



English Language Teachers' Continuous Professional Development Target Needs: Lacks, Want and Necessities

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Abstract

This study explored the Continuous Professional Development (CPD) target needs of high school English teachers in Ethiopia. Utilizing a mixed-methods approach, it investigated teachers' perceived lacks, wants, and necessities. Findings revealed significant gaps in teachers' technological knowledge, pedagogical skills, and research abilities. While teachers expressed a strong need for professional development that enhances their contextual understanding, research skills, and technology integration, intrinsic motivation for CPD was limited. The study underscores the critical need for tailored, teacher-centered CPD programs that address specific needs and foster genuine professional growth. Finally, the study recommends that policymakers and educational institutions collaborate to design CPD programs aligned with teachers' professional aspirations and the unique demands of their educational context, ultimately aiming to improve teaching efficacy and enhance student learning outcomes.

Keywords: Continuous Professional Development, Target Needs, Lacks, Want, Necessities

1. INTRODUCTION

English language teaching in Ethiopia has evolved considerably, mirroring global trends. Initially dominated by the Grammar-Translation Method, the approach has shifted towards communicative methodologies such as Communicative Language Teaching (CLT) and Content and Language Integrated Learning (CLIL), emphasizing practical language use (Radosavlevikj, 2021). This transformation aligns with the worldwide recognition of English as a lingua franca, necessitating a more functional and interactive teaching approach (Zelege, 2022). In Ethiopia,

English has assumed a critical role, serving as the medium of instruction in higher education and acting as a conduit to global knowledge and opportunities (Zelege,2022). This shift has catalyzed educational reforms aimed at enhancing the quality of English language education. The professional development of English language teachers in Ethiopia is essential for addressing classroom challenges. Research indicates that many teachers lack adequate training and proficiency, adversely affecting their teaching effectiveness and student outcomes (Sabokrouh, 2013). Continuous professional development programs are imperative for equipping educators with the skills and knowledge to implement contemporary teaching methodologies effectively (Abraham et al., 2022). Furthermore, teachers' attitudes towards English and their own language proficiency are crucial factors that significantly influence their teaching practices and shape students' perceptions of the language (Sabokrouh, 2013).

Global educational reforms have prompted the establishment of new standards for classroom instruction, transforming teaching techniques and the roles of educators. Effective English language instruction should lead to significant changes in student learning outcomes, fostering the development of adequate language skills, which necessitates world-class teaching. English language educators must consistently update their skills and methodologies to enhance student performance and adapt to rapid advancements in the field. Managing an English classroom demands a diverse range of specialized competencies, as educators must comprehend the intricate dynamics of the teaching-learning process (Brown, 1995). This requirement underscores the importance of staying informed about developments in English language instruction and addressing emerging challenges. Nonetheless, departmental or disciplinary training may not adequately prepare educators for the complex and evolving demands of classroom teaching (Knight, 2002; Musaazi, 1982, cited in Malunda, 2018). The literature on quality education emphasizes the strong relationship between teacher professional development and educational quality, particularly in areas such as teacher beliefs and practices, student learning, and the implementation of educational reforms (Cohen & Hill, 2000; Villegas-Reimers, 2003; Wenglinsky, 2000, 2002; Wiley & Yoon, 1995).

Teacher professional development is essential for equipping educators to meet the challenges posed by the changing educational landscape (Amalia, 2011; Hargreaves, 2000). It plays a

crucial role in addressing the specific needs of English language teachers, particularly in sustaining and enhancing their language proficiency, critical for effective pedagogy (Nugroho et al., 2022). Professional development programs should be customized to meet teachers' needs in subject-matter expertise, instructional strategies, and student language proficiency. Such programs encourage educators to reflect on their practices and engage in collaborative learning communities, thereby blurring the distinctions between teaching and learning about teaching (Brodie, 2013). This integration enables teachers to apply new strategies and insights within their classrooms, enhancing their pedagogical effectiveness and positively impacting student learning (Lattuca et al., 2014).

Understanding the professional development needs of English teachers is imperative for several reasons. First, it aids in identifying gaps in teachers' competencies, such as language proficiency and pedagogical strategies, which can impede the quality of English instruction (Nugroho et al., 2022; Nugroho, 2018). Recognizing these needs allows educational administrators and policymakers to design targeted professional development initiatives that address the specific challenges faced by teachers, particularly in diverse and under-resourced contexts (Gao & Xu, 2013). As English continues to evolve as a global lingua franca, it is essential for teachers to be equipped with the requisite skills to navigate this complexity, thereby making ongoing professional development crucial for maintaining effective teaching practices (Qu, 2012).

Consequently, to encourage teachers' professional growth and engagement, continuing professional development (CPD) programs must identify their specific needs. A needs assessment study is essential for collecting information regarding teachers' requirements and translating them into learning objectives (Hyland, cited in Kuo, 2016). The results of needs analysis serve as a foundation for program or curriculum designers to select and create learner-centered teaching and training materials, establish learning objectives, and explore effective teaching and learning strategies (Brown, 2009). Professional development in English language teaching is a multifaceted process that encompasses various strategies to enhance teacher skills and knowledge. Its close relationship with professional practice underscores the significance of continuous learning and adaptation in teaching.

Local studies on the professional development needs of English teachers in Ethiopia have yielded varying conclusions (Abrar & Hailu, 2022; Abrar, 2023; Getachew et al., 2019; Getnet & Siva, 2019). Abrar and Hailu (2022) emphasize that while English as a Foreign Language (EFL) primary school teachers express interest in professional development, they exhibit low engagement with teaching as a profession and have limited opportunities to influence the content and structure of development programs. Additionally, they encounter difficulties in reflecting on and practicing new skills, highlighting a need for enhanced English language proficiency and pedagogical training. Similarly, Getachew et al. (2019) observe that CPD programs often lack needs assessments, resulting in a misalignment between training offerings and EFL teachers' actual needs, particularly in speaking and writing skills. The authors advocate for the customization of CPD programs based on teacher assessments.

Getnet and Siva (2019) identify significant barriers to CPD, including heavy workloads, lack of incentives, and insufficient stakeholder support. Their findings also indicate that teachers' professional development needs, especially in subject knowledge and classroom management, differ by gender, with female teachers expressing greater needs than their male counterparts. Finally, Abrar's (2023) study on Ethiopian primary school English teachers found that while the majority of teachers evaluate their English-speaking and reading skills as intermediate, there exists a substantial need for further development in language proficiency, pedagogy, and content knowledge. Teachers frequently rely heavily on textbooks, which constrains creativity and language utilization in the classroom. The study recommends the development of tailored professional development programs to address these specific needs, enhance teacher effectiveness, and ultimately improve student achievement. The Ministry of Education is urged to design such initiatives based on these findings. Collectively, these studies underscore the critical necessity for more responsive, well-supported, and teacher-centered professional development initiatives in Ethiopia.

However, the research topic and theoretical framework of this study differentiate it from prior investigations. The primary focus is on high school English teachers, specifically examining their professional development needs. Hutchinson and Waters' (1987) needs analysis approach, characterized by its precise objectives, serves as the foundation for this study. Their methods are

also applicable to adult learners in vocational programs. Consequently, I concluded that these methods are particularly suitable for examining the professional development needs of English teachers in this context. Furthermore, in designing professional development programs, it is essential to recognize teachers as adult learners and facilitate their learning experiences. Villegas-Reimers (2003) underscores that educational reforms or programs that exclude teachers and students are unlikely to achieve desired changes. Indeed, educational reforms that do not involve teachers have often resulted in failure (Villegas-Reimers, 2003). Therefore, analyzing the professional development needs of English teachers is of paramount importance. To this end, the study sought to address the following research questions:

1. What is the English language teachers' continuous professional development lacks?
2. What is the English language teachers' continuous professional development want?
3. What are the English language teachers' continuous professional development necessities?

2. METHOD

2.1. Research Design

This study utilized a mixed-methods research design more specifically explanatory sequential design was used to further explain a set of quantitative data with additional qualitative data. This approach was selected due to the inherent complexity of the educational and social context, the investigation of a social phenomenon requiring diverse perspectives, and the need to mitigate researcher bias. By combining quantitative and qualitative data, the study aimed to gain a deeper understanding of the research problem, enhance the validity and trustworthiness of the findings through data triangulation, and ultimately provide a more comprehensive and reliable understanding of the phenomenon under investigation.

2.2. Participants

One hundred four (104) English language teachers from 79 high schools within the Gamo Zone participated in the study. Participants were selected using a combination of stratified random sampling and purposive sampling. The criteria for inclusion were that teachers had to be engaged in professional development activities at their schools and have at least two years of teaching

experience. This experience level was chosen because these teachers possess more information about CPD than less experienced teachers. Stratified random sampling was used to ensure representation from all districts since a purely random approach could over-represent teachers from larger areas. The goal was to analyze the professional development target needs of English language teachers and avoiding oversampling from limited areas.

2.3. Instruments

This study employed a mixed-methods approach to triangulate data on high school English language teachers' professional development target needs which includes lacks, wants and necessities.

Firstly, a test was administered to assess teachers' current professional development status. Based on Widodo's (2018) framework, the test covered ten key areas, including content knowledge (CK), pedagogical knowledge (PK), pedagogical content knowledge (PCK), knowledge of educational contexts (KEC), language policy and curriculum knowledge (LPCK), research knowledge (RK), knowledge of reflection (KR), technological knowledge and literacy (TKL), technological-pedagogical content knowledge (TPACK) and knowledge of disciplinary language (KDL). It comprised 60 multiple-choice questions, allowing for the identification of teachers' current situation in each area.

Secondly, a three-part self-reporting questionnaire explored teachers' continuous professional development target needs. The first two parts, each containing 50 items divided into ten scopes, asked teachers to rate their agreement (on a 5-point Likert scale) regarding their teaching difficulties and CPD needs, based on Widodo's (2018) scopes of English language teachers' CPD. The third part, with 10 items, investigated teachers' CPD participation purposes, using a 4-point Likert scale to assess their level of need.

Finally, semi-structured interviews were conducted to supplement the quantitative data. As suggested by Dornyei (2007) and Nunan (1992), qualitative method allowed for in-depth exploration of teachers' experiences and opinions. The interview guide was designed to address the research objectives and elicit rich, nuanced data that might be missed by other methods.

2.4. Method of Data Analysis

This study employed a mixed methods approach to explore the CPD target needs of English language teachers. Quantitative data was collected through a test and questionnaire and analyzed using statistical methods such as mean and standard deviation to identify teachers' target needs. Qualitative data was gathered through semi structured interviews with the teachers. These interviews were transcribed, and the transcripts were then analyzed thematically to identify key themes and concepts related to the teachers' professional development target needs. By integrating the findings from both quantitative and qualitative data analyses, the researchers aimed to achieve a more robust and nuanced understanding of the teachers' CPD target needs.

2.5. Reliability

Dornyei (2003) defines dependability as the degree to which data-collection instrument ratings are error-free. In this instance, internal consistency is used to determine dependability. It may be measured using the Cronbach Alpha coefficient, which ranges between zero and one. Instruments must have a minimum score of .60 to be deemed trustworthy (Dornyei, 2003). To assess the instruments' dependability, Cronbach Alpha was determined using SPSS version 21. The instruments' reliability scores are shown in Table 1. Given that a good dependability of at least .60 is required, the six instruments listed in Table 1 can be deemed dependable.

Table 1 Instruments Reliability

<i>Instruments</i>	<i>No. of Items</i>	<i>Cronbach's Alpha</i>	<i>Measurement In Likert Scale</i>
<i>Questionnaires</i>			
EFL Teachers' Difficulties on CPD Areas	50	.90	5- Point
EFL Teachers' Needs on CPD Areas	50	.96	5- Point
EFL Teachers' Purposes to Participate in CPD	10	.85	4- Point
<i>Test</i>			
Test on EFL Teachers' CPD Areas	60	.75	Multiple Choice

3. FINDINGS

3.1. English Language Teachers' Lacks in CPD

Finding a lack is the first step in examining the target needs of English language teachers. Lack is the difference between what English language teachers already know and do not know (Hutchinson & Waters, 1987). To determine the lack of English language teachers in the professional development program, data was gathered from 76 English language teachers through self-reporting and from 22 English language teachers through testing. In addition, the questionnaire had 50 items total, five of which were divided into ten categories of English language teachers' professional development. Moreover, the test was used to identify the present situation of English language teachers in terms of professional development areas and to decide the difficulties English language teachers encounter in teaching the language. Furthermore, the test was given to confirm the difficulties extracted from the questionnaire responses provided by English language teachers.

Table 2 English Language Teachers' Lacks and Necessity

No	Scopes of PD	Difficulty of EFL Teachers on CPD Scopes						EFL Teachers Needs Based on CPD Scopes		
		Questionnaire Result			Test Result					
		Mean	Std. Dev	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank
1	CK	18.04	3.61272	7	3.21	0.811	8	21.7632	2.47585	4
2	PCK	18.91	3.67760	5	3.55	0.504	5	21.2500	2.93542	6
3	RK	20.36	3.11000	3	2.74	0.891	10	22.2105	2.03513	3
4	KR	18.81	3.77719	6	3.11	1.008	9	20.9737	3.13251	8
5	PK	17.08	3.67247	9	3.66	0.481	3	21.2500	3.13316	7
6	KEC	17.79	2.69971	8	3.53	1.033	6	20.8947	3.04008	9
7	LPCK	19.86	2.91984	4	3.61	0.495	4	21.6184	2.16004	5
8	TKL	21.47	2.07508	1	3.47	0.762	7	22.3684	2.23811	2
9	TPACK	21.41	2.48825	2	3.68	0.471	2	22.4737	2.02303	1
10	KDL	16.24	4.01620	10	3.71	0.460	1	20.6711	3.72519	10

The Table 2 ranks the scopes of English language teachers' professional development, revealing that TKL is the most emphasized area, with the highest mean score of 21.47, highlighting the critical need for English language teachers to be proficient in technology. This is closely followed by TPACK (mean score of 21.41), which underscores the importance of effectively

integrating technology into pedagogical practices. RK also holds significant importance, with a mean score of 20.36, reflecting its role in enhancing teachers' understanding and application of research in education. Conversely, KDL ranks lowest with a mean score of 16.24, indicating it is less prioritized. Other notable areas include LPCK (mean score of 19.86) and PCK (mean score of 18.91). The relatively lower rankings of PK(17.08) and KEC (17.79) suggest that while these areas are valued, they are secondary to technological and research competencies. Overall, the findings suggest a strong emphasis on technology integration and research in professional development for English language teachers.

In addition to the questionnaire results, a test was used and aimed at identifying the present situations of English language teachers in the identified scopes of English language teachers' professional development, and to decide on the problems they encounter in teaching the subject. Then, the result that KDL ranks highest with a mean score of 3.71, indicating it is regarded as the most crucial area for development. This is closely followed by TPACK (mean score of 3.68), underscoring the importance of effectively integrating technology within pedagogical practices. PK holds the third rank with a mean score of 3.66, reflecting the emphasis on mastering teaching methodologies and strategies. Other significant areas include LPCK (mean score of 3.61) and KEC (mean score of 3.53). In contrast, RK (mean score of 2.74) and KR (mean score of 3.11) are considered less critical, as evidenced by their lower rankings. The relatively lower priority given to CK (mean score of 3.21) suggests that while understanding subject matter is essential, it is secondary to the development of specialized skills in teaching and technology integration. Generally, these findings highlight a predominant focus on enhancing disciplinary knowledge, technological integration, and pedagogical strategies in the professional development of English language teachers.

3.2. English Language Teachers' Want in CPD

The second step in analyzing the target needs of English language teachers is discovering wants. Nation and Macalister (2010) explain on the wants or subjective needs of students concerning the knowledge they desire to gain. Hutchinson and Waters (1987) further classify wants as needs—that is, things that learners feel they need and want. As these needs are subjective and therefore not universal, they are sometimes referred to as personal needs. They are hard to define because

they are so unpredictable. It is frequently noted that these may not match, or even conflict, with the needs that an employer or sponsor may see as necessary and the deficiencies that the teacher feels are present.

To understand the purpose of their participation, researchers employed a ten-item self-reported questionnaire. English language teachers were asked to indicate their purposes for engaging in the professional development program, including their wants and feelings regarding their desired achievements. This approach enabled researchers to ascertain the teachers' primary purpose for participating in the program. The questionnaire data, organized on a 4-point Likert scale, was triangulated with interview data. The findings of the data analysis are presented as follows:

Table 3 English Language Teachers' Purposes to Participate in CPD

<i>No</i>	<i>Purposes to Participate in CPD</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>Rank</i>
1	To develop my understanding of subject matter knowledge	3.30	.783	10
2	To develop my understanding of how teaching and learning take place in teaching my subject	3.36	.667	9
3	To develop my understanding of how a particular subject matter is taught and learned	3.41	.751	7
4	To develop my understanding of how teaching and learning are situated in different contexts	3.58	.638	1
5	To develop my understanding of educational policy and curriculum and the relationship between the two	3.38	.730	8
6	To develop my understanding on how to undertake research on a subject	3.43	.618	3
7	To develop my understanding on how to reflect on, in, and for educational practices	3.42	.638	5
8	To develop my understanding and assessing technological tools	3.46	.642	2
9	To develop my understanding of technological tools to teach or learn a subject matter	3.43	.736	4
10	To develop my understanding on how language is used to teach/learn a subject matter	3.42	.753	6

Table 3 presents the ranked purposes for teachers' involvement in professional development initiatives. The highest priority, with a mean score of 3.58, was to gain a deeper understanding of how teaching and learning are influenced by different contexts. This indicates that educators strongly value the importance of adapting their teaching methods to specific learning environments.

Following the highest priority of contextual understanding, teachers expressed strong interest in assessing technological tools (mean score of 3.46), indicating a desire to effectively evaluate and utilize technology. Furthermore, understanding how to undertake research on a subject (mean score of 3.43) and the effective integration of technology into teaching and learning (mean score of 3.43) were also highly ranked, emphasizing the importance placed on research skills and technology integration. Reflecting on educational practices (mean score of 3.42) and the role of language in teaching and learning (mean score of 3.42) were also identified as significant priorities. In contrast, understanding subject matter knowledge (mean score of 3.30) and the specific processes of teaching and learning within a particular subject (mean score of 3.36) were ranked lower, suggesting that these aspects are considered less central to their professional development needs. Overall, these findings indicate that educators primarily value professional development opportunities that enhance their contextual understanding, technological proficiency, and research capabilities, while placing less emphasis on foundational subject matter knowledge.

3.3. English Language Teachers' Necessities in CPD

The third and most crucial step in identifying the target needs of English language teachers involves determining their necessities. These are defined by the specific demands of their teaching context and the requisite knowledge and skills necessary for successful performance. This study aimed to identify the necessities of high school English language teachers. Data was collected through a 50-item self-reporting questionnaire utilizing a 5-point Likert scale (1=strongly agree to 5=strongly disagree). To enhance the validity of the findings, interview data was used to triangulate the questionnaire results. The subsequent section presents the findings regarding the essential needs of English language teachers, organized according to key areas of professional development.

Overall, Table 2 presents an evaluation of the ten scopes of English language teachers' professional development, ranked by mean scores. The highest priority is assigned to Technological Pedagogical Content Knowledge (mean = 22.47), reflecting a paramount focus on integrating technology with pedagogical strategies and content knowledge. This is closely followed by Technological Knowledge and Literacy (mean = 22.37), indicating a significant

emphasis on technological proficiency. Research Knowledge ranks third (mean = 22.21), underscoring the importance of engaging with and applying educational research. Content Knowledge (mean = 21.76) and Language Policy and Curriculum Knowledge (mean = 21.62) are also important, though with a somewhat lower emphasis. Pedagogical Content Knowledge (mean = 21.25) and Pedagogical Knowledge (mean = 21.25) are ranked sixth and seventh, respectively, suggesting a moderate priority on teaching methodologies and content-specific pedagogical strategies. The lowest priorities are given to Knowledge of Reflection (mean = 20.97), Knowledge of Educational Context (mean = 20.89), and Knowledge of Disciplinary Language (mean = 20.67), indicating a relatively diminished focus on reflective practices, educational contexts, and specialized disciplinary language. Collectively, the data highlights a predominant emphasis on technological integration and research-oriented development, with comparatively lesser attention directed towards contextual, reflective, and discipline-specific knowledge.

The qualitative data under the second and third research questions, interviews were held with six English language teachers who were currently teaching English to elicit detailed information on the reasons they want to participate in the professional development program using the following guiding question: “As an English language teacher, what are your reasons for participating in the professional development program in the school?” Even though English teachers had their purposes for participating in the professional development program, they normally tried to express their reason as it was an obligation to accomplish the program and were taken as a pre-condition to get a promotion.

To illustrate, the following excerpts were extracted from the interviews conducted with English language teachers: Two participants (T1 and T3) responded to the interview question by stating:

I am participating to fulfill the obligation that is cascaded from the higher officials and education administration office. This is because the program contents are not attractive to participate in and they do not meet my needs as an English language teacher. (T1)

The program is not subject-specific because the current program is offered to all subject teachers without specifying the subject. Due to this, I am not

interested in participating in the program, and I am forced to participate in the program to fulfill the obligations that the top management has given us. (T3)

The interview data, as exemplified by T1, revealed that some teachers participated in professional development programs primarily due to school obligations. Similarly, T2 expressed that participation was viewed as a prerequisite for career advancement, stating, "I simply participate in the program to fulfill the requirements set by administrators and avoid negative evaluations."

However, the interview data also highlighted a strong desire among high school English language teachers to enhance their professional knowledge and skills. Participants expressed a keen interest in developing their language proficiency, subject matter expertise, general teaching methodologies, and language teaching methodologies, classroom technology integration, and research skills.

More specifically, the following interview excerpts from English language teachers illustrate their perspectives: In response to this, T4, T6, and T2 stated:

As an English language teacher, topics need to be included in the continuous professional development program. For example, it should be content-oriented and focus on issues that can improve macro- and micro-language skills like writing, reading, speaking, listening, grammar, pronunciation, etc. (T4)

... topics I need to include in the continuous professional development program, for example, the use of technology and general methods of teaching; and it should be focused on the language skills teaching methods that can improve the skills of writing, reading, speaking, listening, and so on. It should also enable me to develop the four language skills. (T6)

I want topics to be included in the contents of the continuous professional development program, which are subject-specific, research issues, English language teaching methodology, technology use, and the like. (T2)

In general, the interview data revealed that intrinsic motivation for continuous professional development (CPD) among English language teachers in the study area was limited. However, the findings suggest that teachers would be more likely to engage in CPD programs that effectively address their specific needs. Specifically, participants expressed a strong desire to enhance their content knowledge, pedagogical skills, technological proficiency, research abilities, and language teaching methodologies. Therefore, program designers and stakeholders must prioritize the needs and preferences of high school English language teachers. By carefully considering these needs, stakeholders can create CPD programs that are intrinsically motivating and encourage active and meaningful teacher participation.

4. DISCUSSION

4.1. English Language Teachers' Lacks in CPD

The first stage to analyses target needs of high school English language teachers is realizing a lack. The questionnaire findings suggested that English language teachers lacked TKL and TPACK in the scope of English language teachers' professional development. The findings from the test also showed that the previous scopes were difficult, though KDL was ranked first and had the most difficulty that English language teachers scored in the test.

However, Mishra & Koehler (2006) emphasized the importance of TPACK for teachers to effectively guide students in exploring English-learning materials. This framework highlights the crucial role of content knowledge (CK) integrated with technology and instructional strategies in fostering effective and innovative teaching practices. Shadiev & Yang (2020) advocated for the integration of technology into teaching and learning processes, empowering teachers to optimize their instructional approaches and effectively utilize available resources (Basirat & Taghizadeh, 2021; Tondeur et al., 2012). Moreover, technology offers numerous advantages for foreign language instruction, particularly in environments where students have limited opportunities for real-world language practice, such as English-speaking contexts (Alsied & Pathan, 2013). By incorporating well-structured and engaging activities, teachers can effectively enhance student motivation by clearly outlining the learning objectives and task types (Lin, 2009). Furthermore, Harmer (2007) argued that technology can benefit both teachers and students by fostering

collaborative language learning and providing opportunities for authentic language use in communicative contexts. Conversely, the study revealed that PK and KDL were the areas where English language teachers exhibited the least deficiencies.

The test results, in contrast to the questionnaire results, showed that the English language teachers' minor difficulty was indicated by their KDL and TPACK. The test results indicated that the other two areas in which high school English language teachers were lacking were KR and RK. Nonetheless, RK is advantageous to English language teachers' professional growth. Morales (2016) assesses if teachers' methods are meeting the intended results of their work, evaluates pedagogies that need to be modified, and assigns a value to a person's profession and body of work.

One of the main objectives of reflective teaching through research is for teachers to identify the problem, reflect on it, and attempt to address it. Hine (2013) asserts that this helps teachers select the appropriate teaching styles and methods for their students, enhancing both their own instruction and that of their students. Studies have shown that teachers can share with other teachers the best practices that are important for the learners and can also become more confident in their teaching, become more aware of and understanding of their students, and take responsibility for their instruction in the classroom (Borg, 2014; Burns, 2010; Grima-Farrell, 2017; Hong & Lawrence, 2011). However, high school English language teachers had the least difficulty in the scope of knowledge of reflection. Language teachers should be aware of KR, even though it presents a modest challenge, and it serves as a guide for self-dialogue and inquiry. According to Schön (1987 as cited in Giovannelli 2003, p. 293), there are two categories of reflection: "reflection on action" and "reflection in action."

To evaluate their own pedagogical practices, language teaching, and teaching resources in relation to students' learning outcomes, teachers should begin with an English language classroom assessment. This will enable them to reconstruct and improve a particular teaching and/or learning situation. Given its advantages for both teaching practices and teachers' professional lives, reflective teaching—that is, being critical of oneself—has also grown in significance in the professional practice of English language teachers. Finally, contrary to the test

results, which indicated the most difficulty among English language teachers, the questionnaire results revealed that KDL had the least amount of difficulty among high school English language teachers.

The preceding discussions highlighted varying levels of difficulty experienced by English language teachers across different areas of professional development. Therefore, program planners must carefully consider these challenges when designing and implementing effective professional development programs.

4.2. English Language Teachers' Want in CPD

The second phase of identifying the target needs of high school English language teachers involves understanding their personal wants. These personal needs often diverge from the perceived needs of sponsors or employers, leading to potential conflicts. Questionnaire data revealed a broad spectrum of training desires among teachers. Notably, enhancing understanding of how teaching and learning are situated within different contexts, improving research skills relevant to their teaching subject, and enhancing understanding and assessment of technological tools were the three most highly ranked reasons for participation in professional development programs. Conversely, developing an understanding of educational policy and curriculum, understanding the specific teaching and learning processes within their subject area, and developing subject matter knowledge were the least prioritized reasons for participation.

While the questionnaire data suggested various purposes or motivations for participation in professional development, interview data revealed a different picture. Many teachers participated primarily due to institutional requirements, viewing it as an obligatory step for career advancement. However, the interview data also highlighted a strong desire among high school English language teachers to enhance their professional knowledge and skills. Participants expressed a keen interest in developing their language proficiency, content knowledge, general teaching methodologies, language teaching methodologies, classroom technology integration, and research skills.

The preceding discussion revealed that English language teachers have relatively similar reasons to participate and develop knowledge and skills in the professional development program. Likewise, Guskey (2002) stated that high quality in continuous professional development programs is a fundamental element for better education, and this can be achieved if the programs are based on the needs of teachers, but different organs impose their goals. As a result, professional development programs must identify teachers' needs to motivate them to become more active, improve their attitude, and encourage them to advance in their careers. Further, Knowles (1980) stated that people have a higher degree of learning motivation for what they perceive as a need to learn. Adults will refuse to participate in learning activities that they do not desire or need (Knowles, 1980; Layfield & Dobbins, 2002). Similarly, Tican and Dincman's (2022) study on the professional development of Turkish preschool teachers made the following recommendations: "all professional development activities should be tailored to the needs of the teachers; personal and professional development should be supported; holistic content should be created; specialized instructors should be hired; learning strategies that encourage active participation and alternative methods of assessment should be prioritized; and recognition and reward should be given to the expertise acquired through professional development". As a result, program designers and other stakeholders ought to take into account the needs of high school English teachers and make them intrinsically motivated to set out their reasons to participate in a continuous professional development program.

4.3. English Language Teachers' Necessities in CPD

The third and crucial step in identifying the target needs of high school English language teachers involves recognizing their necessities. Analysis revealed that English language teachers prioritized professional development in the following areas: TPACK, TKL, and RK. CK and LPCK followed in terms of demand. Conversely, KEC and KDL were identified as the least critical needs. Teachers expressed a strong desire to effectively navigate their specific teaching contexts. These findings align with previous research. Abrar and Hailu (2022) found that English language teachers required professional development in areas such as English language proficiency, subject knowledge, and pedagogical and content knowledge. Similarly, Getachew et al. (2019) emphasized the need for training in content-related areas, particularly speaking,

writing, grammar, and vocabulary. Getnet and Siva (2019) identified subject matter knowledge, curriculum knowledge, and classroom management skills as key areas for professional development, while training for students with special needs and action research were less frequently selected.

Furthermore, the results indicated a strong desire among English language teachers to develop their skills in utilizing technology in the classroom and conducting research. This finding aligns with Guangbao et al. (2021), who observed a high demand for new technology training and the effective use of ICT among Australian teachers.

Additionally, research has consistently demonstrated that professional development programs grounded in the TPACK framework significantly enhance teachers' instructional skills when integrated with technology (Caromawati, 2017; Liu & Kleinsasser, 2015). This suggests that teachers who receive comprehensive TPACK-related training exhibit higher levels of teaching proficiency when effectively integrating technology, content, and pedagogy. Furthermore, research has consistently supported the effectiveness of technology integration in improving teaching quality, enhancing student academic performance (Ansyari, 2015), and facilitating language acquisition (Levak & Son, 2017). Therefore, professional development programs must focus on equipping English language teachers with the skills and knowledge necessary to effectively integrate technology into their teaching practices, rather than simply introducing technology as an add-on to existing teaching methods and content.

Overall, the findings revealed a consistent set of professional development needs among English language teachers. Consequently, program designer should prioritize the development of knowledge and skills that are essential for teachers' success within their specific teaching contexts.

5. CONCLUSIONS

The following conclusions are drawn based on the research findings. First, the English language teachers encountered difficulty in regards to the ten identified areas of professional development for English language teachers, notwithstanding the varying degrees or extents of these

difficulties. More specifically, English language teachers in Gamo Zone lacked technological knowledge and literacy (TKL), technological pedagogical content knowledge (TPACK), research knowledge (KR), and knowledge of reflection (KR). From this, we may conclude that English language teachers experienced various difficulties in the scope of English language teachers' professional development, necessitating planners to consider these difficulties when designing professional development programs for teaching English as a subject effectively.

Furthermore, English language teachers have various reasons and interconnected demands regarding what they desire and perceive as essential areas of development within the professional development program. Additionally, the majority of English language teachers want to improve their understanding of teaching and learning in different contexts, subject-specific research, and technological tool assessment. English language teachers also desire to develop their language skills, content knowledge, general teaching methods, language teaching methodology, technology use in classrooms, and research skills. However, English language teachers joined the program since continuous professional development is an obligation for promotion. Thus, it is possible to conclude that English language teachers were not intrinsically motivated to participate in professional development programs; rather, it was an obligation and a criterion for promotion in their careers.

The final and most crucial factor in determining the target needs is the identification of necessities, and English language teachers share similar demands regarding the scope of their professional development programs in order to effectively carry out their responsibilities in the target situation. More precisely, English language teachers were highly demanded to enhance their technological pedagogical content knowledge, technological knowledge and literacy, research knowledge, content knowledge, language policy, and curriculum knowledge. However, knowledge of educational context and disciplinary language is the least needed, as teachers want to operate effectively in target situations. From this, we can conclude that the professional development program should be tailored to meet English language teachers' specific needs.

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