤
4- I am willing to engage in informal learning activities in my workplace.	①	②	③	④	⑤

On a scale from 1 to 5, **5 being totally agree and 1 being totally disagree**, how would you respond to the following statements?

1 Totally disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Totally agree

Teachers' preferred type of feedback and learning	TD	D	N	A	TA
1- I prefer informal ''on the go'' feedback from colleagues over feedback received from formal assigned mentors.	①	②	③	④	⑤
2- I prefer engaging in informal learning (casual discussions, interactions) over engaging in formal learning (structured and institutionalized courses, pedagogical meetings).	①	②	③	④	⑤

On a scale from 1 to 5, **5 being totally agree and 1 being totally disagree**, how would you respond to the following statements?

1 Totally disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Totally agree

Teachers' professional development in their workplace	TD	D	N	A	TA

1-	My professional development is enhanced more by informal learning (e.g., collegial discussions, casual interactions) than by formal learning (e.g., structured, formal meetings).	①	②	③	④	⑤
2-	Informal learning in the workplace contributes a great deal to my professional growth.	①	②	③	④	⑤

If you think informal learning in the workplace is more important than formal learning, please justify your answer:

Please use the space below if there is anything you would like to add:

Mohamed Bouaissane (corresponding author) is a doctoral candidate at the Faculty of Languages, Letters and Arts (FLLA), Ibn Tofail University (ITU), Kenitra, Morocco. He was a Fulbright scholar at Duke University (USA). His research interests include Teacher Education, Continuous Professional Development, Linguistics and Applied Linguistics.

Email: mohamed.bouaissane@uit.ac.ma

Mustapha Mourchid is a doctoral candidate at the Faculty of Languages, Letters and Arts (FLLA), Ibn Tofail University (ITU), Kenitra, Morocco. He is a member at 'Literature, Arts and Pedagogical Engineering' Research Lab, at ITU. His research interests include Linguistics, Applied Linguistics, Language Attitudes and World Englishes.

Email: mustapha.mourchid@uit.ac.ma

Dr. Hind Brigui is an Associate Professor of Applied Linguistics and TEFL at the Department of English Studies, Faculty of Languages, Letters and Arts (FLLA), Ibn Tofail University (ITU), Kenitra, Morocco. She is also a member of 'Literature, Arts and Pedagogical Engineering' Research Lab at ITU. Her research interests include SLA and TEFL.

Email: hind.brigui@uit.ac.ma