



**Analyzing High School English Language Teachers' Professional
Development Needs: The Case of Gamo Zone**

By: Mulualem Eshete Mekie

Addis Ababa

May 2024



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Advisor: Girma Gezahegn (PhD)

**A Thesis Submitted to the Department of Foreign Languages and Literature
in Partial Fulfillment of the Requirements for the Degree of Doctor of
Philosophy in English Language Teaching**

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Approved by Board of Examiners

Advisor: _____ Signature: _____ Date: _____

Internal Examiner: _____ Signature: _____ Date: _____

External Examiner: _____ Signature: _____ Date: _____

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Mulualem Eshete Mekie

Signature: _____

Place: Department of Foreign Languages and Literature

Date of Submission: May, 2024

ABSTRACT

Title: Analyzing High School English Language Teachers' Professional Development Needs: The Case of Gamo Zone

This study aimed to analyze the professional development needs of high school English language teachers in the Gamo Zone, focusing on identifying their target needs, assessing their reflections on the current professional development program, determining whether the program meet their needs, and investigating the factors hindering their participation. A mixed methods approach was utilized, involving 104 participants selected through purposive and stratified random sampling. The target needs of the English language teachers were analyzed using Hutchinson and Waters' model (1987). Quantitative data were collected via tests and questionnaires administered to 98 teachers, while qualitative data were gathered through interviews with six teachers. The quantitative data were analyzed using statistical methods, including percentages, means, standard deviations, ranks, and Spearman's rho (r_s) correlation, while thematic content analysis was used for qualitative data. The study revealed significant gaps in the teachers' knowledge, particularly in technological literacy, research skills, and pedagogical content knowledge. The teachers expressed a strong desire for further training in these areas, as well as in language skills, assessment methods, and technological pedagogical content knowledge. The current professional development programs were criticized for lacking subject specificity and alignment with the teachers' actual needs. Furthermore, the study identified poor planning, lack of support, budget constraints, and limited resources as significant barriers to participation in professional development. The findings suggest that professional development programs should be customized to better align with the unique needs of high school English language teachers, taking into account their specific lacks, wants, and necessities. Stakeholders are encouraged to address these gaps by fostering full participation, promoting responsibility and ownership, and supporting risk-taking in professional development, which could lead to improved teaching outcomes.

Keywords: English language teachers, professional development, target needs, reflections, hindering factors

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LIST OF ABBREVIATIONS

CK	Content Knowledge
CLT	Communicative Language Teaching
CLIL	Content and Language Integrated Learning
CNP	Communication Needs Processor
CPD	Continuous Professional Development
EFL	English as a Foreign Language
ELT	English Language Teaching
ESP	English for Specific Purpose
ICT	Information Communication Technology
KDL	Knowledge of Disciplinary Language
KEC	Knowledge of Educational Contexts
KR	Knowledge of Reflection
LPCK	Language Policy and Curriculum Knowledge
LSA	Learning Situation Analysis
MoE	Ministry of Education
PCK	Pedagogical Content Knowledge
PK	Pedagogical Knowledge
PSA	Present Situation Analysis
RK	Research Knowledge
SPSS	Statistical Package for Social Sciences
TKL	Technological Knowledge and Literacy
TPACK	Technological Pedagogical Content Knowledge
TSA	Target Situation Analysis

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Educational institutions at all levels worldwide are undergoing a period of rapid transformation, driven by factors such as technological advancements, globalization, and demographic changes (UNESCO, 2023). As outlined in the OECD's Education 2030 framework, education must adapt to meet the challenges and opportunities of the 21st century, including ensuring equitable access to high-quality education for all learners (OECD, 2022). To achieve this, it is essential to invest in teacher professional development and support innovative pedagogical approaches that promote critical thinking, problem-solving, and creativity (Darling-Hammond & Bransford, 2023). For this reason, educational institutions are increasingly focused on providing students with the knowledge and skills necessary to thrive in a rapidly changing world. This includes preparing students to navigate complex living environments and adapt to evolving markets. To achieve this, institutions are fostering a culture of lifelong learning, encouraging students to continuously acquire new knowledge (Haddad & Jurich, 2002). Comprehensive educational reforms have been implemented at all levels to meet the specific needs of the 21st century students and improve overall education quality. Effective implementation of these reforms requires teachers with the appropriate qualifications. Therefore, the primary focus of these reforms is on bringing about fundamental changes in curriculum development, teaching methodologies, and assessment practices (Kwakman, 2003, cited in Minale, 2006). This emphasis is also evident in Ethiopia's education and training policies and programs for developing the education sector.

According to a study titled “Quality and Effectiveness of Teacher Training Systems in Ethiopia” (MoE, 2002), this teacher training system was introduced in 2003/2004. One of the conclusions was the lack of professionalism of teachers (MoE, 2002; Dahlström, 2007), which makes it necessary to introduce a change in the teacher training system (TESO) and focus on integrating pedagogical training with the material in question. TESO was introduced on the basis that the old system had numerous shortcomings (MoE, 2003). The study has identified factors that

significantly contribute to a major transformation in Ethiopia's educational system. These include the inadequacy of teachers' professional competence, content knowledge, and commitment to the teaching profession. It also highlights the lack of communication between educators and schools; the selection of secondary education teachers was not based on their interests, and the undemocratic teaching-learning process and irrelevance of the curriculum. The finding also highlights the ineffective implementation of practicums, lack of reflective teaching, and the undermined teaching profession. It also mentions the lack of organization in teacher education colleges and a lack of attention to action research.

In addition, Ethiopian education and training policy places particular emphasis on the professional development of teachers, an area that requires special attention and is a priority for action (MoE, 2023). The TESO document (MoE, 2003) examined the previous teacher training practices in Ethiopia and revealed that a significant number of teachers at different levels of the education system had only received minimal initial training. Although some teachers have enhanced their skills through different means, very few possess the necessary skills and knowledge to deliver the contemporary, dynamic, and child-centered education that policy demands. With regard to teacher training and teaching practice, the following is stipulated:

... large amount of money and other resources have been invested in the education and training of teachers in both colleges and schools, yet it is abundantly clear that this investment has been largely ineffective in that it has not been matched by any great changes in the classroom practice of most teachers throughout the country (MoE, 2003; p.105).

As a result, TESO was developed to address all of the aforementioned concerns by training teachers through a holistic process that links ideas and disciplines to students' personal experiences, environments, and communities (MoE, 2003). The primary aim of this comprehensive program was to provide teachers with skills that extend beyond the classroom. Through this form of training, prospective teachers acquire a combination of pedagogical and content knowledge referred to as pedagogical content knowledge (PCK). As defined by Shulman (1987), PCK denotes a specialized form of content knowledge that is highly beneficial in the instruction of specific subjects. Among all of the weaknesses identified above that justified the

introduction of TESO, the same old problems persisted, which contributed to the program's failure. Problems with the reform include, among other things, a lack of consideration for local conditions, a lack of time and resources, a lack of knowledge about teacher participation (Tesfaye, 2014; Kedir, 2007), a lack of involvement of professional associations and communities (Kedir, 2007), and the failure to implement the pilot study.

However, TESO helped the introduction of a new paradigm involving active learning and practicum. Yet the overdose of pedagogical knowledge emphasis led to teachers who had little knowledge of the subjects they were supposed to teach. Owing to the dissatisfaction of content skills of TESO graduates and the TESO curriculum it was then replaced by add-on (Post Graduate Diploma in Teaching -PGDT) (Abebe & Woldehanna, 2013; Tesfaye, 2014; MOE, 2016). In July 2011, ten universities in Ethiopia launched a PGDT program as part of the secondary school teacher preparation course (Kassa & Amdemeskel, 2013; MoE, 2011).

The primary objective of the PGDT program was to address the deficiencies in content and pedagogy identified in the TESO program, as well as those observed in teaching practice and secondary school classrooms (Mekonnen, 2008; Merdassa, 2012; MoE, 2011). In order to qualify for the program, individuals who have obtained a bachelor's degree in subjects such as physics, mathematics, English, and others, as well as those who are interested in pursuing a career in teaching, are required to complete one year of regular study at teacher training institutes in Ethiopia (MoE, 2011). The Ministry of Education made the decision to change the existing teaching method because there was a lack of secondary school teachers (MoE, 2011). In its place, they implemented a new teaching method called the "In-Out-In" modality (Merdassa, 2012; MoE, 2011). This approach included two summer programs and one distance program (Geberew & Demoze, 2014; Merdassa, 2012; MoE, 2011). In addition to the new rules for teacher training, the Ministry of Education has been introducing regular annual training (in-out) since 2015. The training takes place on campus for one year and participants are required to complete a one-month teaching internship after completing a mandatory technical course and training (MoE, 2011).

However, teacher interest is one of the criteria used to select or admit candidates to the PGDT program, and aspiring PGDT teachers are thought to have entered the profession because they

enjoy it and want to solve existing problems. However, research indicates that student teachers who participated in the PGDT program were not fully motivated or committed to their passions and professions (Koye, 2014; Tesfaye, 2014; Kassa, 2014). Worku (2015) discovered that the mentoring process within the PGDT was problematic. As a result, the program is struggling to attract motivated and committed students, and the issue appears to be far more serious than in the previous program.

English language teaching in Ethiopia has undergone significant transformations, reflecting broader global trends in language education. Initially, the Grammar-Translation Method dominated the teaching of English, focusing heavily on rote memorization and grammatical rules. However, this approach has gradually shifted towards more communicative methodologies, such as Communicative Language Teaching (CLT) and Content and Language Integrated Learning (CLIL), which emphasize the practical use of language in real-life contexts (Radosavlevikj, 2021). The adoption of these methodologies aligns with the global recognition of English as a lingua franca, necessitating a more functional and interactive approach to language teaching (Zelege, 2022).

In Ethiopia, the role of English has become increasingly pivotal, particularly as it serves as the medium of instruction in higher education and is essential for accessing global knowledge and opportunities (Zelege, 2022). This shift has prompted educational reforms aimed at improving the quality of English language education. For instance, the integration of Information and Communication Technology (ICT) in English language teaching has been recognized as a crucial factor in enhancing teachers' pedagogical skills and students' learning experiences (Abraham et al., 2022). The emphasis on ICT reflects a broader trend in educational practices worldwide, where technology is leveraged to facilitate more engaging and effective language instruction.

Professional development for English language teachers in Ethiopia is critical to addressing the challenges faced in the classroom. Research indicates that many teachers lack adequate training and proficiency in English, which directly impacts their teaching efficacy and students' learning outcomes (Sabokrouh, 2013). Continuous professional development programs are essential for equipping teachers with the necessary skills and knowledge to implement modern teaching methodologies effectively (Abraham et al., 2022). Furthermore, teachers' attitudes towards

English and their own language proficiency significantly influence their teaching practices and students' perceptions of English (Sabokrouh, 2013).

Professional Development in English Language Teaching refers to the continuous process through which teachers enhance their skills, knowledge, and competencies to improve their teaching practices and adapt to the evolving demands of the educational landscape. It encompasses a variety of activities, both formal and informal, aimed at fostering teachers' intellectual, social, and professional growth. These activities can include workshops, peer observations, teaching portfolios, and action research, among others (Saud, 2023).

New standards for classroom instruction have resulted from efforts by nations to improve their educational systems in response to the growing global importance of educational activities. As a result, teaching techniques and teacher roles in the classroom have evolved. Therefore, teaching English should lead to significant practical changes in students' learning, and its teaching should lead to adequate development of language skills, which requires world-class teaching. In addition, teachers have an important role and obligation to provide students with an environment in which they can learn and become autonomous learners, able to acquire correct and sufficient knowledge, verify and absorb this knowledge, and adapt to their needs. English language teachers must continually update their skills and methods to improve student outcomes and adapt to the rapid changes in the field. Managing an English classroom requires a variety of specialized abilities, as teachers need to understand the complex dynamics of the teaching-learning process (Brown, 1995). As a result of this, it is essential that these teachers stay up-to-date with changes in English language teaching. In addition, it is crucial for teachers to deal with the difficulties that arise in language teaching. However, the training teachers receive in their department or discipline to prepare them for their careers may not be sufficient to meet rising expectations. Some research (e.g., Knight, 2002; Musaazi, 1982), as cited in Malunda (2018), indicates that preparatory education falls short of providing teacher candidates with the knowledge and skills required to meet the complex and constantly evolving demands of classroom teaching.

Therefore, teachers are expected to pursue innovations throughout their work, collaborate with colleagues to exchange ideas and experiences, and evaluate their performance through professional development programs. Teachers in contemporary Ethiopia are also expected to be reflective and change-oriented to meet government and public demand for quality education.

They are expected to take into account the dynamics of learners and society at large. This situation highlights the importance of continuous professional development (CPD), which aims to improve the quality of the teaching-learning process in particular and the quality of education in general. Teachers are expected to use interactive teaching methods to help each student reach their full potential. The literature on quality education indicates a strong connection between teachers' professional development and the quality of education, particularly in the areas of teachers' beliefs and practices, student learning, and the implementation of education reforms (Cohen and Hill, 2000; Villegas-Reimers, 2003; Wenglinsky, 2000, 2002; Wiley and Yoon, 1995).

Scholars (e.g., Day, 1999; Desimone et al., 2006; Guskey, 2000; Villegas-Reimers, 2003) state that most education systems have recently prioritized continuous professional development for teachers. Professional development activities range from pre-service training to various in-service programs. According to Hargreaves (2000) and Amalia (2011), teacher continuing education or professional development is critical in assisting teachers to meet the current demands of continuous and dynamic change in order to improve the quality of learning and teaching. Any innovation is fundamentally a process of continuous change, which necessitates a high level of learning on the part of teachers. Support and guidance are necessary to help teachers with this learning process (Villegas-Reimers, 2003). Yan (2011) states that teacher training is viewed as an "integral part of school development" and that there is a consensus that effective educational innovation or transformation and teacher preparation are inextricably linked. Researchers and educators agree that teachers are ultimately responsible for bringing about the changes in teaching practices that are anticipated from educational reforms.

The significance of professional development lies in its ability to address the specific needs of English teachers, particularly in maintaining and improving their language proficiency, which is crucial for effective teaching (Nugroho et al., 2022). Professional development programs should be tailored to address teachers' needs regarding subject-matter expertise, instructional techniques, and students' language proficiency. The relationship between professional development and professional practice is intrinsic. Effective professional development programs are characterized by their long-term, developmental nature and their focus on actual classroom practices and student learning outcomes (Brodie, 2013). Such programs encourage teachers to reflect on their

practices and engage in collaborative learning communities, thereby blurring the lines between teaching and learning about teaching (Brodie, 2013). This integration is essential as it allows teachers to apply new strategies and insights directly to their classrooms, enhancing their pedagogical effectiveness and ultimately benefiting student learning (Lattuca et al., 2014).

Borg (2009) outlines unique challenges that set English teachers apart from other subject teachers, such as teaching through an unfamiliar medium, fostering classroom interaction, maintaining their own language proficiency, and the need for extracurricular activities to create natural learning environments. Successful professional development programs should involve teachers in planning and decision-making rather than following a top-down approach (Diaz-Maggioli, 2003; Tomlinson, 2004), and their design must consider context-specific factors, as no single model fits all situations (Guskey, 1999). Additionally, there are differences in professional needs between native and non-native English-speaking teachers (Pasternak and Bailey, 2004). In countries like Ethiopia, where professional development is heavily influenced by government-led training, there is a need for greater attention to teacher quality and commitment to professional development activities, calling for reforms from policymakers and educators to achieve both personal and institutional goals.

Understanding the professional development needs of English teachers is vital for several reasons. First, it helps identify gaps in teachers' competencies, particularly in language proficiency and pedagogical strategies, which can hinder the quality of English instruction (Nugroho et al., 2022; Nugroho, 2018). Furthermore, recognizing these needs allows educational administrators and policymakers to design targeted professional development initiatives that are relevant and responsive to the challenges faced by teachers, especially in diverse and under-resourced contexts (Gao & Xu, 2013). Additionally, as the landscape of English as a global lingua franca evolves, teachers must be equipped with the skills to navigate this complexity, making ongoing professional development a necessity for sustaining effective teaching practices (Qu, 2012).

This worldwide trend is mirrored in Ethiopian education, with teacher training regarded as an essential component of effective education. However, there was little emphasis on teacher training (MoE, 2002). The Ethiopian government has tried to address this issue with policies like professional development for teachers and principals, given the emphasis on high-quality

education (MoE, 2008). In an effort to increase the knowledge of teachers and school administrators, the Ministry of Education created a CPD framework in 2005. This was done after it became clear how important continuing professional development (CPD) is, especially when it comes to the success of curriculum implementation and education reforms. It takes values and skills to improve student learning outcomes.

The CPD framework requires all teachers to actively participate in program activities, particularly at the school level. It is the duty and commitment of teachers to identify their students' needs and make plans for their development in the future. Additionally, it is expected of school leaders to be instrumental in assessing issues within the school, determining priorities, and assisting teachers in carrying out CPD activities in an efficient manner. This approach is believed to provide teachers with more opportunities to learn continuously and cost-effectively (Desimone, et al., 2006; Geldenhuys & Oosthuizen, 2015). Harris & Anthony (2001) emphasize the importance of teachers collaborating and cooperating in solving practical problems. However, for a variety of reasons, putting school-based professional development into practice is difficult and sometimes ineffective. Geldenhuys & Oosthuizen (2015) argue that teachers worldwide experience challenges that influence their involvement in their professional development. According to Bell & Gilbert (1996) and Kwakman (2003), various personal factors hinder teachers' involvement in professional development endeavors. These factors encompass professional attitudes, assessments of feasibility and importance, emotional exhaustion, and a decline in personal satisfaction. Training programs in schools do not achieve the desired goals of supporting the professional development of school teachers and thereby improving student achievement.

The Ministry of Education has taken steps to improve the quality of education in Ethiopia through professional development programs. This research was based on the idea that professional development should begin with the identification of needs, including the needs of the individual teacher as well as the school and educational system (Lawton et al., 1986; McKillip, 1987; Brennan, 1988, 1990; Cameron, 1988; Fessler & Burke, 1988; Fullan & Hargreaves, 1992; Stiggins & Duke, 1988; Hopkins, 1990; McQuarrie & Wood, 1991; Harris, 2000, as cited in Tekleselassie, 2000). The CPD program was developed in an Ethiopian setting using traditional structures and a top-down approach, with all trainers receiving the same CPD.

Accordingly, Dereje (2015) found that modules on various aspects of professional development were centrally developed and distributed to schools nationwide. To support this, the Ministry of Education developed a CPD framework and toolkit that could serve as a guide for the school-based CPD program and distribute it to all schools. However, according to several government surveys, school performance in this area has so far been inadequate (MoE, 2013; MoE, 2014; Haramaya University, 2007). Additionally, in order to support teachers' professional development, professional development programs need to be tailored to their needs, according to James & Patricia (2007). There is an ongoing debate about professional development, addressing questions such as whom and what is developed by whom and in whose interests (Nofke, cited in David, Olwen, Janis, Mary, & Anne, 2003).

Consequently, in order to motivate teachers to grow professionally and become more involved in their teaching, CPD programs must identify their needs. Hyland, referenced in Kuo (2016), states that a needs assessment study is necessary to collect information about teachers' needs and translate them into learning goals. According to Brown (2009), program or curriculum designers use the needs analysis results as a foundation to select and create learner-centered teaching and training materials, set learning objectives, and investigate the best teaching and learning strategies. In general, professional development in English Language Teaching is a multifaceted process that involves various strategies aimed at enhancing teachers' skills and knowledge. Its close relationship with professional practice underscores the importance of continuous learning and adaptation in teaching. By understanding and addressing the professional development needs of English teachers, stakeholders can ensure that educators are well-prepared to meet the demands of their roles and provide high-quality instruction to their students. The purpose of this study was to examine high school English teachers' needs for professional development.

1.2. Statement of the Problem

In countries like Ethiopia, where it is believed that most educators do not have the required expertise, the need for educational reforms and the training of English teachers should have been recognized. MoE (1994) stated that teachers from kindergarten to higher education must have the necessary teaching qualifications and competence in the medium of instruction through preparatory and in-service training. To change this situation, CPD is designed as one of the most important programs and is currently being implemented in all schools in the country. MoE

(1994) designed a strategy for all teachers to undertake this lifelong learning CPD program and proposed the 2003 E.C. before, but the program only gained particular attention in schools after the commencement of the School Improvement Program in 2006/07 E.C.

The CPD guidelines aim to create effective and efficient teachers whose experts continuously develop in settings from kindergarten to higher education to strengthen teachers' professional competencies and improve student achievement (MoE, 2004). For this reason, the Ministry of Education developed CPD to improve the quality of education in Ethiopia. This research was based on the idea that professional development should begin with the identification of needs, including the needs of the individual teacher as well as the school and educational system (Lawton et al., 1986; McKillip, 1987; Brennan, 1988, 1990; Cameron, 1988; Fessler & Burke, 1988; Fullan & Hargreaves, 1992; Stiggins & Duke, 1988; Hopkins, 1990; McQuarrie & Wood, 1991; Harris, 2000, as cited in Tekleselassie, 2000). Therefore, these requirements should include both the individual teacher and the schools and educational system in which the teacher works (Fullan & Hargreaves, 1992).

Continuous professional development for teachers is crucial for improving educational mission achievement in Ethiopia (MoE, 2003). Traditional CPD programs are developed using a top-down, 'one-size-fits-all' approach, ensuring that all instructors receive the same CPD regardless of variances (Franey, 2013). However, James & Patricia (2007) emphasize the need for programs to target teachers' needs for professional growth. There is a continuing debate about who, what, by whom, and for whose benefit professional development should be developed.

Furthermore, Guskey (2002) states that the high quality of CPD programs is a fundamental element for better education and that this can only be achieved if the programs are tailored to the specific needs of teachers, but the programs have their objectives set by different bodies specified. In support of this, Lee (2005, p. 39) states that “administrators place great emphasis on the latest hot topics rather than attempting to individualize and personalize professional growth plans”. Therefore, professional development programs must identify teachers' needs to motivate them to be more active, improve their attitudes, and encourage them to advance their careers. In other words, an effective professional development program is achievable when it addresses teachers' unique needs, and a needs assessment study is necessary before developing a program

to gather information about teachers' needs. According to Daz-Maggioli (2004, p. 2), by suppressing teachers' opinions and prioritizing administrative demands, these initiatives become a burden on professionals rather than a welcome solution to teaching difficulties.

Additionally, an effective teacher professional development program engages teachers as both learners and teachers and enables them to navigate the uncertainties that come with each role. Therefore, program design procedures must be considered effective and take into account the needs of adult learners or teachers. According to Knowles (1980), people have a higher level of motivation to learn because of what they perceive as a learning need. Adults refuse to participate in learning activities that they do not want or need (Knowles, 1980; Layfield & Dobbins, 2002). According to Knowles (1980), cited in Layfield & Dobbins (2002), it has been asserted that "adults should participate in the planning of their learning experiences (p. 47)."

A survey of the literature on professional development reveals that the majority of teacher professional development initiatives highlight teachers' inadequate knowledge and skill acquisition. The issue, according to Darling-Hammond (2010), is that providers are not creating professional development initiatives that cater to the needs of teachers. While teachers are unwilling to take ownership of their professional development, teacher educators are sometimes held accountable for the ambiguity in defining the goal and course of action of their programs (Daniel & Percy, 2014). A teacher's professional performance may be impacted by the accumulation of these factors, which also include inadequate support during teacher training and difficult school environments that greatly influence teachers' practice (Farrell, 2012).

Conversely, research consistently demonstrates that teacher professional development can be achieved through ongoing, efficient programs that are customized to the needs of individual teachers. Effective and meaningful professional development programs cater for participating teachers' necessities and interests (Garet et al., 2001; Kennedy & McKay, 2011; James & Patricia, 2007). Professional development programs that address teachers' needs are more likely to improve teaching practice, expand knowledge of pedagogy and boost belief and self-efficacy. Penuel et al. (2007, p. 951) state that "teachers' interpretations of professional development activities, and not just the design of the activities themselves, are critical to the success of such activities." Enhancing classroom instruction and learning activities is closely related to improving teaching practices (Garet et al., 2001). This will probably help students succeed and

achieve more in the long run (Daz-Maggioli, 2004; Goodwin and Kosnik, 2013; Barlow et al., 2014).

To this end, effective and meaningful professional development programs address fundamental issues such as matching training content to teacher needs and maintaining active learning through group participation and inquiry-based learning, or what Garet et al. (2001, p. 917), refer to as 'high quality' professional development programs" (Garet et al., 2001; Penuel et al., 2007; Cochran-Smith, 2009; Warren et al., 2010, as cited in Zein, 2017). If these underlying issues are not addressed in professional development programs, teacher motivation is likely to deteriorate (Penuel et al., 2007; Kennedy & McKay, 2011).

In addition to the above ideas, nine years ago, my previous university teaching experience made me realize how important a project like this is to classroom performance. Although I did not have the opportunity to conduct a study, my background inspired me to take on the project. The main impetus for this study was my participation in various training courses and my study of secondary school English teachers. This engagement as a trainer, training facilitator, and researcher has allowed me to recognize the gap between the CPD needs of English teachers and the actual content of the CPD program. Although I observed the need for English teachers to develop their skills and abilities in the right direction when allowed to express their needs, I also noticed the gap between their needs and the topics covered in the program. I had the opportunity to feel the low impact of top-down CPD on the implementation and participation of English teachers. It was considered appropriate to take into account the needs of English teachers when designing appropriate CPD interventions. In other words, English teachers' involvement in suggesting CPD topics or content relevant to their needs was negligible. Therefore, this insignificant effect, despite some investment of limited resources to influence the programs, pushed me to look for a better option than professional commitment and contribution to professionalism through this study.

As experience shows, this seems to have recently become a problem of dissatisfaction; with university teachers are holding secondary school English teachers accountable for the decline in the caliber of English instruction as a result of their students' poor language proficiency. Additionally, the discussion brought to light instances in which my associates and I taught

prospective Arba Minch University Department of English Language and Literature graduates while they were taking a PGDT course in the summer (2007, 2008, and 2009), when I was giving training on classroom English (in 2008), and when I took part in school placements of the Higher Diploma Program (HDP) at Abaya Secondary School in Arba Minch (in 2006). Therefore, I had the experience of observing teachers who did not use English teaching methods and language skills as the level required in general and in particular. This was also a key factor in finding ways to analyze English teachers' professional development needs, reflections on the program, and factors hindering their participation. In short, the experiences that I gained in all these processes through different experiences and lessons that I gained over time through interaction with colleagues and other partners was so insightful and powerful that it led me to carry out this research.

A few local studies conducted in Ethiopia on the professional development of English teachers produced varying conclusions (e.g., Abrar & Hailu, 2022; Belilew & Hailemariam, 2017; Birhanu, 2014; Getachew, et al., 2019; Getnet and R. Siva, 2019). Abrar and Hailu (2022) highlight that while EFL primary school teachers show interest in professional development; they are less engaged in teaching as a profession and lack opportunities for influence over the content and structure of development programs. They also struggle with reflecting on and practicing new skills, underscoring a need for stronger English language skills and pedagogical training. Similarly, Getachew et al. (2019) note a lack of needs assessments in designing continuous professional development (CPD) programs, leading to misaligned training with EFL teachers' actual needs in skills like speaking and writing. The authors recommend tailoring CPD programs based on teacher assessments.

In another study, Belilew & Hailemariam (2017) identify self-imposed barriers such as lack of interest and dissatisfaction with wages, alongside external challenges like poor supervisor support, which hinder professional growth. Birhanu (2014) finds that although teachers recognize the importance of self-initiated development, limited opportunities, inadequate administrative support, and poor school culture impede their progress. Finally, Getnet & R. Siva (2019) reveals that major barriers to CPD include heavy workloads, lack of incentives, and insufficient support from stakeholders. Their findings also show that teachers' professional development needs, particularly in subject knowledge and classroom management, vary by

gender, with female teachers expressing higher needs than males. Overall, these studies emphasize the critical need for more responsive, well-supported, and teacher-centered professional development initiatives in Ethiopia.

However, the research topic and theoretical framework employed in this study set it apart from the previously mentioned studies. Additionally, the primary focus of this study was on high school English teachers, and it examined their needs for professional development. Furthermore, because Hutchinson & Waters' (1987) needs analysis approach had precise, well-defined goals, it served as the foundation for this study. Furthermore, their methods can also be used by adult learners who are offering particular vocational courses or programs. As a result, I came to the conclusion that the methods used in this study are more useful and practical for examining the intended scenario. Thus, I came to the conclusion that their work is useful for studying the professional development needs of secondary school English teachers.

In general, in the design processes of the professional development program, designers must recognize and take into account teachers as adult learners, and teachers must facilitate their learning as a principle. Villegas-Reimers (2003), states that educational reforms or programs that do not involve teachers and students may not produce the desired changes. Furthermore, Villegas-Reimers (2003) states that educational reforms that do not involve teachers in the process have not been successful. Therefore, it is crucial to analyze the professional development needs of English teachers. To this end, the study attempted to answer the following research questions:

1. What are high school English language teachers' target professional development needs?
2. What are high school English language teachers' reflections on the current professional development they are practicing in their respective schools?
3. Does the current professional development program fulfill the needs of high school English language teachers?
4. What factors hinder high school English language teachers' participation in professional development program?

1.3. Objectives of the Study

The main purpose of this study was to identify high school English language teachers' professional development needs. More specifically, this research had the following specific objectives:

1. To identify the high school English language teachers' target professional development needs;
2. To examine the high school English language teachers' reflection on the current professional development they are practicing in their respective schools;
3. To find out whether the current professional development program fulfills the high school English language teachers' needs or not, and
4. To investigate the factors that hinder high school English language teachers' participation in professional development program they are practicing in their respective schools.

1.4. Significance of the Study

Nowadays, the quality of English language teaching in Ethiopia is deteriorating due to various reasons across all levels of educational institutions. Among these reasons, the quality of teachers stands out as the most significant. Therefore, this study aims to enhance the quality of English language teaching in Ethiopian high schools through the provision of suitable and needs-based professional development programs. In accordance with this objective, Long (2005) argues that a course without a needs analysis lacks the specific and targeted goals essential for successful outcomes. Furthermore, he suggests that programs and courses developed without the assistance of a needs analysis often contain excessive or insufficient instruction to meet the learners' or trainees' needs. Consequently, this study will have great significance for policymakers and educators who possess the authority to support high school English language teachers. Additionally, it will be beneficial in improving the quality of English language teaching during the teachers' in-service training because it helps identify the specific gaps, challenges, and areas where teachers require support. By understanding these needs, training programs can be tailored to address relevant issues such as language proficiency, classroom management, pedagogical skills, and the integration of new technologies. This targeted approach ensures that professional

development is practical, relevant, and directly applicable to teachers' everyday practices, leading to improved teaching methods, increased confidence, and better student outcomes. Additionally, such research fosters reflective practices and continuous growth, ultimately raising the overall standard of English language instruction. Furthermore, this study will aid high school English language teachers in addressing the gaps in their daily activities by actively participating in needs-based professional development programs. The study results will also greatly contribute to the understanding of professional development program designers and trainers on how to meet the needs of English language teachers in their programs. Moreover, it will provide substantial insights into the perceptions of high school English language teachers regarding the current professional development programs they are engaged in, the barriers that hinder their participation, and the areas in which they need improvement. Thus, the present study will offer valuable ideas to professional development program designers for the development of effective programs. Further, the present study significantly contributes to the body of knowledge by identifying the specific areas where teachers require support, thus informing the design of more tailored and effective training programs. It enhances contextual understanding by highlighting the unique challenges faced by teachers in teaching English language. This research informs policymakers and educational institutions, helping them create responsive professional development initiatives that directly address gaps in teachers' subject knowledge, pedagogy, classroom management skills and etc. By uncovering barriers such as lack of time, resources, or institutional support, this research guide efforts to remove obstacles that prevent teachers from engaging in meaningful professional growth. Additionally, by improving teachers' skills and knowledge, this research positively impacts student learning outcomes and contributes to the global discourse on teacher education and language teaching across different cultural and educational contexts. Ultimately, this study will add to the existing literature on the professional development of English language teachers in Ethiopia and provide guidance for future researchers based on the obtained results.

1.5. Scope of the Study

This study is focused on analyzing the professional development needs of high school English language teachers. Specifically, it seeks to identify their target needs in professional development, examine their reflection on the current professional development, determine

whether the current program fulfills their needs, and investigate the factors that hinder their participation in the professional development program they are currently practicing. Therefore, this study focuses on the specific issue of professional development needs among English language teachers. Additionally, geographically, this study is limited to high schools in the Gamo Zone of the Southern Ethiopia Regional State. The research design used in this study is a mixed method research design that involves both quantitative and qualitative research methods to analyze the professional development needs of English language teachers.

1.6. Limitations of the Study

This study had some limitations. First, the sample is not representative of all the high school English language teachers in Ethiopia in general and Southern Ethiopia in particular since the samples were selected from Gamo Zone. So, further research could be conducted on a larger sample and involving teachers working at various regional states and zones in the specified regional state. In addition, another potential limitation is related to the nature of self-report instruments. Since they measure perception, some English language teachers might have given socially desirable responses (Dornyei, 2016). Concerning the qualitative phase, further studies could cast light on different realizations of the difficulties of English language teachers and the contents of English language teachers' professional development through classroom observations and document analysis. Regarding, the participant of the study, the merely participation of high school English language teachers to analyze professional development need might not represent the institutional needs. Therefore, further studies could analyze both English language teachers' and institutional needs of professional development. So that, a further study applying criterion sampling and selecting an equal number of female and male teachers with specific years of teaching experience for attending professional development program would contribute to a clearer picture of English language teachers' professional development needs.

1.7. Organization of the Thesis

This thesis is composed of five chapters. Following an overarching introduction, the second chapter presents a comprehensive literature review that encompasses various aspects of the research topic and establishes the theoretical and conceptual framework of the present study. The third chapter focuses on research methodology, including discussions on the research design,

research site, sample selection and sampling techniques, data collection instruments, as well as the procedures employed for data collection and analysis. This chapter addresses the pilot study that was conducted, and it highlights the key insights gained, which subsequently informed improvements made to the instruments and procedures implemented in the main study. The fourth chapter comprises the primary study's data analysis, findings, and discussions. Lastly, the final chapter of the thesis provides a summary, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Nature and Concept of Teachers' Continuous Professional Development

Teaching is complex and challenging work that requires highly specialized skills and knowledge to impact student learning. Enhancing the abilities and expertise of the education workforce is a top priority in order to improve the learning outcomes of all students (Guskey, 2002). In order to maximize learning, teachers must have a thorough understanding of their subject areas, student learning styles, and classroom environments. They also must have access to continuous, high-quality professional development opportunities (Smith, 2002).

A profession is a type of work that calls for particular training, education, experience, and morals. It entails using one's knowledge or abilities and openly expressing one's beliefs (Gomez & Tanti, 1989). Professionals work for a living, but their paid work often involves more than just one job or occupation. In-depth training, specialized knowledge acquisition, membership in a professional organization, adherence to an ethical code, and licensure or certification are all prerequisites for careers (Gomez & Tanti, 1989). A profession is, broadly speaking, a vocation requiring advanced training, specialization, and ongoing renewal. Knowledge, self-management, motivation, service orientation, and involvement in a knowledge community are some of the ways it benefits the workplace (Geek, 2003).

The professional competency of educators at all levels of the educational system is the main focus of CPD for school-based teachers. It entails advancing personal quality to the necessary level of knowledge and competence while upholding the caliber and applicability of professional services. According to MOE (2009), "anything that makes a teacher better" is what school-based CPD aims to accomplish in terms of raising teachers' effectiveness. CPD is an ongoing process that boosts personal development to help teachers become more capable and reach their greatest potential in the classroom. This can be done through learning and gaining experience in a variety of areas that are not typically covered in initial training or regular work.

CPD is the culmination of an individual's formal and informal learning experiences over the course of their career, as well as their development in that role. The literature has provided numerous definitions of professional development. For example, Bolam (2000, p. 272) defines it as the process through which head teachers and teachers acquire, enhance, and apply appropriate knowledge, skills, and values; Glatthorn (1995) defines it as the professional development that results from a teacher's increased experience and systematic teaching examination; and Elliott (1991) emphasizes that professional development is more than just the experiences that teachers have.

Day (1999) provides a more comprehensive definition of professional development. As stated by Day,

Professional development is the process by which teachers review, renew, and extend their commitment to the moral purposes of teaching and acquire and develop critical knowledge, skills, and emotional intelligence essential to good professional thinking, planning, and practice with children, young people, and colleagues. It is the process by which teachers review, renew, and extend their commitment to the moral purposes of teaching and acquire and develop critical knowledge, skills, and emotional intelligence.
(p. 4)

Relevant research suggests that professional development plays a significant role in student learning and outcomes, school improvement and effectiveness, teacher competency and quality, and educational reform. By assisting teachers in changing and reviewing their knowledge, abilities, attitudes, and understanding, it advances their careers (Blandford, 2000; Bolam, 2000; Borko, 2004; Craft, 1996; Day, 1999; Desimone, 2009; Glatthorn, 1995; Guskey, 2002; Hien, 2008; Hill, 2009; Villegas-Reimers, 2003, as cited in Ozdemir, 2013). Studies have shown that the best approach to increase teachers' effectiveness is to involve them in high-quality professional learning (Greenwald, Hedges & Laine 1996; Elmore 2002).

Continuing professional development (CPD) is the process of gaining new knowledge and abilities all throughout a teacher's career. Maintaining teacher quality, filling in skill gaps, and empowering professionals to meet the challenges of rapidly advancing knowledge and technologies, evolving educational demands, and the social, political, and economic demands of

the current environment are all critical (Robert, 1987). Villegas-Reamers (2003) defined teacher development as the advancement in one's career brought about by gaining more experience through a methodical analysis of one's own teaching methods.

CPD also refers to the methodical upkeep and enhancement of teachers' proficiency, expertise, and knowledge. It covers things like self-study, preparing and delivering presentations, conferences, seminars, workshops, open learning, short-term courses, on-the-job training, and coaching or mentoring. The goal of CPD is to maximize career opportunities for educators (Gust, 2004). The method by which a teacher upholds the caliber and applicability of the professional services they provide is known as "school-based CPD." CPD, according to Robert (1987), is the deliberate enhancement of knowledge required for professional and technical responsibilities over the course of a practitioner's working life. Updating professional attributes is essential for academic success.

According to several studies (Blandford, 2000; Bell & Gilbert, 1996; Diaz-Maggioli, 2004; Garet et al., 2001; Guskey, 2002; Hill, 2009; McDonald, 2009; Villegas-Reimers, 2003), teacher professional development (CPD) is effective in enhancing students' learning and outcomes. According to research, teachers who take part in long-term teacher education programs matriculate with higher scores than their peers (Viadero, 2005, cited in Klieger & Bar Yossef, 2011). For children to learn and for their teaching abilities, knowledge, attitudes, and values to change and develop, teachers' and other staff members' professional development is essential (Bubb & Earley, 2007).

Professional development is a key factor in school improvement and effectiveness and educational reform. It is the biggest investment a school can make and is crucial for the development and revitalization of both the individual and the organization, as stated by Day (1999) and (Cardno, 1996). The success of educational reform at all levels depends on the professional development of teachers, which will have a positive effect on both school effectiveness and educational reform. Consequently, it is critical to investigate the reality of professional development for teachers (Zhu, 2010).

In summary, teachers should assess their practices, competencies, and teaching approaches in order to take advantage of professional development opportunities. In the process of teaching and learning, CPD is a long-term enhancement of their knowledge and abilities.

2.2. Continuous Professional Development from English Language Teaching Perspective

The teaching of English should lead to the appropriate development of language competencies, and it should bring about major practical changes in student learning. The learner, the curriculum, and the teacher are thought to be the three main components that determine whether any kind of education is successful. The teacher's role has not diminished, even with the shift in language education from a teacher-driven to a student-centered approach. The quality of English language instruction in general, as well as the quality of language learners in particular, is greatly influenced by the English language teacher. Professional development is essential for teachers to meet the requirements of the English language. It has the aim of improving students' learning and educators' professional knowledge and skills (Díaz-Maggioli, 2004). However, some may disagree with the practices and implementation processes but agree with their function. When correctly implemented, it yields the desired results.

Professional development is a process of educators' general growth, not a specific position (Richards & Farrell, 2005). It is a long-term goal activity that is done for oneself to facilitate their understanding of language teaching. Church et al. (2010) also reported that it is a systematic critical analysis of one's teaching (learning) experiences to boost the professional development achievement of an educator and the learning achievement of students. This has led to the field of English language teaching understanding professional development as a highly critical process. Freeman (1989) defines professional development as it is a strategy of influence and indirect intervention that works on complex, individual aspects of teaching to generate change through increasing or shifting awareness (p. 40). Professional development is an effort to upgrade the quality of English language teachers and meet the changing needs of students in different parts of the world. It includes activities such as self-reflection, collaborative learning, and action research. Authors such as Daz-Maggioli (2004) and Wales (2010) agree that these programs must engage teachers in reflective and collaborative work, including their skills, knowledge, and experience, and provide opportunities to develop their professional practice and receive feedback on it.

Shaaban & Shoqair (2013) advised English language educators to consider five ideas carefully when designing their CPD. These include determining self-goals and desired outcomes, laying out a plan, specifying a timeline for the plan, reflecting and evaluating each process, and making improvements. Nyarigoti (2013) characterized the effectiveness of CPD in the context of ELT and indicated that CPD in ELT programs needs to be conducted in the educational institutions' settings and linked to its efforts. ELT teachers must participate in the planning and designing of ELT CPD with educational administrators of in-service activities, emphasize self-instruction with differentiated training opportunities, and play active roles in choosing goals and activities for themselves. Church et al. (2010) argued that CPD in ELT should provide teachers with opportunities for collaboration, reflection, inquiry, research, and collective problem-solving. It should be grounded in instructional practices, assessments, and results specific to the participant content area or school improvement process. It should be ongoing, sustained, rigorous, and job-embedded.

However, the quality of the ELT professional development program is influenced by context characteristics, process variables, and content characteristics, according to Connect (1997). Context characteristics are the system foundation upon which professional development occurs. Further, Connect (1997) address the organization and nature of the system in which change will occur. Process variables are the ways activities are organized, planned, carried out, and followed up. Content characteristics are the new knowledge, skills, professional conceptions, and understandings that are the foundation of academic disciplines and pedagogical processes. Church et al. (2010) believe that if appropriate structures such as policies and procedures are in place (context), a variety of best practices such as activities are organized (processes), and appropriate knowledge and skill acquisition are occurring (content), then professional development will impact students' achievement. However, quality professional development is a dynamic and fluid process.

CPD in ELT programs is essential for improving the quality of education in a country. It can support the development of effective teachers and reflective practitioners, model active learning and continuous assessment, manage change, generate ideas, focus discussions, make mutual teaching observations, provide peer support and feedback, and present research findings (Villegas-Rimers, 2003). It can also produce adequate human power in the region, advise novice

teachers and assist in training, and solve other educational problems identified by institutions. Finally, it can publish or institutionalize the process of innovations in education systems.

Villegas-Rimers (2003) also explains that CPD will enable English language teachers to support the implementation of ELT programs, identify their own needs and become a reflective teacher educator, develop teaching as a skill, use active learning and student-centered teaching methods, become a role model of good practice, have high standards of professional ethics and clear values, provide a high-quality experience for student teachers, enable them more effective in their teaching, be involved in action research, and do action research.

Thus, CPD in English language teaching is a structured, reflective process aimed at enhancing teachers' language skills, pedagogical knowledge, and overall professional effectiveness. It promotes active learning, student-centered teaching, and continuous assessment while engaging teachers in self-reflection, collaborative learning, and action research. CPD is essential for fostering long-term growth, improving teaching practices, and supporting educational reforms. By setting personal goals, developing individualized learning plans, and receiving structured support and mentoring, teachers can adapt to evolving challenges and positively impact student outcomes. Additionally, CPD has a significant influence on teachers' beliefs, practices, and job satisfaction, contributing to improved teaching quality, financial gain, and the successful implementation of educational reforms, especially for teachers who may be underprepared for modern classroom demands.

2.3. Objectives of Continuous Professional Development for English Language Teachers

It goes without saying that as long as they continue to teach and learn English, English language teachers should strive to become authorities in their field. Because professional development has such a positive impact on teachers' beliefs and practices that support students' learning, it is essential for English language teachers in their career. According to Lange (1990), providing professional development opportunities for educators aids in their ongoing evolution in the use, modification, and application of their art and craft in the classroom. In order to effectively educate students and better meet their needs, teachers must participate in ongoing professional development. Regarding English language teachers, this need is more apparent (Cumming, 2011; Tomlinson, 2004). English instruction is changing quickly and continuously, and schools must adapt to the new demands placed on them by the curriculum reform and the needs of their

students. Due to the rapid changes in education that the system must undergo in order to maintain high standards, professional development has gained attention recently. As a result, educators are looking for ways to update and improve their skills through professional development (Craft, 2000). Academics like Baily et al. (2001) proposed five reasons for teachers to participate in the program and take charge of their own continuous professional development, arguing that professional development for English language teachers is the cornerstone of effective language instruction. These include expanding one's knowledge and skill set, overcoming negativity and burnout, adjusting to and keeping up with the speed of change, becoming more professional, elevating one's status, and potentially earning more money. An English language instructor must effectively oversee classroom activities and possess a thorough understanding of the various elements and variables that influence and direct the teaching and learning process in the classroom. Many development activities for English language teachers have become useful for the purpose of self-development as a result of the necessity for them to actively participate in the learning process in order to grow professionally (Al Asmari, 2016).

However, EFL teachers must be persuaded that participating in professional development enhances their teaching abilities, attitudes, and knowledge in order for them to continue in the teaching profession. These can help teachers become extremely powerful and qualified, and their development keeps them from becoming incompetent, which could lead to issues with instruction. Thus, the primary goal of designers of professional development programs should be to enable English language teachers to utilize the language. The knowledge, experience, prior training, workload, and practical and financial constraints of the participants should all be taken into consideration when setting goals for professional development (Evans, 1988; Hargreaves, 2001). Therefore, appreciating and taking into account the significance of ongoing professional development can significantly improve student achievement and mitigate the decline in the professional quality of English language teachers.

2.4. Continuous Professional Development and English Language Teachers' Needs

Skilled English language teachers excel in language-focused teaching methods, demonstrate strong proficiency in English, and adopt flexible teaching strategies suited to working with children (Cameron, 2003; Butler, 2004, 2005; Emery, 2012; Copland et al., 2014 as cited in Zein, 2017). However, achieving such high standards in EFL teaching requires more than just pre-

service training and teachers can further refine their expertise across all areas of their knowledge, skills, and professional environment through ongoing professional development (Emery, 2012 Le and Do, 2012 and Zein, 2015 as cited in Zein, 2017).

A review of the literature on professional development shows that the majority of teachers' professional development strategies highlight their poor knowledge and skill acquisition. According to Darling-Hammond (2010), the problem stems from the providers' inability to create professional development initiatives that meet the needs of educators. Some teacher educators face criticism for their professional development programs' vague goals and theories of action, while other teacher educators are even reluctant to accept accountability for their own professional development (Daniel and Peercy, 2014). The combination of these elements, along with the inadequate in-service training and the demanding educational environments that significantly influence educators' practices, may have a negative impact on educators' professional performance and even contribute to teacher attrition (Farrell, 2012).

Conversely, research consistently indicates that professional development programs that are meaningful and effective for teachers can support their growth; such programs should meet the needs and interests of the participating teachers. Studies support this idea (e.g., Garet et al., 2001; Kennedy and McKay, 2011). Teacher needs-driven professional development programs have the potential to improve teachers' instructional practices, deepen their understanding of pedagogy, and boost their self-efficacy and beliefs. This is corroborated by the finding that "teachers' interpretations of professional development activities, not just the design of the activities themselves, are important in shaping the effectiveness of those activities," according to Penuel et al. (2007). Improved teaching and learning activities in the classroom are directly related to improved instructional practice (Garet et al., 2001), and this will probably help students' performances and accomplishments in the long run (e.g., Goodwin and Kosnik, 2013, Barlow et al., 2014).

Therefore, in order to create effective and meaningful professional development programs, core issues like alignment between training contents and teachers' needs, assurance of active learning through group participation, and inquiry-based learning are given priority, or what Garet et al. (2001) called "high quality" professional development programs (Garet et al., 2001; Penuel et al., 2007; Cochran-Smith, 2009; Warren et al., 2010). The professional development programs'

inability to keep teachers motivated is probably due to their failure to concentrate on these fundamental problems (Penuel et al., 2007; Kennedy and McKay, 2011).

A professional development program is "more likely to be effective in improving teachers' knowledge and skills if it forms a coherent part of a wider set of opportunities for teacher learning and development," according to Garet et al. (2001). This means that training materials must be in line with teachers' needs for professional development, either in terms of knowledge or skills. When there are connections between the teachers' previous knowledge and the more advanced training they plan to pursue as a follow-up, congruency in content is also present. This is illustrated in Warren et al.'s (2010) study, which demonstrates how this congruence helps teachers become more effective teachers by transforming their professional skills and helping them understand their roles in the classroom. Professional development programs that are content-focused and closely monitor whether the materials meet the needs of teachers are also associated with larger positive effects on student achievement outcomes (Garet et al., 2001).

Along with encouraging teachers to participate in activities that foster reflective inquiry through practice, planning, and discussion, high-quality professional development programs also guarantee active learning through group participation. Active learning opportunities can come in many different forms, including planning and debating the curriculum, lesson plans, and teaching strategies; assessing student work; and observing and being observed by expert teachers (Garet et al., 2001). These kinds of opportunities will encourage educators to look for connections between the context of their classroom and the abstract ideas and concepts covered in the literature. Putting a lot of focus on teachers' cooperation, collectivism, and active participation in professional development programs is also likely to help teachers become more professional (DelliCarpini, 2009).

Inquiry-based learning is established when educators are prepared to question the principles and standards that support educational reform and to problematize the roles that they play in the creation and conduct of professional development initiatives (Cochran-Smith & Lytle, 1999). According to Cochran-Smith (2009, p. 466), fostering this kind of innovative inquiry-based culture in teacher education "builds the capacity within teacher education programs to assess progress and effectiveness, shifts accountability from simply external policy to also include internal practice, and generates knowledge that can be used in local programs and more broadly."

It would potentially bring about significant changes in the lives of both teachers and students, as well as further update the policies, practices, and curriculum for teacher education.

2.5. The Design of Continuous Professional Development for English Language Teachers

To enhance student outcomes and meet societal expectations, English language teachers should constantly look for methods to stay up to date with the swift changes in the field. It takes a variety of specialized teaching abilities for teachers to run an English language classroom. According to Brown (1995), in order to effectively manage the classroom, English language teachers must possess a thorough understanding of the various factors and variables that control and govern the teaching-learning process. Therefore, predesigned English language teachers continuing professional development should be modified in accordance with teachers' needs regarding subject-matter expertise, instructional techniques, and methods, as well as students' language proficiency requirements. For instance, Borg (2009) lists five characteristics that set English language instructors apart from those who teach other subjects. These are: First, the subject matter's inherent nature. The only subject where a teacher must use a medium that the students are not yet familiar with in order to deliver effective instruction is English language teaching. Secondly, the patterns of interaction required to deliver instruction. Group work and other interaction patterns are necessary for teaching English language proficiency, but they are not required for teaching other subjects. Third, expanding their subject-matter expertise is a challenge for educators; language teachers impart communication skills rather than factual knowledge. Teachers of other subjects can use books to broaden their subject matter knowledge, but it is more difficult for English language teachers to maintain and expand their English language proficiency because doing so necessitates regular opportunities for them to interact with foreign language communication. Fourth, because there aren't many colleagues teaching the same subject, English language teachers feel more alone than teachers of other subjects. Lastly, what sets English language teachers apart from teachers of other subjects is the requirement for outside assistance in order to learn the subject. English language teachers need to find ways to offer extracurricular activities that allow for the creation of naturalistic learning environments in order to provide effective instruction. In other subjects, these activities are not as necessary (p. 3). According to the scholar, these factors can serve as an illustration of how language teachers' unique qualities have been conceptualized. This demonstrates that in order to achieve successful

results, English language teachers require special consideration when designing their continuous professional development.

According to Diaz-Maggioli (2003), there is evidence to suggest that programs that let participants take part in the planning, organization, management, delivery, and evaluation of all activities in which they are expected to participate are more likely to succeed than those that follow a top-down approach, with administrators making decisions on behalf of teachers. Moreover, Tomlinson (2004) suggests that "teachers should be provided with opportunities to engage in decisions regarding what they will learn, how they will learn it, and how they will apply it." Surveys, interviews, and teacher-led group discussions can all be used to accomplish this. As previously pointed out, there is a lack of consensus when it comes to developing professional development activities that are effective. "The appropriateness of any particular model varies depending on the goals, the content, and the context for implementation," according to Guskey (1999, p. 29). Depending on their identities, career stages, professional backgrounds, dispositions, and contextual factors, teachers have different professional needs. Pasternak and Bailey (2004) contended that there exist disparities in the language proficiency and professional preparation requirements of native and non-native English speaking educators.

The aforementioned concepts generally stress that designing professional development programs for teachers should start with determining their needs and ending with attainable objectives. It is stated that the design needs to be inclusive and appropriate for the teaching environment. Moreover, the establishment of a connection among the different entities involved in the process improves the realization of the desired outcome when implementing professional development activities. Ethiopian teachers participate in formal programs and short- and long-term professional development courses as part of their in-service training. Still, given that the majority of schools are concentrating on government-provided training, it appears that teachers are not engaging in all professional development activities. This could have something to do with its education system, which appears to be primarily motivated by politics rather than by the caliber of teachers, who are essential to enhancing education. Therefore, in order for teachers to become professional and fulfill their own as well as the institution's objectives, they must make the decision and be committed to engaging in various professional development activities. To address this, a great deal of corrective action must be taken by policymakers and implementers.

2.6. Features of English Language Teachers' Change in Continuous Professional Development

English language teachers in a worldwide society must improve in several areas, including attitude, skill, and knowledge. This is due to the fact that until the teaching staff is changed, significant changes in student learning cannot be achieved.

2.6.1. Attitude

The first area in which English language teachers need to adapt is their attitude, and this is where they are most needed in the increasingly globalized world. Crystal (1997) defines attitude as the evaluative reaction to objects, behaviors, events, and situations that are the result of individual beliefs and opinions. A teacher's belief, according to Woods (1996), is the sum of all of their embraced attitudes, values, beliefs, ways of thinking, images, knowledge, conception, working principles, practical knowledge, and implicit theories. A person's attitudes are their opinions about something or someone that are shaped by their experiences, both positive and negative. Where do these attitudes originate is the most crucial question to ask when talking about beliefs. How come they take so long? A person's attitudes are their opinions about something or someone that are shaped by their experiences, both positive and negative.

2.6.2. Skills

The second part that English language instructors must build skills, which are associated with the technical or practical knowledge required to accomplish or conduct an action or item. Skill can only be acquired via actual experience, and cannot be obtained by telling. This is similar to an engineer who knows how homes are built but lacks the technical ability to do it. Language teachers must engage in professional development activities that cover reading, writing, speaking, listening, vocabulary, and other language-related topics. English language teachers must have a high degree of proficiency in the language and serve as role models for their students.

2.6.3. Knowledge

The third aspect that English language instructors need to change in their profession is knowledge. This refers to an individual's understanding of a particular subject or concept. Shulman (1987) has outlined seven categories that form the framework for a teacher's knowledge base: content knowledge, general pedagogical knowledge, pedagogical content knowledge,

curriculum knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational goals, purposes, and values. Widodo (2018) identified ten knowledge domains that encompass the expertise of English language teachers. These domains include content knowledge, pedagogical knowledge, pedagogical content knowledge, knowledge of educational contexts, language policy and curriculum knowledge, research knowledge, knowledge of reflection, technological knowledge and literacy, technological pedagogical content knowledge, and knowledge of disciplinary language.

The knowledge categories of English language teachers are closely related to the competencies they must build in their profession. These knowledge categories have a significant role in setting the areas of professional development that English language teachers must pursue. The next section will explain the ten knowledge domains that compose English language teachers' expertise.

2.6.3.1. Content or Subject Matter Knowledge

Teaching requires having a solid understanding of content or subject matter. Subject matter is defined by Shulman (1986, p. 9) and Wilson et al. (1987) as teachers' comprehension of theories or evidence within a domain and their knowledge of the subject matter's structures. Teachers' subject matter knowledge should include "the knowledge of substantive structures" and "the knowledge of syntactic structures," according to Wilson et al. (1987). This knowledge includes the theoretical as well as practical aspects of the subjects that teachers teach.

Shulman (1986) states that subject matter knowledge requires teachers to have a deep understanding of the subject they teach, which distinguishes them from other teachers and novice teachers of the same subject. Richards (2010) defines subject matter knowledge as "what teachers need to know about what they teach". This knowledge encompasses discourse as well as formal aspects of the English language, such as syntax, phonology, grammar, and the use and comprehension of written and spoken language. It is necessary for teachers of English to be knowledgeable about vocabulary, text structure, sentence construction, paragraph development, social function, and generic structure.

English language teachers must possess adequate language knowledge and be able to perform their language competency in both spoken and written forms. This will increase their confidence

when conducting instructional activities and interacting with other teachers, as well as assist them in delivering and transforming learning materials to students. According to Richards (2010), a teacher's effectiveness is influenced by their command of the subject.

Further, English language teachers must possess knowledge of vocabulary, grammar, functions, sentence patterns, paragraph development, and discourse, linguistic, factual, socio-cultural, and strategic knowledge to teach learners functional texts. In order to do this, one must comprehend grammar, vocabulary, functions, sentence patterns, paragraph development, idea generation, topic sentence writing, and supporting details. The curriculum also requires that teachers possess the discourse, linguistic, factual, sociocultural, and strategic knowledge listed.

2.6.3.2. Pedagogical Knowledge

To conduct effective classroom instruction, teachers must be knowledgeable. Knowledge of learners, knowledge of contexts, knowledge of educational ends, purposes, and values, as well as pedagogical content knowledge are among the various kinds of knowledge that teachers need to possess, according to Shulman (1987). Considering that it is linked to teaching knowledge and requires years to develop, pedagogical knowledge (PK) is fundamental. Scholars such as Krepf et al. (2018), Nilsson & Loughran (2012), Banks et al. (2005), and others have asserted that teachers' content knowledge (CK) and pedagogical knowledge (PK) do not function independently but rather in concert to produce effective teaching. Teachers want to guide students' learning through the use of pedagogical knowledge.

The elements of teachers' pedagogical knowledge (PK) and their efficacy in teaching and learning have been studied. Tseng (2016) took into account three crucial PK elements, beginning with lesson design, classroom administration, and learning evaluation. According to Ball et al. (2008), PK is made up of information about students, teaching, general and specific content knowledge, and student information. Eight macro-categories of the professional knowledge (PK) of English teachers have been successfully mapped out by Moradkhani et al. (2013). These include language and related disciplines, theories, skills, and techniques of teaching English language, context and social relations, class, time, and gaining knowledge of management, studies and professional development, practicum, instructors and their assessment, and reflective and essential teaching. According to Jones & Vesilind (1996), pre-service English teachers' PK is redeveloped while they are on the teaching experience. A Lesson Study (LS) model for

improving teachers' pedagogical knowledge and teaching quality was presented by Cerbin & Kopp (2006).

Pedagogical knowledge is generally complicated since it includes elements that pre-service, in-service, experienced, expert, and novice teachers need in order to effectively teach their subjects to students. It is also asserted that pedagogical knowledge and other types of knowledge, including technological and pedagogical content knowledge (TPACK), pedagogical content knowledge (PCK), and content knowledge (CK), are inseparably linked and cannot be distinguished from one another.

2.6.3.3. Pedagogical Content Knowledge (PCK) and Technological Pedagogical Content Knowledge (TPACK)

The concept of pedagogical content knowledge (PCK), introduced by Shulman in 1986, underscores the integration of pedagogy and content knowledge into a unified understanding of how subject matter can be effectively taught to diverse learners. PCK goes beyond simply knowing a subject; it involves the ability to organize, represent, and adapt the content in a way that makes it accessible and engaging for students, through various instructional strategies, examples, and demonstrations (Shulman, 1987). PCK thus serves as the unique knowledge base for teaching, differentiating the educator's role from that of a subject-matter expert by focusing on how content can be delivered in a structured and learner-centered manner (Park & Oliver, 2008; Fernandez-Balboa & Stiehl, 1995).

In the context of technological advancements in education, this idea has evolved into frameworks such as Technological Pedagogical Content Knowledge (TPACK). TPACK builds on Shulman's PCK by incorporating technology as a critical element in teaching. It emphasizes the dynamic interplay between content knowledge, pedagogical knowledge, and technological knowledge, helping teachers integrate digital tools into their teaching in ways that enhance student learning and engagement (Mishra & Koehler, 2006). Like PCK, TPACK emphasizes the importance of understanding how different components—technology, pedagogy, and content—interact to create effective instructional practices.

The integration of technology in education, particularly in language learning, has been shown to improve student outcomes by increasing motivation, engagement, and learning opportunities (Richards, 2014; Alsied & Pathan, 2013). Teachers who successfully incorporate technology benefit from professional development opportunities that enhance their teaching strategies, particularly in the areas of language education (Harmer, 2007; Wenger et al., 2009). TPACK provides a framework for teachers to make informed decisions about which technological tools best suit their instructional goals, enabling them to deliver content more effectively and foster more meaningful learning experiences (Schmidt et al., 2009; Koehler & Mishra, 2006).

Thus, both PCK and TPACK are essential frameworks that support the evolving role of educators in today's digital learning environments. While PCK focuses on integrating pedagogy with content knowledge, TPACK expands this by emphasizing the role of technology in the learning process. Both frameworks encourage educators to not only understand their subject matter deeply but also to tailor their teaching methods to the needs of learners and the tools available. By participating in professional development programs designed around these frameworks, educators can effectively navigate the challenges of modern teaching and maximize the potential of technology in the classroom (Penuel, 2006; Murray, 2010; Angeli & Valanides, 2009).

2.6.3.4. Knowledge of Educational Contexts

Educational context is the way an educational system is designed to meet certain needs and achieve certain goals and objectives. Curriculum content is a subset of the system, used to convey knowledge and be contextualized to meet learners' specific needs. Achieving specific or universal goals is the aim of educational systems (Oerlemans, 2010). To make it easier for students to grasp the content, a deeper comprehension of context and its uses is needed. Additionally, it needs to strike a balance between the needs of the curriculum and everyone's abilities. To guarantee continuous communication between students and teachers, teaching and learning procedures should be interactive (Wedell & Malderez, 2013). This will establish how successful the change is in terms of results and efficiency. To ensure that instruction is tailored to their needs, students should inform their teachers of the things they need to learn. This can be especially helpful for those who have little to no experience with the language, which makes it especially important when teaching English as a foreign language.

The context of the teaching and learning process must be taken into account when making decisions in the education sector. This covers requirements for resources, education, and training, as well as the time needed to offer tailored services to each individual student. Each learner is different, and the pedagogical strategy should take these needs into consideration for both types of students. According to Nguyen & Hunter (2018), context enables the learning process to be specifically targeted toward the needs and intentions of the students instead of implementing an overall teaching method that focuses solely on teaching a language's fundamentals or teaching it in a way that is ideal according to theory rather than actual practice. In the education sector, choices must be well-informed, and actions must be customized to match the unique needs of each student and focused on achieving predetermined goals and objectives.

The three primary elements of the educational context are people, place, and time (Wedell & Malderez, 2013). In addition to potentially influencing classroom activities, these elements also have an impact on what occurs there. People are involved in educational instruction, and human interactions serve as the mediators in the teaching and learning processes (Wedell & Malderez, 2014). Teachers must work with students of varying cognitive abilities in the same classroom. People become more aware of one another as they relate to one another, which gives teachers the opportunity to determine the most effective teaching strategy (Wedell, 2009).

Wedell & Malderez (2013) indicated that teachers should receive training to understand the different methodologies used in English as a foreign language teaching, develop their teaching approaches, and gain experience in recognizing and teaching to address individual needs. With this, they will be able to use the appropriate techniques for their particular situation to engage students. Instructors must have a thorough awareness of each student's strengths and shortcomings in order to design a lesson plan that will build on those areas and compensate for the weaknesses in order to teach English effectively.

The second component of context is place, which refers to the physical environment in which the instructor and learner meet. Along with the city, region, and nation, it also includes the organization or school where the classroom is located. Other defining characteristics of a place include its culture and language, which can affect how people act and see the world, according to Harris & Jones (2018). The effectiveness of teaching and learning processes can be improved by

contrasting harsh and friendly environments. The physical layout of the learning environment needs to be established so that students are relaxed and prepared to learn.

Policy-makers must understand and react to existing conditions and current thinking in the learning environment to improve the safety and focus of instructors and learners. Change implementation must consider institutional culture, which shapes a school's academic culture, as well as the needs of students and teachers. According to Hauge et al. (2014), educational policies and other macro-level issues can have a significant impact on the culture and practices of education.

Time is the third element of context. Instructional plans are used by teachers to divide up the content into manageable units, specify when each unit will be covered, and estimate how long a program should take to implement. Teaching and learning processes occur at a specific time. According to Farther, Feu-Gelis, and Torrent Font (2019), it is critical for each step of the process that teachers and learners be able to measure time in a way that is comfortable for them and comprehend how time may alter their contextual understanding. This means that, according to Wedell & Malderez (2013), as time goes on, both what teachers view as "possible" and what is deemed desirable or necessary will alter on a macro and micro level. Time is a crucial component of the teaching and learning processes because it gives clarity to the timelines that will be used to cover the content. When teaching English to speakers of other languages, for instance, learning objectives may suffer from a lack of preparation, an arbitrary schedule, or the setting of unachievable goals that cannot be met in the given amount of time.

Thus, context can help the teacher better understand the student, their needs, and their concerns when teaching English, especially when English is being taught as a foreign language. With this knowledge, a teacher can then structure the lesson and give instruction in a way that best meets the needs of each individual student. The only way to properly and effectively carry out the learning process is to examine this culmination of context. In general, English language teachers CPD should be designed in a way that they can understand the value of educational context in their teaching effectiveness and student's achievement.

2.6.3.5. Language Policy and Curriculum Knowledge

Language curriculum and policy have a significant impact on how languages are taught in schools (Olson, 2007). A more communicative, learner-centered approach is becoming the norm in language instruction (Pica, 2000). Teachers are better able to incorporate broader context into their lesson plans when they are aware of the curriculum and language policies. The decision to teach a particular accent, vocabulary, or spelling is directly influenced by the status planning in language policy formation, so having a broad understanding of language policy (LP) affects teachers' performance (Bionco, 2010). Cooper suggests that a planned intervention in language teaching methodology be called language acquisition planning, as cited in Wiley (2009). Moreover, a product called language policy (LP) establishes rights, functions, and access related to language (Phillipson & Skutnabb-Kangas, 1996). Consequently, educators embraced the latest language policy's attempts to enhance English language instruction (Awan, 2010).

Conversely, Hasan (2008) notes that curriculum is defined as the objectives or goals of education and describes the quality standard that students should attain. Furthermore, curriculum is defined as "educational ideas, a written plan where the ideas are documented, and the experience the students have as teachers realize the document into reality," according to Hasan (2008). Therefore, in order to customize the materials and effectively plan, carry out, and assess their teaching practices, educators must be aware of and understand the intended curriculum objectives. In order to assist students in meeting the learning objectives listed in curriculum documents, teachers must be knowledgeable about the curriculum. According to Shulman (1986), knowledge of the curriculum refers to comprehension of certain grade levels and subject areas. Teachers' "understanding of the programs and materials designed for the teaching of particular topics and subjects at a given level" is how Wilson et al. (1987) describe this knowledge. It follows that curriculum knowledge is concerned with teachers' comprehension of what the curriculum specifies should be taught to students at various levels, including the intended objectives.

In general, to improve the attributes and accomplishments of teachers and students, respectively, language policy and curriculum knowledge should generally be taken into account when designing professional development programs for English language teachers.

2.6.3.6. Research Knowledge

Teachers can conduct various types of research in the classroom or at the school, including action research, school-based research, teacher research, and classroom research. Teacher researchers are conducting these studies to analyze and pinpoint a problem or issue that exists in the school and in the classroom and for which they are hoping to find a solution (Burns & Kurtoglu-Hooton, 2014). Action research has an unclear history, but it continues to influence educational research to this day (Masters, 1995). To find a solution, teacher-researchers analyze and identify a problem or issue in the classroom and throughout the school.

According to McNiff (2010), action research has several advantages for teachers' professional development. It assesses if a teacher's methods are producing the intended results, assesses pedagogies that require modification or improvement, and assigns a value to one's work and career (Morales, 2016). One of the main objectives of research-based reflective teaching is for teachers to recognize the issue, consider it, and make an effort to resolve it. As a result, both the teachers' and the students' learning improve when they can choose the appropriate teaching pedagogies and styles (Hine, 2013). Through research studies, teacher educators can become more confident in their teaching, gain a better understanding of their students, and take responsibility for the teaching and learning that takes place in the classroom (Borg, 2014; Grima-Farrell, 2017; Hong & Lawrence, 2011; Burns, 2010). They can also share best practices that are noteworthy for the learners with other educators.

Teachers and other education practitioners may find school- or classroom-based research to be both challenging and rewarding. Although doing so can enhance their professional qualifications, expertise, and experience, many educators are hesitant to undertake it due to the prospect of increased workloads (Cain, 2011). Identification and resolution of issues in the classroom and school are the main goals of research, with an emphasis on reflective teaching practices and classroom teachers acting as researchers (Burns, 2010). Implementing transformative education, helps teachers develop professional research skills and closes the knowledge gap between theories and practice (Hine & Lavery, 2014).

Research on teachers as researchers in the context of research has not been extensively studied. According to Biruk's (2013) findings, a dearth of research knowledge, inadequate training, seminars, and workshops, as well as a lack of funding, prevented many teachers from conducting

research. Ellis & Loughland (2016) discovered that the obstacles that prevent teachers from producing high-quality research outputs include time constraints, syllabus completion pressure, a lack of research training, results documentation, school administration, a commitment to completing the research, and looking for a research partner. According to Vásquez (2017), among the difficulties faced by Colombian teachers who conducted research were a deficiency of funding and a lack of research expertise. According to Norasmah & Chia (2016), among the obstacles stated to keep teachers from conducting research are time and workload constraints, a lack of research expertise, and a lack of support.

Therefore, in order to encourage teachers to participate in research, education authorities should address the difficulties that they face. To encourage them to conduct research studies, this entails offering sufficient funding for research, research training, workshops, and other forms of assistance. According to Bughio (2015), educators who are actively engaged in research at their institution will have the opportunity to examine, appraise, and test their pedagogies and methods of instruction, which will affect the success and learning of their students. GrimaFarrell (2017) identified pragmatic measures to entice educators to conduct research, including assessing their requirements, providing research training and related initiatives, emphasizing cooperative research, and establishing robust support networks between educators and school administration.

2.6.3.7. Knowledge of Reflection

Language teachers should be aware of reflection as a means of facilitating self-reflection and inquiry. "Reflection in action" and "reflection on action" are the two categories of reflection that Schön (1987), cited in Giovannelli (2003), distinguished. To evaluate their pedagogical approaches, language instruction, and teaching resources to students' learning outcomes, teachers should begin with an assessment of the English language classroom. They will be able to recreate and enhance a specific teaching and/or learning scenario thanks to this.

Because it improves both teaching practices and teachers' professional lives, reflective teaching—becoming critical of oneself—has gained importance in the professional practice of English language teachers. Dewey (1933) coined the term "reflective teaching," which Pedro (2006) cites. He believed that reflective teaching was crucial to enhancing language instruction. He also said that "reflection is an active and deliberative cognitive process that involves sequences of interconnected ideas that take into account underlying beliefs and knowledge.

Teachers who are unreflective often focus on finding the most effective and efficient means to solve problems. In this regard, teachers need reflection to change their routines and realize the problems arising in the classroom, as routinized teaching methods are common due to teaching beliefs or lack of professional development.

According to Dewey's theory, reflection necessitates knowledge-based foundations, language skills, the desire to change and an understanding of why particular actions occur in the way teachers teach. It also implies that teachers ought to be able to acknowledge and take into account alternative contemporary pedagogical concepts discovered in research studies or professional development courses. Further, Zalipour (2015) indicated that “reflective practice for teaching is for teachers who are willing to think about their teaching practices and examine themselves and their practices in the interest of continuous improvement.” This implies that teachers must commit to studying their teaching practices and developing action plans to improve their education instruction. In line with this, Impedovo & Khatoon (2016) states that a teacher can be a reflective practitioner by analyzing and questioning, showing consideration for feelings and behaviors, keeping a record of significant events, sharing stories about students' learning, asking colleagues and families for insights, and reading professional literature.

Regarding the aforementioned points, it is agreed upon by Zalipour (2015) and Impedovo & Khatoon (2016) that reflection is, in line with Dewey's definition, a process of reconsidering and evaluating actions in order to reach teaching and learning objectives.

Schön's (1987) definition of reflection served as the basis for MacKinnon's (as stated in Tairab (2003) reflective cycle, which was divided into three stages: initial problem setting, reframing, and resolution. According to Al-Issa and Al-Bulushi (2010), systematic and public reflection on teaching and learning is necessary for its effectiveness, this allows one's teaching and works to be available for critical peer review and use. Furthermore, Al-Issa and Al-Bulushi (2010) it is imperative that trainers thoroughly educate themselves on reflection and reflective teaching, as this should have a positive impact on the performance of their trainees.

In the English language context, reflective teaching is the ability to think about teaching performances in the classroom and make decisions to improve them and acquire knowledge from

experience. It is not only to reflect on every day but also to make decisions and implement them to improve teaching actions and promote students' learning (Trujillo, 2015).

Ahmad et al. (2013, p. 73) state that reflective teaching has been believed a crucial element of language instruction. It helps language instructors become more proficient by fostering the critical thinking and problem-solving abilities that are essential to the success of language instruction. Professional development programs are an open door for improving English language teaching and learning in Ethiopia. Language teachers are encouraged to be more competent and to develop critical thinking and problem-solving skills through reflective teaching, which is regarded as an essential component of language learning and teaching (Ahmad et al., 2013).

Moreover, reflection is a broad thinking process that entails assessing teacher performance in addition to being critical of one. It is crucial for learners who are taking a more active role in their education as well as for the transformation of a community. According to Erginel (2006), reflective teaching helps pre-service and in-service teachers make sense of their experiences by allowing them to analyze various perspectives and evaluate those perspectives in the context of theory and their own socially constructed value judgments. In order for teachers to advance their teaching practices more effectively, they must engage in reflection—an analytical and critical process of considering various actions, attitudes, and decisions.

According to Soisangwarn & Wongwanich (2014), reflective teaching is beneficial for teacher professional development because it pushes educators to consider managing the classroom and students from a variety of angles, drawing on assessment results. Mathew (2012) offered an additional perspective to the discussion by stating that:

Reflection involves a critical examination of self-motivation and thinking to improve productivity in teaching and students' learning. Learning involves acquiring competence through action and experience, while teaching involves engaging learners in the process of the activity. Helping learners understand failures and creating awareness of self-correction can improve classroom performance (p. 206).

According to Mathew's (2012) arguments, reflective teaching is influenced by language teachers' self-evaluations, which require a thorough comprehension of their methods and motivations.

2.6.3.8. Knowledge of Disciplinary or Classroom Language

Teachers' classroom language is an important tool for teachers to organize teaching and a source for students to acquire language. It can stimulate students' interest in learning and enhance their confidence in the target language, while also providing learners with language input in the target language. It is believed that the quantity and quality of teachers' classroom language can affect or even determine the success of classroom teaching. Therefore, it is important to understand and study teachers' classroom language.

Teachers' classroom language or discourse is a language used by teachers in the course of teaching (Ellis, 1999). It is often simplified to have the characteristics of a foreign language or other simplified language. In English class, the teacher's discourse is both a demonstrative role in the use of target language and an important way for students to input language.

There are various ways to look at the use of English in English instruction. First, language use as a medium of instruction is viewed as a process, context, process, and product variable from the standpoint of language teaching studies (Peck, 1988; Chaudron, 1988). Process variables involve characteristics of the language teachers, context variables affect general teaching situations, process variables involve all things that make learning take place, and product variables measure attitude changes in students. The utilization of English as a medium of instruction induces various factors that influence students' ability to learn effectively.

Second, using English as a medium of instruction can be viewed from the standpoint of the acquisition and learning process as a method and source of exposure for students to develop their interlanguage skills (Krashen, 1987; Ellis, 1987). To provide students with comprehensible English language input—such as rules and prosody—that they cannot receive in non-native English societies, teachers use English in the classroom. The more teachers speak English, the more input they give students in the language, and the more students learn the language, the more interlanguage proficiency they acquire.

Third, using English as a medium of instruction is viewed from a sociolinguistic perspective as using language choice in context (Ellis, 1987; Chaudron, 1988). Instructors must choose language from their source of proficiency in order to convey their ideas in a context-appropriate manner. They also need to consider the lexical and grammatical elements that correspond with

students' comprehension levels. Students' comprehension and acquisition of the language they are learning are motivated by the way teachers select and use language.

Fourth, integrating components of teaching essence can be achieved through the use of English as a medium of instruction in formal learning or teaching (Stern, 1984). The components include the teacher who is implementing educational tasks, the learners to whom the tasks are directed, the instructional resources serving as educational messages, and the method used to instruct or transfer knowledge to the learners.

Lastly, verbal behaviors include the use of language as a means of instruction. When speaking to their teacher or among themselves, students in foreign language classrooms exhibit overt behaviors (Chaudron, 1988). Only verbal behavior categories like greeting, starting the teaching process, monitoring the process, checking on students, assessing learning achievement, inspiring the students, and ending the class can be used to measure and observe a teacher's language and talk.

English teachers' classroom English plays a crucial role in classroom teaching, and its quality and quantity have a direct influence on students' language development and English learning. It can be explained from four aspects: organization, teaching, interaction, and inspiring and encouraging. Organization English is an important guarantee of effective English classes while teaching English can broaden students' horizons and enrich their minds. Interaction English can serve as a tool for teacher-student interaction while inspiring and encouraging English can help to arouse students' interest in English learning. Finally, English teachers' knowledge of effective classroom English is a kind of facilitation that can help students learning by providing organized teaching procedures, clear instructions, positive feedback, and an ideal classroom atmosphere for learning.

Cheng (2009) outlines four features of English teachers' classroom English: authenticity, interactivity, logicity, and standardization. The authenticity of English teachers' classroom English can be described from three aspects: the authenticity of conversational context, the authenticity of language in discourse, and the authenticity of conversational content. Interactivity can be divided into four conditions: to improve classroom participation, for the construction of knowledge, for language input, and for the organization of classroom activities (Arnold, 2000;

Cao, 2010; Fu, 2008). Logicality includes two aspects: logical order and discourse coherence. Standardization implies that what teachers say should be correct, accurate, and appropriate, and should be by the majority of English native speakers. However, in Ethiopia, most English teachers in high school are Ethiopian with no experience of living in those countries where English is the native language. In general, English teachers' classroom English is essential for high school students learning enthusiasm. However, there are problems with their classroom English, such as not speaking systematically and not keeping a good balance between positive and negative feedback. It is important to provide continuous professional development for English teachers to improve their proficiency in using appropriate classroom English to mobilize students' learning enthusiasm. Teachers can play many roles in the course of teaching, but they should always use correct and accurate classroom English to stimulate students in interactive ways.

Generally, English language teachers must possess a range of knowledge domains to be effective, including content or subject matter knowledge, pedagogical knowledge, and pedagogical content knowledge (PCK), which are fundamental for delivering lessons and adapting content to students' needs. Additionally, they must understand educational contexts, language policy, and curriculum to align instruction with standards and cater to diverse learners. Research knowledge and reflective practice enable continuous improvement by allowing teachers to analyze and enhance their teaching methods. Technological Pedagogical Content Knowledge (TPACK) is increasingly important for integrating digital tools into instruction, while mastery of classroom language helps organize lessons and engage students effectively. Overall, while all these domains are significant, the most crucial ones are content knowledge, pedagogical knowledge, and Pedagogical Content Knowledge (PCK). Mastery in these areas enables English language teachers to deliver lessons effectively and adapt content to meet student needs. Moreover, reflective practice is essential for continuous improvement, allowing teachers to refine their approaches based on classroom experiences. Additionally, in modern education, Technological Pedagogical Content Knowledge (TPACK) is increasingly important for enhancing engagement and learning outcomes.

2.7. Needs Analysis

A program's or curriculum's needs analysis is a crucial first step. Needs analysis, according to Nunan (1988), should be the first step in creating a curriculum or syllabus. Creating a targeted course that meets the needs of various stakeholders—including employers, language schools, and students—is vitally important. A thorough and accurate needs analysis guarantees the effectiveness of language instruction, which makes it easier to accomplish the previously established objectives. It is also possible to review and reevaluate the current program using the data gathered during a needs analysis process as benchmarks. The meaning of needs and needs analysis is gradually expanded after two or three decades of development. In particular, these concepts will be explained from English for Specific Purposes (ESP). The definition of needs and how they are categorized in the needs analysis theory will be reviewed in this section based on the opinions of various scholars.

2.7.1. Meaning of Needs Analysis

The term "needs analysis" was first used in reference to language instruction in the 1920s (White, 1988; West, 1997). However, it gained popularity in the 1970s and early 1980s thanks to a number of significant publications related to teaching English for Specific Purposes (ESP), including those by Richterich & Chancerel (1980) and Munby (1978). English for General Purposes (EGP) employed needs analysis, but the focus shifted from language needs of learners to learning needs. This has been an important development in the foreign language teaching course design process.

As of right now, Brown's (1995) definition of needs analysis has been cited the most. He defines needs analysis as the information-gathering process's activities. The course designers will take the information into consideration when creating a curriculum that meets the needs of a particular set of students. One of the most important and essential components of a methodical curriculum or program design is needs analysis.

According to Richard, Platt, and Weber, as cited in Brown (2001), needs analysis is defined as a process that prioritizes the needs of a learner or group of learners who require a language or program. Subjective and objective data, including information from tests, questionnaires, interviews, and observations, are used in the needs analysis process. It is important to note that the needs outlined in this definition pertain to the learners who are involved. Additionally,

learners' language requirements must be categorized and ranked based on both subjective and objective data. Needs analysis, according to Dudley-Evans and St. John (1998), is the process of figuring out "what and how of a course."

McCormick, Stufflebeam, Nelsonand, and Brinkerhoff (as cited in Brown, 2001) provide a more comprehensive definition of needs analysis. They define needs analysis as the procedure that ascertains what is required or beneficial to achieve a "defensible purpose." They place special emphasis on "defensible purpose" in their definition.

According to Pratt (1980), needs analysis is "an array of procedures" that are capable of determining, validating, and ranking needs. The two main terms that set this definition apart from the others are "to validate needs" and "an array of procedures." While "to validate needs" suggests that needs are not absolute and should be continuously assessed for validity to make sure they are the true needs for the learners involved, "an array of procedures" indicates that a variety of information-gathering tools can be used during the needs analysis process.

Using needs analysis, educators can verify their prior assumptions about students' educational needs. It guarantees that the particular program is adaptable to the students' needs. Thus, needs analysis plays a major role in helping program designers create learner-centered materials, choose relevant materials and instructional strategies, and conduct fair assessments. Professional development is more effective and target-oriented when needs analysis is used. Throughout the professional development program, needs analysis can be completed at any point. When completed early in the program, it can give teachers insight into what the learner and teachers bring to the table; when completed midway through the program, it can give teachers a broad picture of what has been accomplished and what the learner needs to know going forward. Students will be even more motivated to learn once they realize that educators are looking for unique needs and interests.

2.7.2. "Needs" in Needs Analysis

Numerous writers have explored the various meanings of needs. Needs are defined by Widdowson (1981) as the learners' expectations for what they will learn after completing the language course, as well as their current and future needs. Most likely, needs refer to what society or the teaching organization considers essential to learn from a language program or

instruction (Mountford, 1981). Both of these definitions are goal-oriented and treat needs as the study or working needs of the participants.

Richterich & Chancerel (1980), on the other hand, believe that information about the learners who will be enrolled in a language course and their plans for using the language after the course should be taken into account when identifying language needs. According to Brindley (1989), needs can be equated with learners' "wants" or "desires," which relate to the things that students personally wish to learn beyond the requirements of their program. "The gap between the current situation and the anticipated future state" is how Berwick (1989) defines "needs" (p. 52). Because they are process-oriented, these researchers concentrate more on the needs of the learner and the goals that the students have for the language course. In summary, the target situation is the source of goal-oriented needs, while the learning situation is the source of process-oriented needs (Dudley-Evans & St. John, 1998).

According to Robinson (1991), needs are sometimes misinterpreted for deficiencies that need to be addressed, such as what language learners are currently unable to do or are ignorant of. Comparing student opinions with those of the teaching authorities can be useful when determining a course's objective or curriculum. In the process of creating learning activities, organizing techniques, and choosing resources and lesson content, "conflict" may also unavoidably arise between students and teachers (Brindley, 1984). Regardless of what needs are deemed necessary, goals ought to be predicated on them.

2.7.3. The Classifications of "Needs"

Various scholars have differing opinions about how needs are classified. Berwick (1989) made the distinction between felt and perceived needs. According to him, felt needs are the needs of the learner, and perceived needs are goals established based on the experiences of others in the classroom. According to him, experts' perceptions of the educational gaps in other people's experiences were what determined perceived needs. Since perceived needs represented teachers' or educational settings' external assessments of language learners' needs, perceived needs were frequently seen as normative, genuine, and objective. Conversely, felt needs were those that the students believed they were in need of. The learners' emotions, beliefs, and presumptions were connected to their felt needs. They fit the definition of "wants."

Other categories of need types were provided by Brindley (1989) and Robinson (1991), who introduced the concepts of objective needs and subjective needs. According to Brindley (1989), objective needs are those that are deduced from the "factual information" that learners provide. This information includes their perceived language difficulties, their level of language proficiency during course attendance, and their need for language in authentic communication scenarios. Accordingly, objective needs are those that are determined by using precise, observable information about the circumstances, the learner, the language that needs to be learned, and the learners' current proficiency and skill level (Brown, 1995).

Teachers can diagnose students' objective needs by analyzing their biographical data, which includes information about their age, gender, nationality, marital status, educational background, prior language courses taken, language patterns, difficulty learning a foreign language, and current or future profession. This data ought to be integrated into the objective needs assessment procedure. Subjective needs, on the other hand, are learners' emotional and cognitive needs related to language acquisition. It speaks of the needs deduced from the learner's "affective and cognitive factors." These variables include the learner's expectations, cognitive styles, personality, self-esteem during the learning process, and level of confidence (Brindley, 1989). According to Graves (2000), some learner data should be gathered in order to evaluate subjective needs. The learners' expectations for themselves and the language course, the language, the targeted culture, the learners' attitudes toward learning, and their "underlying purposes" are a few examples. There are situations when it is difficult to diagnose a subject's needs, and in many cases, students themselves struggle to articulate them clearly.

Hutchinson and Waters (1987) distinguished between two types of needs: "target needs" and "learning needs." The authors who support the target needs in English for Specific Purposes are Hutchinson and Waters (1987). It is more helpful to examine the target situation in terms of "necessities," "lacks," and "wants" in order to more clearly illustrate the "target needs." They contend that the needs of the target situation—in which the teachers must be proficient in the teaching in order to function effectively—determine what constitutes "necessities." Since professional development places a strong emphasis on meeting the needs of individual teachers, simply listing the necessities is not adequate. Then, by comparing what is needed with what the teacher already knows, "lacks" of teachers can be determined. In that scenario, what the

teacher already knows should also be identified. The school can then determine whether or not teachers should receive the instruction, as well as how much. In other words, the disparity between teachers' "target proficiency" and "existing proficiency" is the source of their deficiencies (Hutchinson and Waters, 1987).

Target needs, as defined by Hutchinson and Waters (1987), place a strong emphasis on letting teachers voice their own expectations regarding the needs of their target situation. Subjective and objective needs are cognitively related to the idea of "wants." "Target needs" are evaluated from an objective standpoint, disregarding the teachers' role. The fact remains, though, that the teachers are aware of what they need. Subjective needs are the needs of the teacher and reflect the "wants" defined by Hutchinson and Waters (1987) since they are associated with the teachers' expectations and feelings regarding their professional development needs. As a result, while teachers may perceive their subjective needs, program designers are likely to perceive their objective needs. Numerous instances in the evolution of professional development have demonstrated that there is no necessary connection between the designers' perception of necessities and what teachers desire or feel they need. It is important for program designers to consider what the teachers want to know after completing the program, as the teachers' perception of needs can occasionally even differ from the designers'. Furthermore, because both definitions are concerned with the learners' or teachers' own perceptions of their needs, Berwick's definition of "felt needs" and Hutchinson and Waters' (1987) definition of "wants" are similar to one another.

Hutchinson and Waters (1987) assert that it is never sufficient to plan a course based only on the intended goals, just as it is insufficient to believe that a trip can be organized based only on its beginning and ending points. The route's requirements, possibilities, and limitations (learning situation) also need to be considered. Concerns regarding the path from the beginning point (lacks) to the end point (necessities) are central to learning needs. For instance, teachers may be highly motivated to learn the material or perform the task, but they may grow disinterested in the lengthy, boring, and outdated teaching materials. Learning ought to be productive, gratifying, controllable, and pleasurable. It is more focused on learning than on knowing. Practical experience has shown that Hutchinson and Waters' concept of "learning needs" and their analysis of it are quite helpful. Therefore, teachers' needs should always be taken into account during the

learning process. Course designers must assess each teacher's individual learning needs based on their motivation, the circumstances surrounding the learning environment, and their prior knowledge and abilities.

Hutchinson and Water (1987) also proposed two types of needs: process-oriented and product-oriented. While the latter places greater emphasis on the entire process, the former emphasizes the requirements for learning in the target situation and is situation-specific and result-oriented.

Situational and communicative needs are two more categories of need types. Situational needs center on the broad strokes of a program, encompassing the objectives, standards, learning preferences, and skill levels of teachers. The expectations, methods, and teaching styles of the trainers are examples of situational needs. The needs of the teachers in the intended scenario are referred to as communicative needs. The environment in which teachers will use the contents of the program, their role in relationships in the target situation, the language skills (reading, writing, speaking, and listening) that are necessary, the teachers' upcoming interactions and tasks, and the level of language proficiency that the target situation requires are all considered aspects of communicative needs (Richards, 1990). Given that they both speak to the needs of the teachers in the target situation, Richards' definition of communicative needs and Hutchinson and Waters' (1987) definition of target needs partially overlap. The primary distinction between target needs and communicative needs is that the former place a direct emphasis on the needs of the teachers in their target situation, while the latter compare the teachers' current teaching competence to the necessary language requirements of the target situation and identify the gaps between the two.

Nunan (1999) prefers to distinguish between "content needs" and "process needs" in addition to the commonly accepted categories for needs. Process needs relate to the selection and sequencing of learning tasks and experiences, whereas content needs include the selection and sequencing of things like concepts, grammar, vocabulary, topics, and functions. Shu (2004) claims that there have been two primary needs covered: those of society and those of the learners. While teachers' needs include both objective and subjective information, society's needs are defined as those of the government and social organizations. According to him, teachers' age, educational background, and current proficiency in teaching the subject are examples of

objective information, whereas their preferred course length and intensity, learning objectives, and instructional strategies are examples of subjective information.

2.8. Factors Influencing Teacher Professional Development

Numerous scholarly articles highlight the fact that not all attempts at professional development yield the desired results. The effectiveness of professional development is influenced both positively and negatively. According to Villegas Reimers (2003), conceptual, contextual, and methodological factors all play an important role in how effectively professional development programs. Organizational culture, external agencies, the role of school leadership, and the level of support provided to site-based initiatives are examples of contextual factors. How change, instruction, and teacher development are viewed is all affected by conceptual factors. Methodological factors are associated with procedures or processes that are intended to facilitate the professional development of teachers.

Three categories were established by Kwakman (2003) to group factors influencing professional learning. First, there are personal factors, such as attitudes toward work, feasibility and meaningfulness assessments, emotional weariness, and a sense of losing personal accomplishment. Second, task factors include participation, autonomy, job variety, emotional demands, and performance pressure. The third category of work environment factors consists of collegial, management, and intentional learning support.

Given that Kwakman's classification includes these important internal and external factors, it appears to be inclusive. It is inherent for both internal and external factors to have an impact on teachers' ongoing professional development. Particularly in light of the growing emphasis on school-based professional development for teachers worldwide, the influence of school leadership and culture is acknowledged as a significant barrier to or facilitator of teachers' professional development practice. Effective professional development programs have demonstrated that, in order to accomplish the desired reform goals, school leadership needs to be devoted and supportive. Desimone et al. (2002) claimed that district and school leaders' enthusiasm and support for professional development has a significant impact on teachers' ability, willingness, and motivation to adopt ideas, activities, and curricula promoted in professional development. In a similar vein, Klinger (2004), as referenced in Caspersen (2015), discovered that the most fruitful professional development initiatives for teachers are those that

have clear administrative support, last a long time, and involve the teachers in taking charge of their own professional development as well as peer mentoring.

The effectiveness of professional development programs can also be influenced by individual factors, such as the attitudes and beliefs of teachers. Hoban & Erickson (2004) cited Putnam & Borko (1997). A key factor in how people create personal meaning is the prior knowledge they each bring to the learning environment, which also gives their participation context. They go on to say that unless someone has this need or motivation, it is all too easy to lose sight of the goal of professional development tasks and instead focus on daily routines.

In conclusion, continuous professional development for teachers is the result of an integrated interaction of internal and external factors. To get the intended outcomes, all of these factors need to be considered. In addition, all parties engaged in ensuring the successful implementation of educational reforms should have heightened their awareness and understanding and committed to the same outcome.

2.9. Review of Local Studies on English Language Teachers' Professional Development Needs

Although the focus of this study is analyzing the professional development needs of high school English language teachers, it is worthwhile reviewing previous studies about the issue of professional development needs, perceptions, and hindering factors.

Mijena (2013) explores the need for professional growth of ELT teachers and the critical importance of professional development for English Language Teaching (ELT) teachers in Ethiopia. He found that the quality of English language education is heavily dependent on the proficiency and competency of teachers. It critiques the current state of English language instruction, where many Ethiopian students struggle with language skills due to the lack of qualified teachers and limited language practice outside the classroom. He argues that sustainable professional development strategies focused on subject matter, language skills, pedagogy, and curriculum are essential for improving ELT in Ethiopia. He also highlights the challenges of localized English, which deviates from global standards, further emphasizing the need for teachers to enhance their competence to prepare students for a globalized world. He advocates for collaborative efforts among teachers, institutions, and educational bodies to implement effective professional development programs tailored to the needs of English

teachers. The research calls for a shift in mindset, urging teachers to embrace continuous learning and self-improvement, drawing lessons from life stories like that of the eagle's renewal process. He concludes by stressing that improving the competence of ELT teachers is crucial to meet the educational and developmental goals of the country.

Daniel et al. (2019) investigates the preferences of EFL teachers regarding professional development (PD) activities. They found that the majority of teachers prefer short-term training and workshops as their primary PD activities. School-based mentoring and peer coaching are also favored, though there is a lack of platforms for effective mentorship. They noted that while teachers are engaged in various PD activities, there is little follow-up or evaluation of their impact on classroom practices. Teachers are often required to participate in CPD activities imposed by school administration without considering their personal preferences or needs. They concluded that PD activities should be better aligned with teachers' interests and career development goals, with a focus on more individualized and reflective practices to ensure lasting impact on teaching quality.

Taking six primary schools as the focus of his study, Abrar (2023) examines the continuing professional development needs for primary school English language teachers in Ethiopia. The findings reveal that while most teachers self-assess their English-speaking and reading skills at an intermediate level, there is a significant need for continuous development in language proficiency, pedagogy, and content knowledge. Teachers often rely heavily on textbooks, reflecting limited creativity and language usage in the classroom. The study emphasizes the necessity for tailored professional development programs that address the specific needs of English language teachers, improving their effectiveness and, consequently, student achievement. Recommendations are made for the Ministry of Education to design professional development initiatives based on these findings.

Abrar & Hailu (2022) examines the continuous professional development (CPD) needs and challenges of primary school English as a Foreign Language (EFL) teacher in Ethiopia. The study employed a mixed-methods approach, using surveys and interviews with 50 primary school EFL teachers, four principals, and three trainers to identify both the specific professional development needs and the challenges faced by these teachers. The results revealed that EFL

teachers in Ethiopia strongly desired training to improve their English language proficiency, particularly in speaking, writing, listening, and reading, alongside pedagogical skills. However, significant barriers hindered their professional growth, including a lack of institutional support, insufficient training incentives, personal financial challenges, and inadequate opportunities for professional development. Teachers also faced challenges related to overloaded classes, lack of time, and unmotivated colleagues. The study emphasized the need for context-specific CPD programs that address both personal and institutional challenges to help EFL teachers develop the necessary skills to improve student outcomes. The findings point to a critical need for systematic CPD planning and greater support from educational institutions to help teachers achieve professional competence and success in their teaching careers.

Similarly, Getachew et al. (2019) investigates the professional development needs of primary school English as a Foreign Language (EFL) teacher in Ethiopia. The study employs both qualitative and quantitative approaches to identify gaps in teachers' training and performance. Findings reveal that the current Continuous Professional Development (CPD) programs were inadequately aligned with teachers' needs, as no formal needs assessment was conducted before the programs were designed. The teachers exhibited significant deficiencies in the basics of English language skills such as speaking, grammar, and writing, and reported difficulties in performing key teaching tasks, including classroom management and communication. The study recommends a more targeted approach to CPD, focusing on subject-specific skills and methodologies to improve teacher effectiveness and student outcomes in primary schools.

The study conducted by Belilew & Hailemariam (2017) aimed to identify the obstacles faced by Ethiopian EFL primary school teachers in the southern Tigray region in terms of their professional development. The researchers employed a mixed-methods research design and utilized descriptive analysis to examine the information gathered from questionnaires and interviews in order to explore the barriers that hinder teachers' professional growth. The study's findings demonstrated that the primary causes of self-imposed barriers to professional development activities included a lack of interest, job dissatisfaction, an unappealing wage, inadequate knowledge and skills in conducting action research, and misunderstandings about the meaning of continuous professional development and how it is to be applied. The study also discovered that the primary external barriers to professional development, even in the presence

of sufficient on-the-job training, were supervisors' lack of knowledge, expertise, and workload in teaching English as a foreign language, as well as their lack of support and acknowledgement from stakeholders.

Degife (2022) explores how reflective teaching is utilized as a professional development tool among English as a Foreign Language (EFL) teacher in Addis Ababa. Using a mixed-methods approach, the study examines both quantitative data from questionnaires and qualitative data from interviews. Findings suggest that while many EFL teachers perceive themselves as using reflective teaching practices, the majority exhibit only pre-reflective behaviors, characterized by automatic, unexamined responses to classroom situations. The study highlights a significant gap between teachers' self-perception and their actual engagement with reflective practices, often lacking theoretical grounding or critical self-assessment. It calls for more structured training programs that emphasize deeper reflective practices and critical thinking, suggesting that more institutional support is needed to develop a reflective teaching culture that can lead to sustained professional growth and improved educational outcomes.

Overall, these local studies have looked into some aspects of the professional development for English language teachers, and highlight the urgent need for sustainable strategies to enhance teachers' language proficiency, pedagogical skills, and content knowledge. The some of these studies reveal that the quality of English language education suffers due to a lack of qualified teachers, limited professional development opportunities, and insufficient institutional support. While teachers often engage in short-term workshops, there is little follow-up or alignment with their specific needs, leading to limited impact on classroom practices. Significant barriers, including overloaded schedules, inadequate incentives, and a lack of tailored training programs, hinder teachers' professional growth. There is a consensus that professional development must be better aligned with teachers' preferences, more context-specific, and supported by institutions to improve teaching quality and student outcomes. Reflective teaching, while recognized as beneficial, is often underutilized, further highlighting the need for deeper engagement with professional growth initiatives.

Although these studies reported much about the professional development needs and factors hindering their participation, none of them have explored the professional development needs in terms of lacks, wants and necessities in the context of the high school English language teachers.

2.10. Theoretical and Conceptual Framework of the Research

2.10.1. Theoretical Framework of the Research

Needs analysis and andragogy offers a comprehensive framework for studying English language teachers' professional development needs. Needs analysis is a systematic approach used to identify gaps between teachers' current skills and the competencies required for effective teaching in the target situation. Further, it involves classifying and describing relevant curriculum, instructional, and management goals to align learning with the unique circumstances of the learner or trainee. It relies on data collection through surveys, interviews, and classroom observations to pinpoint specific areas where teachers require support (Graves, 2000). This approach is highly effective because it provides an objective, data-driven foundation for designing professional development programs that are directly aligned with teachers' real-world challenges.

Scholars have distinguished between various types of needs, Brindley (1989) has identified the terms "objective and subjective needs," Dudley-Evans & St John (1998) identified as "perceived and felt needs" "target situation/goal oriented needs and learning needs," "product-oriented needs and process-oriented needs" and Hutchinson & Waters (1987) identified "necessities, wants, and lacks". The objective and perceived needs of outsiders are those that can be determined from the facts, from what is known and verifiable, according to Brindley (1989). If learning the language is a requirement for graduation, for example, then students' needs to study English are both perceived and objective. However, if needs are felt or subjective, they are defined by insiders and pertain to affective and cognitive aspects, such as "to help oneself more capable in one's school or workplace" or "to be confident" (Brindley, 1989, p. 65). Process-oriented needs are addressed in learning environments, while product-oriented needs are suited for goal-oriented situations.

Dudley-Evans & St John (1998) further distinguish between learning situation analysis (LSA) for subjective, process-oriented needs and target situation analysis (TSA) for objective, product-oriented needs. They also recommended performing a present situation analysis (PSA), which identifies learners' prior knowledge or schemata. Hutchinson & Waters (1987) proposed two needs analysis taxonomies: "target needs," which is believed to be the umbrella term that hides a number of important characteristics, and "learning needs," which described how the learner/trainee will be able to move from the onset (lacks) to the objective (necessities). They also provided comparable but different definitions and classifications of "needs". Three terms were used to define "needs" by Hutchinson & Waters (1987, p. 55): "lacks," "wants," and "necessities." The definition of "necessities" was given by them; they were the kind of need that the target circumstances dictated in order for the learner/trainee to be able to achieve the desired outcome. As per their assertion, the needs of the learner or trainee to be able to perform well in the target situation, or the demands of the target situation, determine the type of need (p. 58). Hutchinson and Waters stressed that it is not enough to simply list the requirements; it is also important to know what the learners or trainees already know. Consequently, learners' gaps can be easily identified by comparing the target competency with the current competency (Hutchinson, Waters & Breen, 1979). A more thorough and precise syllabus will be developed once the curriculum/program developers have a clear proposal about the needs of the learners to the target circumstances and will undoubtedly have a vision as to cope with their lacks.

In professional development contexts, target situation analysis (TSA) is crucial for evaluating teachers' target working needs, but present situation analysis (PSA) is also necessary to address their existing gaps. Hutchinson & Waters' framework, although focused on target situations, remains relevant and practical for analyzing adult learners' needs, especially in professional development settings. Giving practitioners enough information about their current abilities and knowledge to allow for some forecasting is the aim, then. In line with this, Richterich (1984, p.29) commented that "...a need does not exist independent of a person, and it is people who built their images of the needs on the basis of data relating to themselves and their environment".

Teachers' needs and wants should be taken into consideration by program developers creating new professional development programs or redesigning ones, as they plan the learning needs and determine the target circumstances. Teachers need to understand the "necessities" of the target

objectives. Teachers' perceptions of their target needs are crucial information for the researcher to consider. Their needs can be compared to those that the course designers have determined. It is imperative that designers of courses and programs take these distinctions into consideration when organizing their content. Determining the trainees' learning objectives can be done by examining the target situation. In order to design materials, courses, or programs, West (1998) emphasized that the first step is to assess learners' target needs and target level performance in the target situation. The researcher must, therefore, evaluate the English language teachers' professional development schemata. The distinction between the two could be referred to as "teachers' lacks." A necessity analysis is the same as a TSA, a wants analysis is the same as an LSA, or learning situation analysis, and a lacks analysis is the same as a PSA, or present situation analysis, according to Dudley-Evans & St John (1989, p. 4). Hutchinson & Waters (1987, p. 53) disagreed with Dudley-Evans and St. John's classification, arguing that "there is no obligatory connection between necessities distinguished by sponsor and what the teachers wish for or feel they need." They saw needs, want, and lacks from two different angles: learners/trainees saw the world subjectively, while course/program designers saw it objectively. Hutchinson & Waters (1987) assert that the target situation by itself isn't a trustworthy indicator. They continued by saying that the conditions of the learning environment and the learner's prior knowledge, abilities, and motivation to learn are the most important factors.

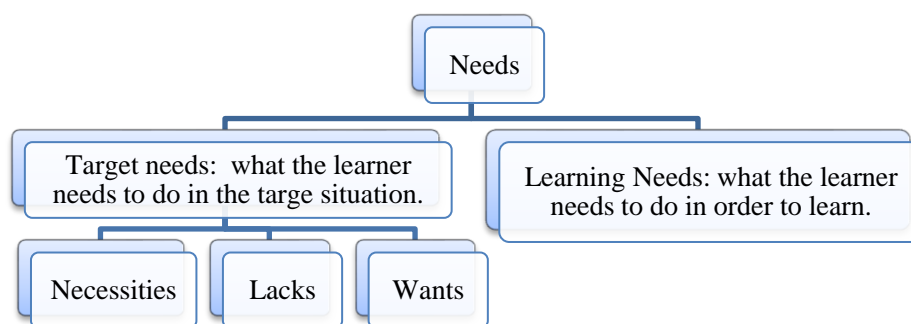


Figure 1: Hutchinson & Waters' (1987) Classification of Needs Analysis

The researcher concurred that the integration of needs analysis approach by Hutchinson & Waters (1987) and Dudley-Evans & St. John (1998) offered a thorough framework for analyzing teachers' target situations. Even the researcher discovered that Hutchinson & Waters' (1987) approach, which placed too much emphasis on the target situation needs, was out of date and less

comprehensive than Dudley-Evans & St. John's (1998) ideas on needs analysis. However, Hutchinson & Waters' ideas were much more precise and had clear target goals. The approach proposed by Hutchinson and Waters is also workable for adult learners or postsecondary educational institutions that offer specific occupational courses. The researcher found that Hutchinson and Waters' ideas are more realistic and useful in the context of the research, so they were employed in this study. Furthermore, Hutchinson and Water's framework is comparable to analyzing learning needs and more practical for analyzing the target situation. The study discovered that their works are helpful in analyzing the professional development needs of high school English language teachers.

Furthermore, when needs analysis combined with andragogy, the theory of adult learning developed by Knowles (1980), the process becomes even more tailored to the specific needs and learning preferences of adult learners. Andragogy emphasizes the importance of self-directed learning, practical application, and respect for the learner's prior experience. By merging these two frameworks, professional development programs can be more personalized and relevant to teachers' unique contexts.

A key benefit of this combination is that it ensures professional development programs are both data-driven and personalized. Needs analysis helps identify specific gaps in teachers' knowledge and skills, while andragogy ensures that these gaps are addressed in a way that respects the autonomy and experience of adult learners. Adult learners, including teachers, are motivated when they can see the relevance of professional development to their work and when they are given autonomy in the learning process (Knowles, 1980). This means that once a needs analysis identifies a specific gap—such as a lack of knowledge in integrating technology into language teaching—the professional development program can be designed to allow teachers to choose specific digital tools or platforms they want to explore. This approach aligns with the adult learner's need for practical, self-directed learning, making the professional development more engaging and effective (Graves, 2000; Knowles, 1980).

Another advantage is that this combination is teacher-centered and context-specific. While needs analysis ensures that professional development is relevant to the specific context in which teachers work (e.g., rural vs. urban schools, or primary vs. secondary education), andragogy

ensures that the professional development acknowledges the experiences and expertise that teachers already possess (Knowles, 1984). By applying principles of andragogy, the professional development program can focus on practical, problem-solving strategies that are directly applicable to that context, ensuring that teachers feel the professional development addresses their immediate needs.

The combination of these frameworks also promotes empowerment and ownership of learning. Needs analysis provides a structured way to assess gaps, but andragogy ensures that teachers are given autonomy to engage in professional development that aligns with their professional goals and interests (Graves, 2000; Knowles, 1984). This aligns with self-directed learning, a key principle of adult learning, where learners take responsibility for their own growth. Teachers who are involved in identifying their own professional development needs are more likely to engage with the learning process and apply new skills in the classroom. Additionally, the combination ensures that professional development is practical and problem-centered, which is central to andragogy. Needs analysis helps identify specific challenges teachers face in their classrooms, while andragogy ensures that the professional development focuses on real-world problem-solving. Adults learn best when they can immediately apply what they have learned to solve problems (Knowles, 1980). This approach ensures that professional development has an immediate impact on teachers' practice and student outcomes.

Finally, combining these approaches ensures that professional development respects prior experience and expertise. While needs analysis identifies areas where teachers need support, andragogy emphasizes that teachers bring valuable prior knowledge and experience to the professional development process (Graves, 2000; Knowles, 1984). This is critical for adult learners, who prefer to build on what they already know rather than starting from scratch, and this approach acknowledges teachers' prior experiences and creates a more respectful, engaging learning environment.

In conclusion, combining needs analysis and andragogy provides a powerful approach for studying English language teachers' professional development needs. Needs analysis ensures that professional development programs are based on concrete data about teachers' current challenges, while andragogy ensures that the programs are designed in a way that respects

teachers' autonomy, prior experience, and preferences for practical, self-directed learning. By blending these two theories, professional development programs can be both relevant and engaging, empowering teachers to take ownership of their professional growth and effectively apply new skills in their classrooms. This combined approach leads to more meaningful and impactful professional development experiences that are aligned with the complex realities of English language teaching.

2.10.2. Conceptual Framework of the Research

The conceptual framework below describes the research which conducts by the researcher. This descriptive study analyzes the professional development needs of high school English language teachers with particular reference to Gamo Zone. To analyze the professional development needs of high school English language teachers, some considerations should be taken into account, including the target needs analysis, which emphasize on what the teacher needs to do in the target situation based on the construct of English language teachers' professional development as indicated by Widodo (2018). Furthermore, in his study, Widodo (2018) identified several key constructs relevant to the professional development of English language teachers. These constructs include 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). Additionally, the Hutchinson & Waters (1987) needs analysis framework combined with the Knowles (1980) andragogy - the adult learning theory was used. The researcher concluded that combining these two offers a comprehensive framework for studying English language teachers' professional development needs. Secondly, it is important to consider the reflection of high school English language teachers on the program they are implementing in their schools. Additionally, it is crucial to evaluate whether the current professional development adequately meets the needs of high school English language teachers. Finally, it is necessary to identify any barriers that may impede English language teachers from participating in professional development opportunities. These four points should be identified to get an input for the design of the professional development program, and each stage of the need analysis remains important for this research. Consequently, identifying and acknowledging high

school English language teachers' needs of professional development hopefully can help in program development. Trainers can design instructional strategies that enable teachers to reach personal as well as program objectives. Additionally, the information from the analysis can be used to establish the content of the professional development that high school English language teachers' need for their teaching profession.

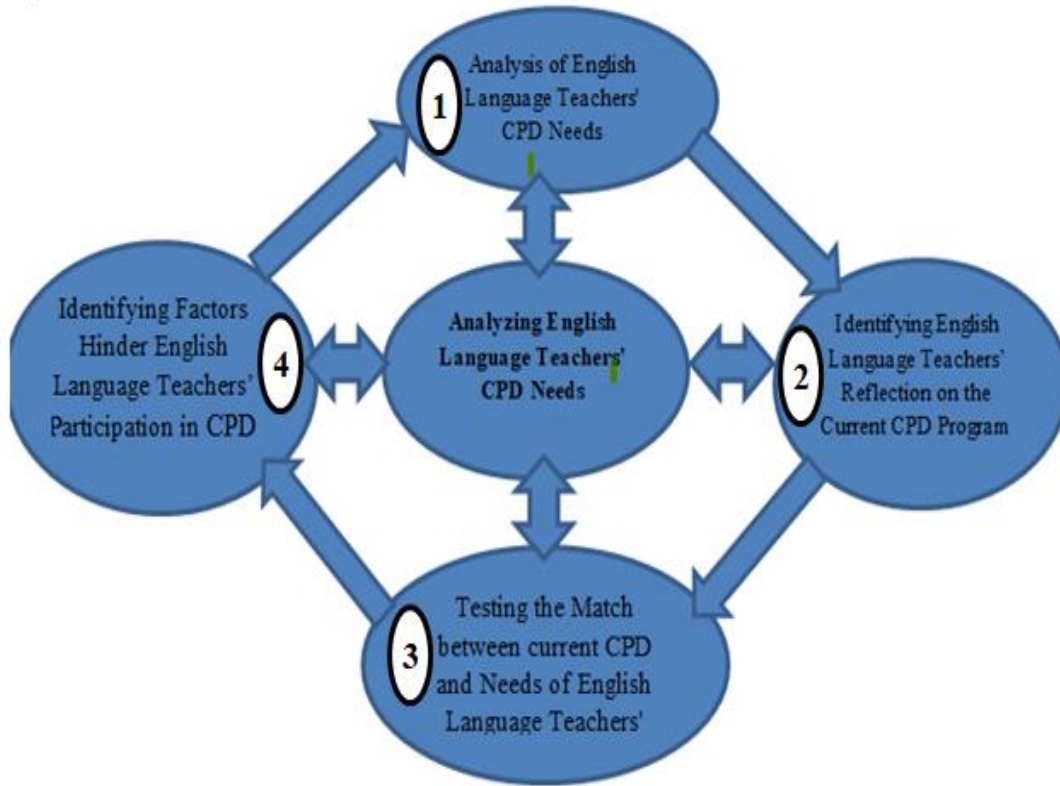


Figure 2: Conceptual Framework of the Research

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter provides an in-depth exploration of the research methodology implemented in the study, encompassing various key components such as the research design, the research site, samples, sampling techniques, data collection instruments, validation of instruments, the pilot study, data collection procedures, methods of data analysis, and ethical considerations used in the study.

3.2. Research Design

Given the nature of the research problem—analyzing the professional development needs of high school English language teachers in the Gamo Zone, Southern Ethiopia Regional State—a mixed methods design was chosen for this study. Firstly, as noted by Mertens (2005), cited in Dorneyi (2007, p. 149), “mixed methods have particular value when we want to examine an issue that is embedded in a complex educational and social context.” It is true that analyzing the professional development needs of English language teachers is a result of the complex interrelationships between different educational and social domains. Therefore, if a mixed methods approach is used, research issues embedded in such contexts can be better investigated.

Secondly, since the phenomenon under investigation was a social phenomenon characterizing people's common practices and beliefs, an analysis of the issue raised by this research must consider a number of aspects of the phenomenon (Jacob, 1987). Such data collection may largely benefit from qualitative techniques. However, unless it is paired with an objective description of the phenomenon using quantitative methods, depending only on this subjective interpretation of the phenomenon might not provide a full picture (Creswell, 2009). The researcher's pragmatic stance made the combination of qualitative and quantitative methods suitable for this investigation.

The final justification relates to reducing the possibility of biases influencing study outcomes in cases where the investigator is well-versed in the subject matter being studied (Davis, 2007). For

this study, I found that gathering only qualitative or quantitative data from a small number of subjects would be inappropriate because it could lead to a subjective interpretation of the results. In order to gather data from various source that was both quantitative and qualitative in nature and produce a more reliable result, the researcher chose to employ a mixed methods design.

It is common—and even advised—for mixed methods studies to use an embedded model of data collection, in which one type of data predominates (Dorneyi, 2007; Creswell, 2009). These authors claim that by using this technique, researchers can narrow and organize their research more effectively. The QUAN + qual design suggested by Dorneyi (2007) was employed because the study places greater emphasis on quantitative data. (The plus symbol indicates that the quantitative data was collected concurrently with the qualitative data, and the capital letters show how much weight was given to the quantitative data. More details regarding the nine possible typologies are available in Dorneyi (2007).

As a result, this design was used to collect the data needed for the study through tests, questionnaires, and interviews. The test was used to determine the professional development knowledge areas currently held by English language teachers at Gamo Zone high schools. Furthermore, as suggested by Widodo (2018), the test was designed using the knowledge that includes the assessment of the needs of English language teachers prior to the implementation of professional development programs. These areas of professional development are closely related to the competencies that teachers must acquire.

A questionnaire was employed to find out English language teachers' difficulties in teaching English, to identify their reflection on the current professional development program they are participating in, to identify English language teachers' needs of professional development program, to identify purposes to participate in program, to identify what barriers affect English language teachers' participation in program. Additionally, the purpose of the questionnaires was to cross-check the test results regarding the difficulties that English language teachers face when teaching the subject. High school English language teachers were surveyed using a semi-structured interviewing method to gather information about their reflections, needs, goals, and the barriers that hinder them from participating in the program. Additionally, the results of the test and questionnaire were cross-checked and triangulated using the interviews.

Both quantitative and qualitative methods were used in the data analysis because the study included both types of data. Using descriptive statistics, including mean and standard deviation, the quantitative data from the test and questionnaire - which served as the study's main source of data—were examined. On the other hand, following the application of a methodical coding process, the qualitative data obtained from high school English language teachers through interviews was subjected to a thematic analysis.

3.3. Research Site

Data were gathered from high schools in Gamo Zone, a zone in Southern Ethiopia Regional State. The zone has fourteen *woredas* and four administrative towns. Arba Minch Town, the capital of Gamo Zone, is about 500 kilometers south of Addis Ababa, at an elevation of 1285 meters above sea level. There were three 79 high schools and 208 English language teachers during the study period. Based on the 2007 census conducted by the Central Statistical Agency of Ethiopia (CSA), the zone has a total population of 1,659,310 of whom 779,332 are men and 879,782 women; with an area of 18,010.99 square kilometers. According to the recent educational statistics of Gamo Zone there are 79 high schools and 208 English language teachers were found in the above mentioned *woredas* and town administrations.

3.4. Samples and Sampling Techniques

The participants in this study were high school English teachers who served from 2021 to 2023 and currently teach English in high schools in the Gamo zone. The aim of this study was to analyze the professional development needs of English language teachers in the Gamo Zone of the Southern Ethiopia Regional State. Furthermore, course designers take into account needs analysis as one of the information-gathering activities when developing a curriculum that is customized to meet the needs of a particular group of students (Brown, 1995). Therefore, this study requires the consideration of different English teachers who contribute to the analysis of their professional development needs and it is justified to include them in the study.

In addition, according to the Gamo Zone Education Bureau, there were fourteen *woredas* and four administrative cities. The researcher's preliminary data showed that there were 79 secondary schools and in 2021-2023, 208 English teachers worked at the above-mentioned high schools. Of these, 96 (46.15%) English teachers were selected for the main study. The main purpose of this study was to analyze the professional development needs of English language teachers in the

case of Gamo Zone in Southern Ethiopia Regional State. Therefore, I was confident that this size was sufficient for the study.

These participants were chosen for the main study using both stratified random sampling and purposive sampling. First, a criterion was set for the targeted sample, meaning that they needed to be engaged in professional development activities at their respective schools and be in their second year of teaching or above. Because their greater experience in professional development, they had much more information than pre-service teachers who had less than two years of teaching experience. Furthermore, a method of stratified random sampling was employed. This method was chosen because many secondary school English teachers who work in the few or limited *woredas* would have an opportunity to be chosen if the selection process was entirely random. The study aimed to analyze the professional development needs of English language teachers across various subjects and gain a comprehensive understanding of their common professional development needs. To ensure the necessary data for the study, it was not appropriate to select a large number of subjects from small or limited areas.

Therefore, when choosing subjects using this method, 79 secondary schools were located and classified into fourteen (14) *woredas* and four (4) administrative cities based on the list of *woredas* and high schools that was provided by the Gamo Zone Education Office. Then, numbers were assigned to the high schools within each category. Each first and last numbered secondary school from each category was then selected, resulting in a total of 96 English teachers (Given, 2008).

3.5. Data Collection Instruments

Both qualitative and quantitative data collection tools were used in this study as the research design is a mixed methods research design and includes three instruments: a test, a questionnaire and interviews. Therefore, it is better to use as many tools as possible in a research as it will be important to triangulate the data at the discussion and interpretation stage in the research. The reason for using these data collection tools was that the data collected using a tool needs to be checked for validity and reliability using other methods in order to draw a more acceptable conclusion. Therefore, the tools were developed based on the insights obtained from the literature.

3.5.1. Test for English Language Teachers on the Scopes of English language Teachers' Professional Development

The test was used as one of the quantitative data collection tools in this study. Different types of tests provide a valuable option for the needs analyst, but the types of tests available are different and, in some cases, as problematic as those used for traditional assessment purposes (Long., 2005). The test was used to identify the present situation of high school English language teachers in terms of English language teachers' professional development areas as outlined by Widodo (2018) and to decide the difficulties that English language teachers encounter in teaching the language. These areas of knowledge are closely related to the competencies that teachers must acquire. Further, these knowledge areas includes content knowledge, pedagogical knowledge, pedagogical content knowledge, knowledge of educational contexts, language policy and curriculum knowledge, research knowledge, knowledge of reflection, technological knowledge and literacy, technological-pedagogical content knowledge and knowledge of disciplinary language.

Subsequently, the test was designed based on the literature reviewed and the knowledge which comprises English language teachers' professional development programs as stated by Widodo (2018). These knowledge areas were clearly presented in the test to assess the needs of English language teachers before implementing professional development programs. In addition, the test was limited to 60 multiple-choice questions and divided into ten categories based on the scopes of professional development programs for English language teachers. Each of these areas of knowledge was represented by a unique set of multiple-choice questions (ranging from 4 to 10).

3.5.2. Questionnaire

The self-reporting questionnaire consisted of five sections, each designed to achieve the following objectives: 1) gather information about the difficulties experienced by English language teachers in teaching English; 2) identify the needs of English language teachers in terms of professional development scopes; 3) examine the reasons why English language teachers choose to participate in professional development programs; 4) determine how English language teachers are reflected in the current professional development programs and 5) explore

the factors that hinder English language teachers from participating in professional development programs.

The questionnaire, which included 50 items divided into ten scopes related to the professional development of English language teachers (see Appendices A and B). The participants were asked to indicate their difficulties in teaching English and their needs based on the scopes of English language teachers' professional development. Respondents were asked to rate their agreement with these sections of the questionnaire on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The third questionnaire (See Appendix – C) was consisted of 50 items which were categorized in to ten scopes of English language teachers' professional development similar to the first and second parts, and participants were asked to reflect on the current professional development that they are practicing in their school. In contrast to the previous two sections of the questionnaire, respondents were asked to rate their level of agreement on a five-point Likert scale from 1 (strongly agree) to 5 (strongly disagree). The fourth questionnaire (See Appendix - D) was consisted of 10 items which aimed to examine English language teachers' purposes to participate in professional development program. Moreover, respondents were asked to specify their level of need on 4 point Likert scale from 4 (Very High Level of Need) to 1 (Low Level of Need). Finally, the fifth questionnaire (See Appendix - E) was consisted of 15 items, and respondents were asked to rate the degree to which the mentioned variables are impeding their ability to participate in a professional development program. To indicate how serious these factors were, participants were asked to rate each item on a 5-point scale from 1 (Least Serious) to 5 (Most Serious).

Consequently, the questionnaire was designed based on the literature reviewed and the knowledge which comprises English language teachers' needs assessment before conducting professional development programs as stated by Widodo (2018). Furthermore, since the questionnaire is organized in the form of close-ended questions; I incorporated a qualitative data gathering tool which was interview. According to this Dorneyi (2007), states that if there are possibilities of missing relevant information with the close-ended questionnaire, focus group discussion and interviews will be used in the study could manage it.

3.5.3. Interviews

In this study, interviews served as supplementary data collection tools and, when combined with other instruments, such as questionnaires, allowed for the generation of sufficient details. Interviews are a useful tool for gathering rich data in this type of study so that subtle meanings in the phenomena being studied can be understood (Nunan, 1992).

Semi-structured interviews were planned in order to get the participants' qualitative information. As recommended by Nunan (1992), semi-structured formats were favored in order to allow interviewees greater control over the interview process and to make the questions more flexible. Semi-structured interviews enable the interviewee to "elaborate on the issues raised in an exploratory manner," according to Dornyei (2007, p. 123). Furthermore, I thought that using a semi-structured format would allow the participants to freely express their emotions, which would enable them to obtain information that other methods of data gathering might not be able to.

The interview items were developed based on the research objectives and questions to elicit information from English language teachers.

3.6. Validity and Reliability of Instruments

Following the development of these data collection tools as previously mentioned, a variety of techniques have been used to obtain proof of the validity and reliability of these tools. Evidence of these attributes from the expert validation team and the pilot study are covered in this section.

3.6.1. Validity and Reliability of Interviews

There don't appear to be any clear and fast rules for establishing the validity and trustworthiness of qualitative data-collection tools like interviews. This appears to be the reason Gray (2004, p. 218) remarks, "Since interviews often come from a more qualitative perspective, it would be a mistake to apply these concepts (of validity and reliability) rigidly." Due to this requirement for flexibility, a researcher—especially one conducting a mixed methods study—must, from the outset, obtain evidence of validity and reliability by making appropriate decisions regarding the subject selection process, data collection procedures, and analysis, as well as the methods chosen for the mixed design (Dornyei, 2007 & Creswell, 2009). This is not to argue that interviews cannot be assessed both before and during for legitimacy and authenticity.

According to Gray (2004, p. 219), "in the case of structured and semi-structured interviews, the issue of validity can be directly addressed by attempting to ensure that the content of the question directly concentrates on the research objectives." In order to achieve this level of validity, the interview items prepared on the basis of the literature were evaluated by two TEFL PhD holders currently teaching in the Department of English Language and Literature of Arba Minch University.

According to Wiersma (2000) and Gray (2004), having more than one interviewer and using the same methodology for different interviews can help to reduce bias. A written interview guide was used, with questions answered in the same order and adequate time provided to various responders to allow them to express themselves freely. As a result, interviews were pilot tested before being used in the main study. Some changes were made to the interviewing processes based on the knowledge gathered from the study.

3.6.2. Validity and Reliability of Questionnaire and Test

The three experts who validated the interview questions also determined the content and face validity of the questionnaire (all sections) used to gather data from English language teachers. These experts provided the researcher with insightful information, particularly regarding the content validity and lucidity of the questionnaire's instructions and questions (of all parts). Before the questionnaire was used in the pilot study, the researcher made revisions based on their feedback. Five sections made up the original questionnaire, but after the pilot study, three separate questionnaires were added for better analysis.

It was also critical to obtain some evidence of reliability in order to ensure that the questionnaire items produced the data required for the study. According to Dornyei (2003), reliability can be defined as the measurement of the degree of error-free scoring on the data collection tool. Internal consistency is the technique employed in this instance to gauge reliability. The Cronbach Alpha coefficient, which has a range of zero to one, can be used to quantify it. Instruments must score at least 0.60 to be considered reliable (Dornyei, 2003). The Cronbach Alpha was obtained using SPSS version 21 in order to determine the instrument's reliability. The reliability of the device is displayed in Table 1 below. The six instruments listed in Table 1 can be considered reliable, as they meet the minimum acceptable reliability requirement of 0.60.

Table 1: Instrument Reliability

No	Instruments		No. of Items	Cronbach's Alpha
1	Questionnaires	English language Teachers' Difficulties Based on English language Teachers' Professional Development Scopes	50	0.908
		English language Teachers' Needs Based on English language Teachers' Professional Development Scopes	50	0.968
		English language Teachers' Reflection on Current Professional Development Program	50	0.958
		English language Teachers' Purposes to Participate in Professional Development Program	10	0.850
		Factors Hindering English language Teachers' Participation in Professional Development Program	15	0.947
2	Test	A Test Based on English language Teachers' Professional Development Scopes	60	0.750

3.7. The Pilot study

Additional evidence regarding the suitability of the instruments and data collection and analysis procedures used in this study came from a pilot study that was carried out before the main study. A few chosen samples that were not part of the study population were used in its execution. Additionally, the pilot study was conducted following the defense of the research proposal and approval from Addis Ababa University's Department of Foreign Language and Literature. Furthermore, the research supervisor examined and authorized the pilot testing of research instrument drafts. This section discusses the goals of the pilot study, the participants, the methods used for gathering and analyzing data, and the methodological insights discovered during the research.

3.7.1. Purpose of the Pilot Study

The primary goal of the pilot study was to gather information for the main study's design and procedures, i.e., to verify that the instruments and overall protocols were appropriate and to make any necessary revisions before using them in the main study. This is because, according to Wiesma (2000, p. 171) "deficiencies may be uncovered in the pilot run that were not apparent by simply reviewing the items." As a result, the purpose of the pilot project was to determine whether extra items were required and whether the items in the instruments being used were appropriate and clear.

3.7.2. Participants

Participants of the pilot study were 20 English language teachers who are teaching at Gofa Zone (2022) this was not the actual research setting. A test, questionnaires, interviews, and focus group discussions were pilot tested using these study population samples. A test was taken by 11 English language teachers. Whereas interviews were conducted with 5 English language teachers, the focus group discussion was conducted with 8 English language teachers. From this data collection and analysis, some important insights pertaining to the quality of instruments and procedures of the data collection were gained and used in the improvement of instruments and procedures in the main study.

3.7.3. Insights Gained from the Pilot Study

The original plan to the main study was to adopt a mixed methods research design, and the research was designed to use four different types of research instruments, namely a test, questionnaire, interviews and focus group discussion. The data collection procedure in this pilot study used after the researcher agreed on the research design with the supervisor. The research approach, research design and research instruments as originally planned were all put to test in the pilot study. The results of this pilot study assisted the researcher in making adjustments to the instruments and procedures used for gathering data for the main study. These include:

1) Exclusion and Decision not to Use Focus Group Discussion:

After data were collected for the pilot study, an exit interview was conducted with the research participants. This was done to thank participants for the role they played in the pilot study and to elicit their views arising from their participation in the pilot study. The initial purpose of the

focus group discussion was to gather more details regarding the English language teachers' professional development experiences. In the main, the participants opined that the questions asked them during interview and focus group discussion were clear and easy to understand. Nonetheless, it seemed that the information derived from the questions was not significantly different from what English language teachers discussed in individual interviews regarding their professional development experiences. In addition, almost all of the participants said the following: *“Questions asked during interview and focus group discussion were almost the same! And also, participants’ responses were relatively the same.”*

From the perspective of pilot studying, the verbatim excerpt above points to two important inferences. The first inference is that research participants were bored because questions were related and repeated in the two data collection sessions, it might be appear in the main study. The second inference is that the excerpt points to change and make different interview and focus group discussion asked questions. During the interview sessions, the researcher also felt that in some cases, the interview and focus group discussion questions were not probing enough. As a result, during the main study it was decided to cancel the focus group discussion. However, the researcher realized that if there had been more participants in the interviews used for the pilot study, the information would have been more comprehensive. Therefore, it was decided to include more English language teachers as much as possible in the main study's interview session.

2) Revisions Made to Administer a Test and Questionnaire:

In addition to the above, during exit interview, some of participants explained that how they were struggled to respond to the questionnaire because of its presences of five parts in a questionnaire and it was time consuming. The time expected to complete for all five parts of survey was one day. In the pilot study, however, the average time participants consumed to complete the survey was approximately three to four days. So that, the researcher noticed that this could interrupt the response rate of the questionnaire. In line with this, Cook et.al (2000) and Walston et.al (2006) stated that the time it takes to complete a survey questionnaire affects response rates. Further, Koskey et.al., (2015, p. 21) found that students reported that they would be likely to complete a survey “if it is perceived to take less than 10 minutes to complete” and would not likely complete a survey if it was “perceived to take more than 30 minutes to

complete". Therefore, the researcher decided that an average completion time of twenty five minutes would gather an acceptable response rate among the English language teachers; accordingly, for the main study, survey questionnaire was adjusted to administer questionnaires by dividing in to five different questionnaires, so that it could be completed each in approximately twenty five minutes. Following this external adjustment to the research instruments, internal adjustments were also made on the first three part questionnaire.

Further, the internal adjustments made on the first three questionnaires were, first, these questionnaires were organized and categorized based on ten identified English language teachers' professional development areas. Instead of this, the researcher noticed that categorizing questionnaire on the recognized areas and ordering items might give clue so that respondents could answer without reading items followed. Therefore, the researcher convinced not to write title of English language teachers' professional development scopes. In addition to this, another internal adjustment was also made on the wordings of certain items in the questionnaires since these items were used technical terms and phrases.

Finally, there were participant disengagement in taking a test, and it had an important role in impeding the use of test in the research process. Since participant engagement has an important role in the data obtained from the test positively, and the researcher learnt that it is important to encourage the participant engagement and it is important to ask adherence from school directors and higher officials during the test administration.

3.8. Data Collection Procedure

The primary study data was gathered during the academic year of 2021–2022. The researcher needed to find a convenient time for data collection because the type of data needed for this study wasn't the kind that subjects would normally provide in a classroom during a specific season. To put it another way, the data had to be gathered at various stages. As a result, after test, questionnaire, and interview items were modified in light of the pilot study's findings, tests were given to 24 English language teachers, questionnaires were sent to 96 English language teachers, and interviews were held with 8 English language teachers. A total of 76 English language teachers or 79.16% returned the questionnaire out of the 96 that were given. However, these questionnaires were thrown out because 20 subjects failed to respond to some of the questions; as a result, 76 English language teachers' quantitative data was analyzed. Of the 24 test

administered to English language teachers, 22 were attempted to answer for all questions in the test and a return rate of 91.66 %. Therefore, the quantitative data was analyzed for 22 English language teachers test result.

The first quantitative data for the main study was collected using a test which was administered to 24 English language teachers. In doing this, selected English language teachers were asked their agreement (consent) to take a test which was intended to identify the target situation of English language teachers on the scopes of English language teachers' professional development. The agreement (consent) with the English language teachers helped the researcher to arrange convenient time and place to administer the test. This was because the participants might have different reasons for not being able to sit on the test on the same day with other research participants. Furthermore, the test was marked and categorized their achievement in terms of English language teachers' professional development areas as it was mentioned above by Widodo (2016).

Three weeks after the test had been collected; the questionnaire was administered with 96 English language teachers, and it was conducted by the researcher himself. At the time of administering the questionnaire, a paper and pencil approach was used; the questionnaire was administered in person to ensure that the questionnaire would reach the sufficient number of respondents. Then the research participants were informed to read the instruction paper before completing the questionnaire, and they were asked to return back as much as possible. Furthermore, the sheets were gathered, marked, classified and analyzed using simple statistical method using SPSS software. To increase the credibility of the responses to the questionnaire, the participants were informed to be sincere and also asked to give an immediate response to fill the questionnaire to get more valid results.

Following the collection of test and questionnaire data, six English language teachers were interviewed to gather the remaining qualitative data. The researcher conducted the interviews themselves. During the interview, the questions were read aloud one by one from the written schedule, and participants were given ample time to freely share their thoughts. The average length of each interview was twenty minutes. Because the participants requested it and the researcher thought it would enable them to speak freely, the interviews were conducted in Amharic. The participants were informed of the study's objectives and the topics of the

interviews. Participants were told their answers would be kept private in order to promote open and honest participation. The interviews were semi-structured (Singh, 2008), with part of the questions chosen from a prepared list and the rest dictated by the interview's flow, in order to make them more targeted with respect to the study's goal. With the interviewees' permission, audio recordings of every interview were made.

3.9. Methods of Data Analysis

In mixed methods research, researchers use multiple methodological paradigms to gain a more comprehensive understanding of the issues being studied. By combining different methods, they can uncover insights that a single method alone would not reveal. The main goal of mixed methods research is to employ triangulation, which involves using all available methods and sources of data to enhance the validity of findings (Flick, 2017; Gibson, 2017; Creswell, J.W. & Plano Clark, 2011; Hesse-Biber, 2010). Through triangulation, researchers analyze similar constructs using both qualitative and quantitative methods, comparing the data to validate their results. Triangulation also provides additional information and evidence through the complementarity and divergence of results, thereby enriching the research findings (Braun et al., 2020; Morgan, 2019; Caillaud et al., 2019; Flick, 2017; Kern, 2018). Triangulation is an increasingly popular methodological process in research, involving the combination of quantitative and qualitative methods and data to determine whether convergence, divergence, and/or complementarity (the end results) are achieved when addressing research contexts that require the use of multiple methods. Thus, by using this method, the quantitative and qualitative data in the study were analyzed and triangulated.

3.9.1. The Quantitative Data Analysis

The data which were collected through questionnaires were analyzed quantitatively. In preparing the questionnaire data for the analysis, the first research question was answered using a test and questionnaire Part-I, which was aimed to identify the English language teachers' difficulties based on English language teachers' professional development scopes, and the data were analyzed using descriptive statistics i.e. percentile of each response, Mean and Standard Deviation; and rank order were used to show the level of difficulties. The second research question was answered by the second questionnaire, which was aimed at examining English language teachers' reflection on the current professional development program. And it was

analyzed similar to the previous one. The third research question was aimed to see to what extent the current professional development program fulfills English language teachers' need. Further, descriptive statistics i.e. percentile of each response, mean, standard deviation, and Spearman rho (r_s) Correlation were used to analyze the data. Spearman rho (r_s) Correlation was used to see the relationship between the English language teachers' professional development program needs and their reflection on the current professional development program. Finally, the fourth research question was intended to identify perceived hindering factors that English language teachers are facing in the professional development program. And to analyze the data descriptive statistics i.e. percentile of each response, mean and standard deviation were used, and rank was provided. In answering the last three research questions, the data were triangulated with the data obtained from the interviews. The questionnaire data were categorized and analyzed using the data analysis software called Statistical Package for Social Sciences (SPSS). The data obtained from the questionnaire were grouped according to the research questions.

3.9.2. The Qualitative Data Analysis

The data collected from interviews with the high school English language teachers at Gamo Zone were analyzed qualitatively, and the data were transcribed into text, and the following steps were used. First, while writing the verbatim into computer the audio-recorded texts were listened carefully and transcribed into English language because interviews were conducted in Amharic language. For the final touch, the verbatim transcriptions of recorded texts were reviewed to verify and match what was said by each the participant. Secondly, once all the data was transcribed and translated into English, the next step was coding. From the transcript, important codes, meaningful ideas or concepts related to the research questions and/ or research objectives emerged from the data were identified. Then the analysis was made thematically.

In the coding processes of the data, the entire data transcripts were read. While doing so, all information was transcribed, and then looking back to the transcripts to notice other new idea, concepts or themes which should be analyzed. Having the research questions in mind, themes, ideas and concepts of the data were analyzed using comparative analysis. During analyzing the transcripts, the focus was on the frequency and the variety of messages then it was analyzed; the goal was to see what was in common that the participants shared. Thus, the results were integrated and triangulated at the analysis with the data collected from the test and

questionnaires. Finally, the researcher analyzed the data collected in a separate and parallel manner to broaden the research perspective and to complement the findings obtained from qualitative and quantitative data gathering tools.

Lastly, as previously mentioned, during the interpretation stage, conclusions and recommendations were made based on the study's findings. Findings from both qualitative and quantitative data were combined and discussed in terms of the main strands that characterize the professional development needs of high school English language teachers at Gamo Zone.

3.10. Ethical Considerations

In this research endeavor ethical considerations were important and maintained regarding respect for persons, beneficence, and justice are paramount. Respect for persons was ensured through transparent and informed oral consent procedures. In this regard participants were sufficiently informed about the study's objectives, procedures, potential risks and benefits before deciding to participate. They allowed the autonomy to withdraw from the study at any time without consequences. Beneficence guided the study by striving to minimize any potential risks or discomfort to participants, such as ensuring that sensitive information about their professional challenges is handled with discretion and confidentiality. The research aims to benefit participants and the broader educational community by identifying specific professional development needs that can enhance teaching effectiveness and student learning outcomes. Justice was upheld through fair participant selection and equitable treatment, ensuring that all English language teachers have an equal opportunity to participate regardless of their background or location. The study equally considered diversity within the profession to capture a comprehensive range of perspectives and needs. In general, I strictly followed ethical guidelines throughout the research process to assure participants' confidentiality and privacy. Thereby it helps to maintain trust and integrity in the research findings and their implications for educational practice.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSIONS

4.1. Introduction

This study aimed at analyzing high school English language teachers' professional development needs. Besides, it examined high school English language teachers' target needs in the professional development, it examined the high school English language teachers' reflection on the current professional development, it found out whether the current professional development program fulfill with the needs of high school English language teachers, and it investigated the hindering factors high school English language teachers facing in professional development program they are practicing in selected secondary schools in Southern Ethiopia Regional State. The data analysis for each research questions has been presented in the subsections below.

4.2. Analysis and Findings of Quantitative Data

In this section, the analysis and findings of the data drawn from questioner and test with 76 and 22 high school English language teachers are discussed.

4.2.1. High School English Language Teachers' Target Needs for Professional Development

Finding the target needs for professional development among high school English language teachers was the aim of the first research question. Target needs were viewed by Hutchinson and Waters (1987) as a generic term that obscures a number of significant practical differences. An additional useful method would be to examine the target situation in terms of the needs, wants, and deficiencies that were utilized in this study to examine the professional development target needs of high school English language teachers. In order to gather the information needed to respond to this research question, English language teachers were also given three copies of the self-reporting questionnaire. They were asked to respond to these questionnaires on a five-point Likert scale (each questionnaire consists of 50 items) in order to identify the difficulties they face when teaching the subject and to determine the needs area that English language teachers want to train in the professional development program. In addition, ten items on a four-point Likert scale were given to the high school English language teachers in order to verify their purposes for

taking part in the professional development programs. Likewise, a test was given in order to confirm the specific difficulties that the teachers had self-reported in the self-reporting questionnaire. In conclusion, the data gathered using these tools was cross-checked against data gathered from interviews. Then, the outcome is given in terms of needs, wants, and necessities in accordance with the professional development program scopes for English language teachers as follows.

Finding a lack is the first step in examining the target needs of English language teachers in high school. Lack is the difference between what high school English language teachers already know and don't know (Hutchinson & Waters, 1987). To determine the lack of high school English language teachers in the professional development program, data was gathered from 76 high school English language teachers through self-reporting and from 22 high school English language teachers through testing. In addition, the questionnaire had 50 items total, five of which were divided into ten categories of professional development. Moreover, the test was used to identify the present situation of high school 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 in high schools. The test's development was guided by the assessment of English language teachers' needs prior to professional development programs. As a result, before professional development programs were offered, these knowledge domains were included in the test for high school English language teachers' needs assessment. The test was further limited to 60 multiple-choice questions and divided into ten categories based on the scopes of professional development programs for English language teachers. Additionally, the number of multiple-choice questions (ranging from 4 to 10) varied for each of these scopes. Subsequently, based on the scopes of professional development for English language teachers, the results of their lacks are presented in the following section.

Table 2: English Language Teachers' Difficulties of Content Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty of subject matter knowledge	3.9	38.2	18.4	34.2	5.3	2.99	1.052	5
2	I have difficulty on English language proficiency	2.2	25.0	6.6	51.3	14.5	3.50	1.102	4
3	I have difficulty to become nationally competent and model	0	9.2	6.6	65.8	18.4	3.93	0.789	1
4	I have difficulty to update the current skills, and attitudes of teaching English	3.9	2.6	15.8	68.4	9.2	3.76	0.814	3
5	I have difficulty to get relevant contents which promote teaching qualities	1.3	13.2	2.6	64.5	18.4	3.86	0.919	2

The Table 2 reveals that English language teachers' difficulty in the scope of content knowledge. The greatest difficulty of English language teachers is in achieving national competency and role-model status, with the highest mean score of 3.93. This is followed by challenges in updating current teaching skills and attitudes, reflected by a mean score of 3.76, and obtaining relevant content to enhance teaching quality, with a mean score of 3.86. English language proficiency is also a notable difficulty, with a mean score of 3.50, while difficulties related to subject matter knowledge are the least reported, with the lowest mean score of 2.99. In conclusion, while English language teachers find national competency and teaching updates most challenging, improving access to quality teaching materials and maintaining language proficiency are also significant concerns. In addressing these issues the professional development program requires focused support to help English language teachers meet national standards, keep current with teaching practices, and obtain effective teaching resources.

Table 3: English Language Teachers' Difficulties of Pedagogical Content Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty to develop teaching methodologies	0	15.8	1.3	61.8	21.1	3.88	0.923	2
2	I have difficulty to improve continuous assessment skills	0	22.4	5.3	57.9	14.5	3.64	0.989	4
3	I have difficulty to develop knowledge of learners in classroom	2.6	6.6	15.8	57.9	17.1	3.80	0.895	3
4	I have difficulty to use different instructional strategies	1.3	7.9	3.9	53.9	32.9	4.09	0.897	1
5	I have difficulty to equip with classroom management skills	2.6	25.0	10.5	44.7	17.1	3.49	1.125	5

The Table 3 provides an analysis of perceived difficulties faced by English language teachers in various aspects of their pedagogical content knowledge. It reveals that the foremost difficulty is in employing diverse instructional strategies, as evidenced by the highest average score, indicating a significant consensus among respondents regarding this difficulty. Additionally, difficulties in developing teaching methodologies and understanding learners in the classroom are also prominent, with high mean scores reflecting substantial agreement on these issues. Conversely, challenges related to improving continuous assessment skills and classroom management are reported but are perceived as less severe compared to the primary difficulties. Generally, this data underscores that English language teachers experience notable obstacles particularly with instructional strategies, followed by methodological development and student engagement, highlighting areas where further support and intervention may be required.

Table 4: English Language Teachers' Difficulties of Research Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty to develop research knowledge	0	5.3	5.3	65.8	23.7	4.08	0.707	3
2	I have difficulty to update research conducting skills	1.3	5.3	3.9	52.6	36.8	4.18	0.844	1
3	I have difficulty to understand different type of research	0	7.9	3.9	65.8	22.4	4.03	0.765	4
4	I have difficulty to equip how to conduct researches in my profession	0	11.8	3.9	60.5	23.7	3.96	0.871	5
5	I have difficulty to get opportunities to participate in research-related discussions	0	6.6	3.9	61.8	27.6	4.11	0.759	2

The Table 4 presents the difficulties English language teachers faces in various aspects of research knowledge, with the data showing that the most significant difficulty is updating research conducting skills (Item 2), which has the highest mean score of 4.18. This suggests that staying current with research methodologies are perceived as the greatest challenge. Following this, the challenge of getting opportunities to participate in research-related discussions (Item 5) is also prominent, with a mean score of 4.11, indicating a notable difficulty in accessing valuable research dialogue. Developing research knowledge (Item 1) and understanding different types of research (Item 3) are also significant issues, with mean scores of 4.08 and 4.03, respectively. The least challenging, though still a concern, is equipping oneself to conduct research in their profession (Item 4), with a mean score of 3.96. The result reveals that updating research skills and engaging in research discussions are the most critical difficulties faced by English language teachers. These results point to a need for improved professional development opportunities and enhanced access to research-related dialogues. Additionally, while difficulties in developing research knowledge and understanding various research methodologies are notable, they are somewhat less pronounced. Overall, addressing these difficulties requires a concerted effort to

provide ongoing training and support to help English language teachers stay updated with research practices and foster greater participation in research discussions.

Table 5: English Language Teachers' Difficulties of Knowledge of Reflection

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty to practice with collaborative and reflective activities	1.3	17.1	6.6	46.1	28.9	3.84	1.071	2
2	I have difficulty to create opportunities to interact with ideas and practice skills	0	13.2	25.0	46.1	15.8	3.64	0.905	5
3	I have difficulty to give and receive feedback	0	17.1	3.9	52.6	26.3	3.88	0.993	1
4	I have difficulty to develop personal qualities and experiences	0	18.4	9.2	53.9	18.4	3.72	0.974	3
5	I have difficulty to engage physically, mentally, socially, and emotionally	2.6	14.5	14.5	46.1	22.4	3.71	1.056	4

The Table 5 evaluates the difficulties encountered in various aspects of professional development more specifically in knowledge of reflection. The most significant difficulty is giving and receiving feedback (Item 3), with the highest mean score of 3.88, indicating a strong perception of difficulty in this area. This is closely followed by practicing collaborative and reflective activities (Item 1), with the mean score of 3.84, which also highlights a notable difficulty. The least challenging difficulties, though still significant, include developing personal qualities and experiences (Item 4) with a mean score of 3.72, engaging physically, mentally, socially, and emotionally (Item 5) with a mean score of 3.71, and creating opportunities to interact with ideas and practice skills (Item 2) with a mean score of 3.64. In general, the data underscores that practicing collaborative and reflective activities, along with giving and receiving feedback, are the most pressing difficulties faced by English language teachers. These results suggest that there is a need for more effective strategies to enhance collaborative practices and feedback mechanisms. While other areas such as interacting with ideas, engaging holistically, and developing personal qualities are also challenging, they are perceived as slightly less critical.

Addressing these issues requires targeted efforts to improve collaborative processes and feedback systems to better support personal and professional development.

Table 6: English Language Teachers' Difficulties of Pedagogical Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty to support learners to make choices as to what, when and how they want to learn	5.3	28.9	3.9	38.2	23.7	3.46	1.280	3
2	I have difficulty to support learners to encourage and interact in English not only during but also outside class time	0	18.4	25.0	43.4	13.2	3.51	0.945	1
3	I have difficulty to support learners to carry out self-assessment and self-reflection	2.6	26.3	7.9	51.3	11.8	3.43	1.087	4
4	I have difficulty to support learners to develop the knowledge, skills, strategies and positive attitudes for lifelong language learning integrate classroom learning and independent learning	1.3	28.9	25.0	38.2	6.6	3.20	0.980	5
5	I have difficulty to support learners to explore opportunities for experiential learning in the community to widen learners' exposure to the authentic use of the language	1.3	30.3	2.6	51.3	14.5	3.47	1.113	2

The Table 6 reveals that the greatest difficulty faced by English language teachers in the scope of pedagogical knowledge is supporting learners in using English outside of class time, with the highest mean score of 3.51. This indicates that facilitating learners' consistent use of English beyond the classroom is seen as the most difficult. The next significant difficulties are helping learners explore experiential learning opportunities in the community (mean score of 3.47) and

supporting them in making choices about their own learning (mean score of 3.46). Difficulties in assisting learners with self-assessment and reflection (mean score of 3.43) and developing skills for lifelong language learning (mean score of 3.20) are also notable but less pronounced. In general, addressing these areas effectively requires targeted strategies to enhance language use outside the classroom and provide more opportunities for practical, community-based learning experiences.

Table 7: English Language Teachers' Difficulties of Knowledge of Educational Contexts

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty to interact with learners in English both inside and outside the classroom	14.5	44.7	17.1	21.1	2.6	2.53	1.064	5
2	I have difficulty to provide learners with wider exposure to authentic use of English language	0	11.8	2.6	68.4	17.1	3.91	0.819	1
3	I have difficulty to encourage learners to seek and create opportunities to learn and use English in natural settings	0	19.7	1.3	64.5	14.5	3.74	0.943	3
4	I have difficulty to maximize the use of space and resources in school	0	7.9	17.1	69.7	5.3	3.72	0.685	4
5	I have difficulty to promote learning through formal and informal curricular activities	1.3	9.2	0	77.6	11.8	3.89	0.776	2

The Table 7 assesses various difficulties faced by English language teachers in supporting English language teaching in the scope of knowledge of educational contexts. The most significant difficulty reported is providing learners with wider exposure to the authentic use of the English language (Item 2), with the highest mean score of 3.91. This indicates that educators find it challenging to offer learners real-world language use opportunities. The next challenge is encouraging learners to seek and create opportunities to use English in natural settings (Item 3),

with a mean score of 3.74, suggesting difficulty in fostering learner initiative for practical language use. Maximizing the use of space and resources in school (Item 4) is also a concern, with a mean score of 3.72, reflecting challenges in effectively utilizing available resources. The difficulty in promoting learning through formal and informal curricular activities (Item 5) is notable but somewhat less significant, with a mean score of 3.89. The least challenging reported is interacting with learners in English both inside and outside the classroom (Item 1), with the lowest mean score of 2.53. Generally, the professional development program requires strategies to enhance real-world language exposure and learner engagement in natural language use contexts, as well as optimizing resource utilization in educational settings.

Table 8: English Language Teachers' Difficulties of Language Policy and Curriculum Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty to teach generic skills like collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills, and study skills	0	5.3	2.6	69.7	22.4	4.09	0.677	1
2	I have difficulty to plan and devise appropriate and purposeful language learning materials, tasks and projects to develop learners' language abilities, critical thinking skills and creativity, strategies for learning to learn, and positive values and attitudes helpful to lifelong learning	0	7.9	1.3	64.5	26.3	4.09	0.769	2
3	I have difficulty to use appropriate textbooks and other language learning resources to suit their learners' needs and interests	1.3	10.5	10.5	56.6	21.1	3.86	0.919	4

4	I have difficulty to keep up-to-date of the latest curriculum developments and changes	0	7.9	6.6	53.9	31.6	4.09	0.836	3
5	I have difficulty to initiate sharing of teaching ideas, knowledge and experiences with other teachers	0	21.1	3.9	56.6	18.4	3.72	1.001	5

The Table 8 evaluates various challenges faced by English language teachers in the scope of language policy and curriculum knowledge. The highest difficulty reported is teaching generic skills such as collaboration, communication, and critical thinking, with a mean score of 4.09, indicating that English language teachers find it most challenging to effectively integrate these essential skills into their teaching. Similarly, planning and devising appropriate language learning materials and tasks (Item 2) also presents a significant challenge, with a mean score of 4.09, showing that developing comprehensive and effective educational materials is a major concern. Keeping up-to-date with curriculum developments (Item 4) is another notable challenge, with a mean score of 4.09, reflecting difficulties in staying current with educational changes. The challenge of using suitable textbooks and resources (Item 3) has a slightly lower mean score of 3.86, indicating that while it is important; it is less challenging compared to other issues. Initiating the sharing of teaching ideas and experiences (Item 5) is perceived as the least challenging, with the lowest mean score of 3.72. Therefore, English language teachers' professional development program requires targeted support to enhance the integration of essential skills into teaching, improve material development, and ensure educators remain informed about curriculum updates.

Table 9: English Language Teachers' Difficulties of Technological Knowledge and Literacy

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty to present lessons in a motivating and engaging way by making use of multimedia presentation tools	0	3.9	0	60.5	35.5	4.28	0.665	4

2	I have difficulty to encourage learners to become active users of English when they apply their technology skills for presentation, critical thinking, information evaluation and knowledge management, using information on the Internet	0	5.3	0	53.9	40.8	4.30	0.731	2
3	I have difficulty to provide opportunities for learners to take charge of their own learning through selective use of multimedia tools	0	1.3	1.3	69.7	27.6	4.24	0.538	5
4	I have difficulty to engage learners in interactive and collaborative work through ICT tools and sharing of ideas	0	0	0	71.1	28.9	4.29	0.457	3
5	I have difficulty to teach language skills and facilitate collaboration, creativity, independent learning and reflection using ICT tools	0	0	0	63.2	36.2	4.37	0.486	1

The Table 9 highlights the difficulties that English language encounter in the scope of technological knowledge and literacy. The most significant difficulty reported is utilizing ICT tools to teach language skills and facilitate collaboration, creativity, independent learning, and reflection, with the highest mean score of 4.37. This is followed by difficulties in encouraging learners to actively use English through technology for presentations and critical thinking, which has a mean score of 4.30, and in engaging learners in interactive and collaborative activities using ICT tools, with a mean score of 4.29. The difficulty of providing opportunities for learners to take charge of their own learning through multimedia tools also stands out, with a mean score of 4.24. The least reported difficulty is presenting lessons in a motivating manner with multimedia tools, which has a mean score of 4.28. Overall, the findings suggest that while presenting lessons with multimedia is perceived as less challenging, substantial obstacles remain in effectively leveraging ICT tools to enhance teaching and support learner engagement. In addressing these issues English language teachers' professional development program

necessitates targeted interventions and strategies to better integrate ICT into pedagogical practices.

Table 10: English Language Teachers' Difficulties of Technological Pedagogical Content Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty to use ICT tools to provide authentic learning experiences to internalize language skills	0	1.3	3.9	46.1	48.7	4.42	0.638	1
2	I have difficulty to use ICT tools to investigate the improvement of speaking through using video recording	0	3.9	13.3	55.3	27.6	4.07	0.754	5
3	I have difficulty to use ICT tools which facilitates the development of students' reading comprehension and reading strategy through the reading tasks and the materials available on the tools	0	3.9	1.3	55.3	39.5	4.30	0.693	3
4	I have difficulty to use ICT tools to teach listening skills such as listening for gist, familiarization with English sound, and pronunciations of the words and long expressions	0	2.6	3.9	56.6	36.8	4.28	0.665	4
5	I have difficulty to use ICT tools to encourage and motivate learners to build their writing skills through self-reflection and peer-feedback	0	0	9.2	47.4	43.4	4.34	0.644	2

The Table 10 evaluates the difficulties English language teachers face when using ICT tools for different aspects of language instruction. The highest difficulty reported is using ICT tools to provide authentic learning experiences for internalizing language skills, with the highest mean

score of 4.42, indicating that educators find it most challenging to effectively use technology to create realistic and immersive language learning environments. Following this, using ICT tools to facilitate students' reading comprehension and strategies (mean score of 4.30) and to teach listening skills (mean score of 4.28) are also significant challenges. The difficulty in using ICT tools to encourage and motivate learners to build writing skills through self-reflection and peer feedback is notable as well, with a mean score of 4.34. The least reported difficulty is using ICT tools to investigate the improvement of speaking skills through video recording, with the lowest mean score of 4.07. Overall, these results indicate a significant need for targeted strategies and support from professional development program to enhance the effective use of ICT tools in creating immersive and supportive language learning environments.

Table 11: English Language Teachers' Difficulties of Knowledge of Disciplinary Language

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I have difficulty to provide the subject matter with appropriate language practically in the day to day class management	6.6	40.8	3.9	26.3	22.4	3.17	1.350	3
2	I have difficulty to enhance my proficiency and boost my confidence to use appropriate English in the classroom	1.3	21.1	19.7	40.8	17.1	3.51	1.052	1
3	I have difficulty to use a variety of classroom questioning techniques fluently and flexibly	3.9	28.9	5.3	47.4	14.5	3.39	1.167	2
4	I have difficulty to make more use of the classroom English for example in running co-curricular activities such as English language club	0	38.2	21.1	38.2	2.6	3.05	0.937	5

5	I have difficulty to use every day phrases related to recurrent social situations, e.g. greetings, introduction leaving, apologizing to maintain good relationship with my students	0	47.4	1.3	44.7	6.6	3.11	1.090	4
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The Table 11 reveals that English language teachers face notable difficulty in various aspects of knowledge of disciplinary language or using English in classroom settings. The highest difficulty reported is in enhancing proficiency and boosting confidence to use appropriate English in the classroom, with the highest mean score of 3.51, indicating significant concerns about language proficiency and confidence. This is followed by difficulties in using a variety of classroom questioning techniques fluently and flexibly, with a mean score of 3.39. Difficulties in providing subject matter with appropriate language in day-to-day class management and using everyday phrases related to social situations are also notable, with mean scores of 3.17 and 3.11, respectively. The least challenging reported difficulty is making more use of classroom English in co-curricular activities, with the lowest mean score of 3.05. Overall, the results highlight a significant need for support from the professional development program in improving educators' English proficiency and confidence, as well as in employing diverse questioning techniques and integrating appropriate language into daily teaching practices.

Table 12: The Overall Difficulty of English Language Teachers'

S. No	Scopes of English Language Teachers' Professional Development	Max Mean	Min Mean	Mean	Std. Deviation	Rank
1	Content Knowledge	21.6522	14.4268	18.0395	3.61272	7
2	Pedagogical Content Knowledge	22.5855	15.2303	18.9079	3.67760	5
3	Research Knowledge	23.4653	17.2453	20.3553	3.11000	3
4	Knowledge of Reflection	22.5798	15.0254	18.8026	3.77719	6
5	Pedagogical Knowledge	20.7514	13.4064	17.0789	3.67247	9
6	Knowledge of Educational Context	20.4892	15.0898	17.7895	2.69971	8
7	Language Policy and Curriculum Knowledge	22.7751	16.9355	19.8553	2.91984	4

8	Technological Knowledge and Literacy	23.5488	19.3986	21.4737	2.07508	1
9	Technological Pedagogical Content Knowledge	23.8962	18.9196	21.4079	2.48825	2
10	Knowledge of Disciplinary Language	20.2530	12.2206	16.2368	4.01620	10

The Table 12 ranks the scopes of English language teachers' professional development, revealing that technological knowledge and literacy 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 technological pedagogical content knowledge (mean score of 21.41), which underscores the importance of effectively integrating technology into pedagogical practices. Research knowledge 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, knowledge of disciplinary language ranks lowest with a mean score of 16.24, indicating it is less prioritized. Other notable areas include language policy and curriculum knowledge (mean score of 19.86) and pedagogical content knowledge (mean score of 18.91). The relatively lower rankings of pedagogical knowledge (17.08) and knowledge of educational context (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 above questionnaire results, a test was used and aimed at identifying the present situations of high school 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 shows the English language teachers' lack based on the scopes of English language teachers' professional development.

Table 13: English Language Teachers' Test Result

No	Scopes of English Language Teachers' Professional Development	Max Mean	Min Mean	Mean	Std. Deviation	Rank
1	Content Knowledge	4.021	2.399	3.21	.811	8

2	Pedagogical Content Knowledge	4.054	3.046	3.55	.504	5
3	Research Knowledge	3.631	1.849	2.74	.891	10
4	Knowledge of Reflection	4.118	2.102	3.11	1.008	9
5	Pedagogical Knowledge	4.141	3.179	3.66	.481	3
6	Knowledge of Educational Contexts	4.563	2.497	3.53	1.033	6
7	Language Policy and Curriculum Knowledge	4.105	3.115	3.61	.495	4
8	Technological Knowledge and Literacy	4.232	2.708	3.47	.762	7
9	Technological Pedagogical Content Knowledge	4.151	3.209	3.68	.471	2
10	Knowledge of Disciplinary Language	4.170	3.250	3.71	.460	1

The Table 13 shows the test results of scopes of professional development for English language teachers, revealing that Knowledge of Disciplinary Language 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 Technological Pedagogical Content Knowledge (mean score of 3.68), underscoring the importance of effectively integrating technology within pedagogical practices. Pedagogical Knowledge holds the third rank with a mean score of 3.66, reflecting the emphasis on mastering teaching methodologies and strategies. Other significant areas include Language Policy and Curriculum Knowledge (mean score of 3.61) and Knowledge of Educational Contexts (mean score of 3.53). In contrast, Research Knowledge (mean score of 2.74) and Knowledge of Reflection (mean score of 3.11) are considered less critical, as evidenced by their lower rankings. The relatively lower priority given to Content Knowledge (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.

Table 14: Pearson Correlation of English Language Teachers' Professional Development Difficulties Based on Questionnaire and Test Result

		English Language Teachers' Professional Development Difficulty Based on Test Result										
			CK	PCK	RK	KR	PK	KEC	LPCK	TKL	TPACK	KDL
English Language Teachers' Professional Development Difficulty Based on Questionnaire Result	CK	r	.605	.303	-.217	.148	.383	.697	.281	.605	.383	.281
	PCK	r	.317	.085	-.373	-.033	.456	.353	.220	.317	.456	.220
	RK	r	.709*	.175	.130	.385	.634	.725*	.527	.709*	.634	.527
	KR	r	.528	.418	-.143	.046	.588	.484	.333	.528	.588	.333
	PK	r	.369	-.165	-.026	.145	.278	.380	.221	.369	.278	.221
	KEC	r	-.296	-.325	-.319	-.418	-.098	-.433	-.389	-.296	-.098	-.389
	LPCK	r	.006	-.141	-.481	-.235	-.050	.026	-.338	.006	-.050	-.338
	TKL	r	.705	.531	.364	.193	.280	.612	.444	.705	.280	.444
	TPACK	r	.306	-.165	-.065	.053	-.160	.329	-.166	.306	-.160	-.166
	KDL	r	.174	-.013	.161	-.020	.090	.025	0.000	.174	.090	0.000

In addition to the English language teachers' professional development difficulties using questionnaire and test independently, the researcher tried to see the correlation between the two result using person correlations (r). The Table 14 presents insights into the correlation between English language teachers' professional development difficulties by analyzing both questionnaire results and test results. The questionnaire results reflect teachers' self-assessments of their abilities across various knowledge domains, such as Content Knowledge (CK), Pedagogical Content Knowledge (PCK), and Research Knowledge (RK), while the test results provide an objective measure of their actual competencies in these areas.

In the questionnaire results, CK exhibits strong positive correlations with RK (0.709) and Technological Knowledge and Literacy (TKL) (0.705), indicating that teachers perceive their content mastery as being closely related to their research capabilities and technological integration. This suggests that teachers who feel confident in their subject knowledge also believe they excel in using technology and conducting research. Similarly, PCK shows moderate positive correlations with Pedagogical Knowledge (PK) (0.456) and Knowledge of Educational

Context (KEC) (0.353), revealing that teachers see a connection between their pedagogical strategies and their understanding of the educational environment. However, weaker correlations between PCK and RK suggest that teachers may not feel as confident in applying research to their pedagogical practices. Notably, LPCK and Knowledge of Disciplinary Language (KDL) show weaker correlations with other domains, highlighting potential areas where teachers perceive greater difficulty, particularly in integrating language policy and curriculum knowledge into their broader professional development.

The test results reinforce these findings, with CK showing strong positive correlations with RK and TKL, confirming that content mastery is foundational to teachers' overall performance, especially in research and technology. This alignment between questionnaire and test results suggests that teachers have an accurate understanding of their strengths in these areas. However, discrepancies emerge in domains such as PCK and LPCK, where teachers' self-perceptions may not fully align with their actual performance. For example, while teachers report moderate confidence in their pedagogical content knowledge, test results indicate weaker correlations between PCK and RK, reflecting challenges in effectively applying research to pedagogy. Similarly, LPCK and KDL remain weakly correlated with other domains in both the questionnaire and test results, signaling significant professional development challenges in language policy, curriculum knowledge, and disciplinary language skills.

In summary, the correlation between questionnaire and test results in areas like CK, RK, and TKL suggests that teachers accurately assess their strengths in content, research, and technology. However, the differences between self-assessments and actual performance in areas like PCK, LPCK, and KDL reveal potential overestimations of competence, particularly in applying pedagogical strategies and curriculum knowledge. These discrepancies highlight the need for targeted professional development, especially in areas where teachers may struggle to bridge the gap between self-perception and actual teaching performance.

The second step in analyzing the target needs of high school 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 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.

The researcher gathered the necessary data using a self-reported questionnaire with ten items, requesting the high school English language teachers to indicate their purposes for participating in the professional development program as well as their wants and feelings about what they needed to achieve through the program. This allowed the researcher to determine the purposes of the teachers in the program. The interview data was triangulated with the questionnaire's which was organized in four-point Likert scale format. The results of the data analysis are presented as follows:

Table 15: English Language Teachers' Purposes to Participate in Professional Development Program

S. No	Purposes to Participate in Professional Development Program	Mean	Std. Dev.	Rank
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

The Table 15 presents the purposes for participating in professional development programs, with the highest priority being to develop an understanding of how teaching and learning are situated in different contexts (mean score of 3.58), indicating that educators place significant importance on contextualizing educational practices. This is followed by assessing technological tools (mean score of 3.46), reflecting a strong interest in evaluating and utilizing technology effectively. Understanding how to undertake research on a subject (mean score of 3.43) and how technological tools can be applied to teach or learn subject matter (mean score of 3.43) also rank highly, emphasizing the value placed on research and technology integration. Reflecting on educational practices (mean score of 3.42) and how language is used in teaching/learning (mean score of 3.42) are also notable priorities, while understanding subject matter knowledge (mean score of 3.30) and how teaching and learning occur in the subject (mean score of 3.36) are ranked lower, suggesting these aspects are considered less central. In general, the findings indicate that professional development is most valued for its ability to enhance contextual understanding, technological competency, and research capabilities, with less emphasis placed on foundational subject matter knowledge.

The third step in analyzing the target needs of high school English language teachers is discovering necessities. The most crucial factor in determining the target needs is necessity. These are the needs that are defined by the demands of the target situation and the knowledge that learners or trainees must possess in order to perform well in it. The goal of the current study was to identify the needs of English language teachers in high schools using a self-reporting questionnaire with fifty items on a 5-point Likert scale (1=strongly agree, 2=agree, 3=undecided, 4=disagree, and 5=strongly disagree). Lastly, an interview was used to triangulate the results of the questionnaire. The results of English language teachers' needs are then displayed in the section that follows, which is based on the areas of professional development for English language teachers.

Table 16: English Language Teachers' Needs of Content Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on subject-matter knowledge	0	7.9	6.6	40.8	44.7	4.22	0.888	5
2	I need training on English language proficiency	0	2.6	2.6	44.7	50.5	4.42	0.678	2
3	I need training to become nationally competent and model	0	0	0	51.3	48.7	4.49	0.503	1
4	I need training on the current skills, and attitudes of teaching English	0	0	3.9	61.8	34.2	4.30	0.542	4
5	I need training on relevant contents which promote my teaching qualities	0	1.3	0	63.2	35.5	4.33	0.551	3

The Table 16 outlines the English language teachers' perceived needs on the scope of content knowledge, with training to become nationally competent and model receiving the highest mean score of 4.49, indicating it is the most crucial area of need. This is followed by training on English language proficiency (mean score of 4.42), reflecting the importance of enhancing language skills. Training on relevant content that promotes teaching qualities rank third with a mean score of 4.33, emphasizing the need for content that enhances teaching effectiveness. Training on current skills and attitudes of teaching English (mean score of 4.30) and training on subject-matter knowledge (mean score of 4.22) are also significant but rank lower in comparison. Generally, the results suggest that while there is a strong need for improving language proficiency and content knowledge, the highest priority is placed on achieving national competency and modeling excellence in teaching practices.

Table 17: English Language Teachers' Needs of Pedagogical Content Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on teaching methodologies	0	2.6	1.3	57.9	38.2	4.32	0.637	1

2	I need training on continuous assessment skills	0	6.6	3.9	50.0	39.5	4.22	0.810	4
3	I need training on knowledge of learners in classroom	0	3.9	9.2	42.1	44.7	4.28	0.793	3
4	I need training on instructional strategies	0	1.3	2.6	59.2	36.8	4.32	0.594	1
5	I need training on classroom management skills	0	6.6	3.9	60.5	28.9	4.12	0.765	5

The Table 17 highlights English language teachers' professional development needs in the scope of pedagogical content knowledge, with training on teaching methodologies and instructional strategies both receiving the highest mean score of 4.32, indicating a strong demand for skills that enhance effective teaching practices. Training on knowledge of learners in the classroom ranks third with a mean score of 4.28, reflecting the importance of understanding student needs. Training on continuous assessment skills (mean score of 4.22) and classroom management skills (mean score of 4.12) also emerge as significant, though they are slightly less prioritized. The results indicate that while there is a notable need for training across various pedagogical content knowledge scopes, the highest priority is given to improving methodologies and instructional strategies, crucial for effective teaching and student engagement.

Table 18: English Language Teachers' Needs of Research Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on research knowledge	0	0	0	50.0	50.0	4.5	0.503	1
2	I need training on research conducting skills	0	0	0	50.0	50.0	4.5	0.503	2
3	I need training on different type of research	0	0	0	57.9	42.1	4.42	0.497	3
4	I need training on conducting researches in my profession	0	0	0	59.2	40.8	4.41	0.495	4
5	I need training on how to participate in research-related discussions	0	0	0	61.8	38.2	4.38	0.489	5

In the Table 18 English language teachers were asked to indicate their needs in the third scope of English language teachers’ professional development, which is research knowledge. The highest priority for English language teachers is training on research knowledge and research conducting skills, both of which have the highest mean score of 4.5. This suggests a strong need for foundational and practical research skills. Training on different types of research follows closely with a mean score of 4.42, emphasizing the importance of understanding various research types and methodologies. Training on conducting research within the profession (mean score of 4.41) and participating in research-related discussions (mean score of 4.38) also rank highly, underscoring the value placed on applying research skills to professional contexts and engaging in scholarly dialogue. Overall, the results highlight a significant demand for comprehensive research training, covering both theoretical knowledge and practical application, which is crucial for advancing research capabilities within the teaching profession.

Table 19: English Language Teachers’ Needs of Knowledge of Reflection

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on collaborative and reflective activities	0	2.6	5.3	52.6	39.5	4.29	0.689	1
2	I need training on how to interact ideas and practice skills	0	3.9	13.2	46.1	36.8	4.16	0.801	4
3	I need training on giving and receiving feedback	0	5.3	1.3	61.8	31.6	4.20	0.712	3
4	I need training on personal qualities and experiences	0	6.6	1.3	67.1	25.0	4.11	0.723	5
5	I need training on engaging physically, mentally, socially, and emotionally	0	3.9	7.9	50.0	38.2	4.22	0.759	2

The Table 19 summarizes English language teachers’ needs based on the knowledge of reflection, which is one of the scopes of English language teachers’ professional development. The highest mean score was for training on collaborative and reflective activities (mean score of

4.29), indicating that this area is prioritized most highly. Following this, training on engaging physically, mentally, socially, and emotionally received a mean score of 4.22, suggesting its significant importance as well. Training on giving and receiving feedback (mean score of 4.20) and interacting ideas and practice skills (mean score of 4.16) are also deemed important, though slightly less emphasized. Training focused on personal qualities and experiences had the lowest mean score (mean score of 4.11), reflecting a relatively lower priority compared to other training needs. Overall, the results underscore a strong emphasis on enhancing collaborative and interactive skills, while training related to personal development is viewed as less critical.

Table 20: English Language Teachers' Needs of Pedagogical Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on supporting learners to make choices as to what, when and how they want to learn	0	7.9	0	48.7	43.4	4.28	0.826	2
2	I need training on supporting learners to encourage and interact in English both inside and outside class time	0	5.3	9.2	43.4	42.1	4.22	0.826	3
3	I need training on supporting learners to carry out self-assessment and self-reflection	0	2.6	5.3	61.8	30.3	4.20	0.654	4
4	I need training on supporting learners to develop the knowledge, skills, strategies and positive attitudes for lifelong language learning integrate classroom learning and independent learning	0	2.6	10.5	51.3	35.5	4.20	0.731	5
5	I need training on supporting learners to explore opportunities for experiential learning in the community to widen learners' exposure to the authentic use of the language	0	5.3	1.3	46.1	47.4	4.36	0.761	1

English language teachers were also asked to indicate their needs within the scope of pedagogical knowledge, and they were asked to show their level of agreement based on a five-point Likert scale. As shown in Table 20 the highest priority is given to training that supports learners in exploring experiential learning opportunities within the community, with a mean score of 4.36. This suggests a strong emphasis on providing learners with real-world language use experiences. Following this, training to help learners make choices about their learning preferences (mean score of 4.28) and to encourage English interaction both inside and outside of class (mean score of 4.22) are also highly valued. Training focused on self-assessment and self-reflection, as well as integrating classroom learning with independent study, both has mean scores of 4.20, indicating these are considered important but slightly less so. Generally, respondents prioritize training that enhances practical, community-based language experiences and learner autonomy, while training on self-assessment and integrating learning methods is seen as somewhat less critical.

Table 21: English Language Teachers' Needs of Knowledge of Educational Contexts

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on how to interact with learners in English both inside and outside the classroom	5.3	17.1	3.9	32.9	40.8	3.87	1.269	5
2	I need training on providing learners with wider exposure to authentic use of English language	0	0	1.3	57.9	40.8	4.39	0.518	1
3	I need training on encouraging learners to seek and create opportunities to learn and use English in natural settings	0	6.6	0	57.9	35.5	4.22	0.759	3
4	I need training on maximizing the use of space and resources in school	0	5.3	5.3	59.2	30.3	4.14	0.743	4
5	I need training on promoting learning through formal and informal curricular activities	0	0	0	73.7	26.3	4.26	0.443	2

The Table 21 reflects English language teachers' professional development needs within the scope of educational contexts. The highest mean score is for training on providing learners with wider exposure to authentic English use, with a mean of 4.39, indicating it is the most valued area. This is followed by training on promoting learning through formal and informal curricular activities (mean score of 4.26) and encouraging learners to seek and create opportunities for using English in natural settings (mean score of 4.22). Training on maximizing the use of space and resources in school has a mean score of 4.14, while training on interacting with learners in English both inside and outside the classroom is the least prioritized, with a mean score of 3.87. In summary, the data suggests that respondents place the greatest emphasis on enhancing learners' exposure to authentic language use and effective curricular activities, while less focus is placed on interaction strategies and resource management.

Table 22: English Language Teachers' Needs of Language Policy and Curriculum Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on teaching generic skills which includes collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills, and study skills	0	0	6.6	55.3	38.2	4.32	0.594	3
2	I need training on planning and devising appropriate and purposeful language learning materials, tasks and projects to develop learners' language abilities, critical thinking skills and creativity, strategies for learning to learn, and positive values and attitudes helpful to lifelong learning	0	0	3.9	44.7	51.3	4.47	0.577	1
3	I need training on using appropriate textbooks and other language learning resources to suit their learners' needs and interests	0	1.3	2.6	68.4	27.6	4.22	0.556	5

4	I need training on keeping up-to-date with the latest curriculum developments and changes	0	0	3.9	67.1	28.9	4.25	0.520	4
5	I need training on sharing of teaching ideas, knowledge and experiences with other teachers	0	2.6	1.3	53.9	42.1	4.36	0.647	2

According to the results shown in Table 22, English language teachers were asked to indicate needs on the scope of language policy and curriculum knowledge, which focus on developing their understanding of educational policy and curriculum and the relationship between the two based on a five-point Likert scale. The highest priority is given to training on planning and devising effective language learning materials, tasks, and projects that support language development, critical thinking, creativity, and positive values for lifelong learning, with a mean score of 4.47. This is followed by training on sharing teaching ideas, knowledge, and experiences with other educators (mean score of 4.36) and on teaching generic skills such as collaboration, communication, and problem-solving (mean score of 4.32). Training on staying current with curriculum developments is rated at 4.25, while training on selecting appropriate textbooks and resources is the least prioritized, with a mean score of 4.22. In summary, English language teachers prioritize training that enhances the creation of effective educational materials and fosters professional collaboration, with less emphasis placed on curriculum updates and resource selection.

Table 23: English Language Teachers' Needs of Technological Knowledge and Literacy

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on presenting lessons in a motivating and engaging way by making use of multimedia presentation tools	0	0	1.3	51.3	47.4	4.46	0.528	4
2	I need training on encouraging learners to become active users of English when they apply their technology skills for presentation, critical thinking, information evaluation and knowledge management, using information on the Internet	0	0	1.3	47.4	51.3	4.50	0.529	1

3	I need training on providing opportunities for learners to take charge of their own learning through selective use of multimedia tools	0	0	0	51.3	48.7	4.49	0.503	2
4	I need training on engaging learners in interactive and collaborative work through ICT tools and sharing of ideas	0	0	1.3	52.6	46.1	4.45	0.526	5
5	I need training on teaching language skills and facilitate collaboration, creativity, independent learning and reflection using ICT tools	0	1.3	1.3	46.1	51.3	4.47	0.599	3

The Table 23 delineates English language teachers' ranked professional development needs based on the scope of technological knowledge and literacy. The most esteemed training is for strategies that encourage learners to actively utilize English through technological tools for presentation, critical thinking, and information management, evidenced by the highest mean score of 4.50. This is followed closely by the need for training on enabling learners to independently steer their own learning through the selective use of multimedia tools, which holds a mean score of 4.49. Additionally, training aimed at enhancing the teaching of language skills and facilitating collaboration and creativity via ICT tools is rated at 4.47. Training on presenting lessons in an engaging manner using multimedia tools is slightly less prioritized, with a mean score of 4.46. The least emphasized area is the training on fostering interactive and collaborative work through ICT tools, which has a mean score of 4.45. Collectively, the data underscores a pronounced emphasis on leveraging technology to foster learners' active engagement and autonomy in learning, with a comparatively moderate focus on multimedia presentation and collaborative ICT applications.

Table 24: English Language Teachers' Needs of Technological Pedagogical Content Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on using ICT tools to provide authentic learning experiences to internalize language skills	0	0	0	46.1	53.9	4.54	0.502	2
2	I need training on using ICT tools to investigate the improvement of speaking through using video recording	0	0	0	56.6	43.4	4.43	0.499	4
3	I need training on using ICT tools which facilitates the development of students' reading comprehension and reading strategy through the reading tasks and the materials available on the tools	0	0	0	57.9	42.1	4.42	0.497	5
4	I need training on using ICT tools to teach listening skills such as listening for gist, familiarization with English sound, and pronunciations of the words and long expressions	0	0	0	46.1	53.9	4.54	0.502	2
5	I need training on using ICT tools to encourage and motivate learners to build their writing skills through self-reflection and peer-feedback	0	0	0	46.1	53.9	4.54	0.502	3

The Table 24 elucidates English language teachers' prioritized professional development needs regarding technological pedagogical content knowledge. The highest priority is ascribed to utilizing ICT to deliver authentic learning experiences that facilitate the internalization of language skills, as evidenced by a mean score of 4.54. This emphasis is mirrored in the equally high priority given to using ICT for teaching listening skills, including comprehension of gist, phonetics, and pronunciation, and for enhancing writing skills through self-reflection and peer feedback, both also rated 4.54. Training on leveraging ICT to investigate speaking improvement via video recording holds a slightly lower but still significant priority, with a mean score of 4.43.

Conversely, the training need related to utilizing ICT tools for advancing reading comprehension and strategies, while still valued, is ranked marginally lower at 4.42. Collectively, these findings underscore a pronounced focus on employing ICT to foster immersive, authentic language learning experiences and skill development, particularly in listening, writing, and speaking, with relatively less emphasis placed on reading comprehension.

Table 25: English Language Teachers' Needs of Knowledge of Disciplinary Language

No	Items	Responses (%)					Mean	St. Dev	Rank
		SD	D	U	A	SA			
1	I need training on providing the subject matter with appropriate language practically in the day to day class management	1.3	10.5	2.6	39.5	46.1	4.18	0.1003	2
2	I need training on enhancing my proficiency and boost my confidence to use appropriate English in the classroom	0	1.3	5.3	56.6	36.8	4.29	0.629	1
3	I need training on using a variety of classroom questioning techniques fluently and flexibly	1.3	7.9	2.6	52.6	35.5	4.13	0.900	3
4	I need training on making more use of the classroom English for example in running co-curricular activities such as English language club	0	14.5	2.6	52.6	35.5	4.09	1.009	4
5	I need training on using every day phrases related to recurrent social situations, e.g. greetings, introduction leaving, apologizing to maintain good relationship with my students	0	13.2	1.3	60.5	25.0	3.97	0.894	5

The Table 25 describes the prioritization of various English language teachers' professional development needs concerning knowledge of disciplinary language. The foremost priority, with a mean score of 4.29, is for training designed to enhance educators' proficiency and confidence in employing appropriate English within the classroom. This is closely followed by a need for

training that equips educators to provide subject matter with suitable language for effective day-to-day class management, which holds a mean score of 4.18. Training on utilizing diverse questioning techniques with fluency and flexibility also ranks highly, with a mean score of 4.13. In contrast, training focused on maximizing the use of English in co-curricular activities, such as English language clubs, and on employing everyday phrases for recurrent social interactions, while still valuable, receives comparatively lower mean scores of 4.09 and 3.97, respectively. In general, the data highlights a strong emphasis on improving language proficiency and confidence in classroom use, with somewhat less focus on specific classroom techniques and social language usage.

Table 26: The Overall Needs of English Language Teachers

S. No	Scopes of English Language Teachers' Professional Development	Max Mean	Min Mean	Mean	Std. Deviation	Rank
1	Content Knowledge	24.23905	19.28735	21.7632	2.47585	4
2	Pedagogical Content Knowledge	24.18542	18.31458	21.2500	2.93542	6
3	Research Knowledge	24.24563	20.17537	22.2105	2.03513	3
4	Knowledge of Reflection	24.10621	17.84119	20.9737	3.13251	8
5	Pedagogical Knowledge	24.38316	18.11684	21.2500	3.13316	7
6	Knowledge of Educational Context	23.93478	17.85462	20.8947	3.04008	9
7	Language Policy and Curriculum Knowledge	23.77844	19.45836	21.6184	2.16004	5
8	Technological Knowledge and Literacy	24.60651	20.13029	22.3684	2.23811	2
9	Technological Pedagogical Content Knowledge	24.49673	20.45067	22.4737	2.02303	1
10	Knowledge of Disciplinary Language	24.39629	16.94591	20.6711	3.72519	10

Overall, Table 26 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.

4.2.2. High School English Language Teachers' Reflections on the Current Professional Development Program

The purpose of the second research question was to find out what the high school EFL teachers reflected regarding the current professional development program. To gather the data required for this research question, English language teachers were asked to answer a self-reporting questionnaire intended to examine how they reflected on the current program according to the scope of English language teachers' professional development. Additionally, the questionnaire had 50 items on a five-point Likert scale, which was the opposite of the scale on a questionnaire designed to determine the needs and difficulties faced by English language teachers. Based on the scope of English language teachers' professional development, the data collected is presented below, and the results of their reflections on their current professional development program are displayed in the section that follows.

Table 27: English Language Teachers' Reflection on the Current Professional Development Program Based on Content Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program improves my subject-matter knowledge	0	7.9	6.6	40.8	44.7	4.22	0.888	5
2	The current PD program improves my English language proficiency	0	2.6	1.3	48.7	47.4	4.41	0.657	2
3	The current PD program helps me to be nationally competent and model	0	0	0	53.9	46.1	4.46	0.502	1
4	The current PD program keeps me updated with current skills and attitudes of teaching English	0	0	3.9	59.2	36.8	4.33	0.551	4
5	The current PD program provides me relevant contents which promote my teaching qualities	0	1.3	0	60.5	38.2	4.36	0.559	3

Table 27 shows the English language teachers' reflections on their current professional development based on the scope of content knowledge. The highest mean score of 4.46 is attributed to the program's efficacy in enabling English language teachers to become nationally competent and model professionals, signifying broad consensus on this aspect of the program's success. This is closely followed by its role in enhancing English language proficiency, reflected in a mean score of 4.41. The program's provision of relevant content that bolsters teaching quality also receives strong approval, evidenced by a mean score of 4.36. Additionally, the program's effectiveness in updating educators with contemporary skills and pedagogical attitudes is rated at 4.33, further underscoring its comprehensive relevance. In contrast, the program's impact on improving subject-matter knowledge, while still positive, is comparatively lower with a mean score of 4.22. Generally, the data suggests that the professional development program is highly regarded for its role in fostering national competence, language proficiency, and teaching quality, with somewhat less emphasis on subject-matter knowledge enhancement.

Table 28: English Language Teachers’ Reflection on the Current Professional Development Program Based on Pedagogical Content Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program improves my teaching methodologies	0	2.6	0	55.3	42.1	4.37	0.629	1
2	The current PD program improves my continuous assessment skills	0	5.3	2.6	47.4	44.7	4.32	0.770	2
3	The current PD program improves my knowledge of learners in ELT classroom	0	1.3	7.9	48.7	42.1	4.32	0.677	3
4	The current PD program equip me with wide range of instructional strategies	0	1.3	1.3	61.8	35.5	4.32	0.571	4
5	The current PD program provides me with classroom management skills	0	5.3	2.6	56.6	35.5	4.22	0.741	5

The Table 28 presents English language teachers’ reflection on the current professional development program, focusing on the scope of pedagogical content knowledge. The program is most highly rated for improving teaching methodologies, with a mean score of 4.37, suggesting significant endorsement from participants regarding its impact on pedagogical approaches. This is followed by enhancements in continuous assessment skills, knowledge of learners in the ELT classroom, and a wide range of instructional strategies, all of which receive a mean score of 4.32, indicating a strong perceived benefit but with slightly less impact compared to teaching methodologies. The program is least favored for its contribution to classroom management skills, which, while still positive, receives the lowest mean score of 4.22. This variation suggests that while the current professional development program is generally effective and well-regarded in enhancing various teaching competencies, there may be a need for greater focus on practical classroom management strategies to fully address the diverse needs of English language teachers.

Table 29: English Language Teachers' Reflection on the Current Professional Development Program Based on Research Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program improves my research knowledge	0	0	1.3	46.1	52.6	4.51	0.529	2
2	The current PD program up-dated my research conducting skills	0	0	1.3	43.4	55.3	4.54	0.528	1
3	The current PD program helps me to understand different type of research	0	1.3	0	63.2	35.5	4.33	0.551	4
4	The current PD program motivates me to conduct researches in my profession	0	1.3	0	67.1	31.6	4.29	0.537	5
5	The current PD program creates opportunities to participate in research-related discussions	0	1.3	0	55.3	43.4	4.41	0.570	3

As shown in the Table 29, English language teachers critically reflect on the efficacy of the current professional development program in enhancing various aspects of research knowledge. The program is most highly rated for updating research conducting skills, with a mean score of 4.54, indicating a strong perceived benefit in this area and reflecting significant support from respondents. This is closely followed by improvements in research knowledge, which receives a mean score of 4.51, and opportunities for participation in research-related discussions, with a mean score of 4.41. The program's contribution to understanding different types of research and motivating research activities is also positively rated, with mean scores of 4.33 and 4.29, respectively. These scores suggest that while the professional development program is generally well-regarded for advancing research skills and engagement, there is a notable emphasis on practical skill enhancement over theoretical understanding and motivational aspects. The data imply that the current program effectively supports practical research development but could benefit from a more balanced approach that equally addresses theoretical knowledge and motivational factors to foster a more comprehensive research culture among English language teachers.

Table 30: English Language Teachers’ Reflection on the Current Professional Development Program Based on Knowledge of Reflection Scope

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program focuses on collaborative and reflective activities	0	1.3	3.9	52.6	42.1	4.36	0.626	1
2	The current PD program creates opportunities to interact with ideas and practice skills	0	3.9	11.8	44.7	39.5	4.20	0.800	5
3	The current PD program requires me to give and receive feedback	0	5.3	1.3	53.9	39.5	4.28	0.741	2
4	The current PD program develops my personal qualities and experiences	0	5.3	1.3	59.2	34.2	4.22	0.723	4
5	The current PD program engages me physically, mentally, socially, and emotionally	0	2.7	8.0	49.3	40.0	4.27	0.723	3

Table 30 assesses various aspects of the current professional development program, focusing on knowledge of reflection scope. The current professional development program is most highly rated for its emphasis on collaborative and reflective activities, which received the highest mean score of 4.36, suggesting a strong appreciation for these components among participants. This is followed by the current program’s effectiveness in requiring feedback exchange, with a mean score of 4.28, and its capacity to engage participants holistically—physically, mentally, socially, and emotionally—with a mean score of 4.27. The development of personal qualities and experiences also receives a commendable mean score of 4.22. However, the lowest rating pertains to the creation of opportunities for interaction and skill practice, with a mean score of 4.20, indicating relatively less emphasis or effectiveness in this area. Overall, while the current professional development program is well-regarded for fostering reflective and collaborative practices and comprehensive engagement, there is room for improvement in enhancing opportunities for practical interaction and skill application, suggesting a need for a more balanced approach that integrates both reflective and active learning opportunities.

Table 31: English Language Teachers' Reflection on the Current Professional Development Program Based on Pedagogical Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program helps me to help learners to make choices as to what, when and how they want to learn	0	5.3	0	50.0	44.7	4.34	0.740	1
2	The current PD program helps me to help learners to encourage learners to interact in English not only during but also outside class time	0	4.0	9.3	45.3	41.3	4.24	0.786	4
3	The current PD program helps me to help learners to carry out self-assessment and self-reflection	0	2.6	5.3	52.6	39.5	4.29	0.689	2
4	The current PD program helps me to help learners to develop the knowledge, skills, strategies and positive attitudes for lifelong language learning integrate classroom learning and independent learning	0	2.6	10.5	51.3	35.5	4.20	0.731	5
5	The current PD program helps me to help learners to explore opportunities for experiential learning in the community to widen learners' exposure to the authentic use of the language	0	5.3	1.3	52.6	40.8	4.29	0.745	3

According to the data in Table 31, English language teachers reflect on the current professional development program based on pedagogical knowledge scope. The highest mean score of 4.34 indicates that the current professional development program is most effective in assisting teachers to help learners make informed choices about their learning process, which reflects strong support for learner-centered approaches. This is closely followed by the current professional development program's effectiveness in facilitating self-assessment and self-reflection among learners, with a mean score of 4.29, and in encouraging experiential learning opportunities, also scoring 4.29. The current program's role in fostering learner interaction in

English both inside and outside the classroom, with a mean score of 4.24, is slightly less emphasized; suggesting that while the program supports interaction, there may be room for improvement in promoting sustained language use beyond the classroom. The lowest mean score of 4.20 pertains to the development of lifelong learning skills and the integration of classroom with independent learning, indicating a relative deficiency in this area. Generally, while the current professional development program is highly effective in promoting learner choice and self-reflection, it could benefit from a greater focus on integrating classroom learning with independent study and enhancing opportunities for continuous language use outside the classroom.

Table 32: English Language Teachers' Reflection on the Current Professional Development Program Based on Knowledge of Educational Contexts

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program helps me to interact with learners in English both inside and outside the classroom	5.3	17.1	2.6	36.8	38.2	3.68	1.251	5
2	The current PD program helps me to provide learners with wider exposure to authentic use of English language	0	0	1.3	57.9	40.8	4.39	0.518	1
3	The current PD program helps me to encourage learners to seek and create opportunities to learn and use English in natural settings	0	6.6	0	55.3	38.2	4.25	0.768	3
4	The current PD program helps me to maximize the use of space and resources in school	0	5.3	5.3	57.9	31.6	4.16	0.749	4
5	The current PD program helps me to promote learning through formal and informal curricular activities	0	0	1.3	64.5	34.2	4.33	0.500	2

As shown in the Table 32, English language teachers critically reflect on the effectiveness of the current professional development program in enhancing various aspects of knowledge of educational contexts. The current program is most highly rated for providing learners with wider exposure to authentic use of the English language, achieving the highest mean score of 4.39. This indicates strong support for real-world language application as a key benefit of the program. Following closely is the current professional development program’s role in promoting learning through formal and informal curricular activities, which scored 4.33, suggesting effective integration of diverse learning opportunities. The program also shows notable effectiveness in encouraging learners to seek and create opportunities for language use in natural settings, with a mean score of 4.25, though this area shows slightly less impact compared to authentic exposure and curricular activities. The use of space and resources in school, with a mean score of 4.16, is rated moderately high, reflecting a practical benefit but less emphasis compared to other areas. The lowest score of 3.68 connect to the current program’s support for interacting with learners in English both inside and outside the classroom, indicating a relative shortfall in this area. In summary, while the current professional development program excels in enhancing exposure to authentic language use and integrating learning activities, it requires improvement in facilitating consistent language interaction and maximizing classroom engagement.

Table 33: English Language Teachers’ Reflection on the Current Professional Development Program Based on Language Policy and Curriculum Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program helps me to teach the students generic skills which includes collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills	0	0	1.3	60.5	38.2	4.37	0.512	3

2	The current PD program helps me to plan and devise appropriate and purposeful language learning materials, tasks and projects to develop learners' language abilities, critical thinking skills, and creativity, strategies for learning to learn, and positive	0	0	0	47.4	52.6	4.53	0.503	1
3	The current PD program helps me to use textbooks and other language learning resources appropriately to suit their learners' needs and interests	0	1.3	1.3	57.9	39.5	4.36	0.582	4
4	The current PD program helps me to keep abreast of the latest curriculum developments and changes	0	0	2.6	56.6	40.8	4.38	0.541	2
5	The current PD program helps me to initiate the sharing of teaching ideas, knowledge and experiences with other teachers	0	2.6	1.3	57.9	38.2	4.32	0.637	5

The Table 33 evaluates the effectiveness of the current professional development program across various dimension of language policy and curriculum knowledge. The current professional development program is most effective in assisting educators with the planning and development of targeted language learning materials, tasks, and projects, as evidenced by the highest mean score of 4.53. This suggests substantial effectiveness in fostering critical thinking, creativity, and comprehensive learning strategies among students. The program also demonstrates considerable success in keeping teachers abreast of the latest curriculum developments, with a mean score of 4.38, indicating robust support for contemporary instructional practices. Additionally, the current professional development program's capacity to enhance the teaching of generic skills, including collaboration and critical thinking, is rated highly at 4.37, reflecting its significant contribution to broad-based skill development. The use of textbooks and other educational resources receives a mean score of 4.36, signaling adequate support in aligning resources with learner needs. However, the initiative for sharing teaching ideas and experiences with colleagues, though positively rated at 4.32, is comparatively less emphasized. In conclusion, while the current

professional development program excels in material development and curriculum alignment, it would benefit from increased focus on resource utilization and collaborative practices to fully capitalize on its potential.

Table 34: English Language Teachers' Reflection on the Current Professional Development Program Based on Technological Knowledge and Literacy

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program helps me to present the lesson in a motivating and engaging way by making use of multimedia presentation tools	0	0	1.3	55.3	43.4	4.42	0.523	4
2	The current PD program helps me to encourage learners to become active users of English when they apply their technology skills for presentation, critical thinking, information evaluation and knowledge management, using information on the Internet	0	0	1.3	48.7	50.0	4.49	0.529	1
3	The current PD program helps me to provide opportunities for learners to take charge of their own learning through selective use of online resources	0	0	0	51.3	48.7	4.49	0.503	2
4	The current PD program helps me to engage learners in interactive and collaborative work through online discussions and sharing of ideas	0	0	0	53.9	46.1	4.46	0.502	3
5	The current PD helps me to teach language skills and facilitate collaboration, creativity, independent learning and reflection using ICT tools	0	2.6	0	50.0	47.4	4.42	0.638	5

The data from the Table 34 critically assesses the efficacy of the current professional development program based on the scope of technological knowledge and literacy. The highest

evaluation is for the current professional development program's role in fostering active English usage through technology, including presentation and critical thinking, with a mean score of 4.49. This suggests a strong capacity of the current professional development program to support learners in leveraging technology for meaningful engagement. Additionally, the program is highly rated for facilitating learner autonomy through the selective use of online resources, achieving an equivalent mean score of 4.49, which emphasizes its effectiveness in promoting self-directed learning strategies. The current professional development program also shines in encouraging interactive and collaborative learning environments through online discussions, with a mean score of 4.46, highlighting its success in integrating collaborative pedagogical practices. The support provided for presenting lessons using multimedia tools and facilitating language skills through ICT tools, both rated at 4.42, reflects effective, though slightly less prominent, areas of the program. The consistent high scores across various aspects of technological integration indicate that the current professional development program is generally successful in enhancing teaching methodologies through digital means. Nevertheless, the marginally lower score for the integration of ICT tools in teaching language skills suggests potential areas for further enhancement. In general, the current professional development program demonstrates considerable effectiveness in advancing technology-enhanced instruction and learner engagement, yet it could benefit from targeted improvements to fully capitalize on the potential of digital tools in language education.

Table 35: English language Teachers' Reflection on the Current Professional Development Program Based on Technological Pedagogical Content Knowledge

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program helps me to use ICT tools to provide authentic learning experiences to internalize language skills	0	1.3	0	42.1	56.6	4.54	0.576	2
2	The current PD program helps me to use ICT tools to investigate the improvement of speaking through using video recording	0	0	0	53.9	46.1	4.46	0.502	5

3	The current PD program helps me to use ICT tools facilitates the development of students' reading comprehension and reading strategy through the reading tasks and the materials that were available on the tools	0	0	1.3	50.0	48.7	4.47	0.528	4
4	The current PD program helps me to use ICT tools to increase reading skills such as pronouncing words, familiarization with English words, and intonation of the words and long expressions	0	1.3	0	46.1	52.6	4.50	0.577	3
5	The current PD helps me to use ICT tools to encourage and motivate learners to build their writing skills through self-reflection and peer-feedback	0	0	0	44.7	55.3	4.55	0.501	1

The data from the Table 35 presents English language teachers reflection on the current professional development program based on the technological pedagogical content knowledge. The English language teachers' reflection on the current professional development program reveals that it is highly effective in integrating ICT tools to enhance various aspects of language teaching. Notably, the current professional development program excels in utilizing ICT tools to foster writing skills through self-reflection and peer- feedback, evidenced by the highest mean score of 4.55, which indicates a strong agreement among participants regarding its efficacy. Similarly, the program's impact on providing authentic learning experiences and facilitating reading comprehension is reflected in mean scores of 4.54 and 4.47, respectively, demonstrating its robust capacity to leverage technology for language acquisition and reading strategy development. Although the application of ICT tools to improve speaking skills via video recordings received a slightly lower mean score of 4.46, it remains significantly high, suggesting that while this component is effective, it may benefit from further enhancement to optimize its impact. The current professional development program's efforts to improve reading skills through pronunciation and intonation achieved a mean score of 4.50, highlighting its effectiveness in addressing fundamental language competencies. Overall, the current

professional development program is commendably successful in employing ICT tools to advance language teaching; however, there is potential for refining specific areas, particularly in optimizing video-based speaking activities. The consistently high ratings across most items affirm the current professional development program’s substantial contribution to modernizing and enriching language instruction through technological integration.

Table 36 English Language Teachers’ Reflection on the Current Professional Development Program Based on Knowledge of Disciplinary Language

No	Items	Responses (%)					Mean	St. Dev	Rank
		SA	A	U	D	SD			
1	The current PD program helps me to provide the subject matter with appropriate language practically in the day to day class management	1.3	15.8	10.5	39.5	32.9	3.87	1.087	5
2	The current PD program helps me to enhance my proficiency and boost my confidence to use appropriate English in the classroom	0	5.3	5.3	60.5	28.9	4.13	0.737	1
3	The current PD program helps me to use a variety of classroom questioning techniques fluently and flexibly	1.3	6.6	2.6	60.5	28.9	4.09	0.836	2
4	The current PD program helps me to make more use of the classroom English for example in running co-curricular activities such as English language club	0	14.5	6.6	48.7	30.3	3.95	0.978	4
5	The current PD program helps me to use every day phrases related to recurrent social situations, e.g. greetings, introduction leaving, apologizing to maintain good relationship with your students	0	11.8	1.3	64.5	22.4	3.97	0.848	3

Table 36 shows the English language teachers' reflections on their current professional development based on their knowledge of disciplinary language, and it indicates a mixed but generally positive impact on teaching practices. The current professional development program is particularly effective in enhancing teachers' proficiency and boosting their confidence in using English, as evidenced by the highest mean score of 4.13. This suggests a strong contribution to teachers' self-efficacy and linguistic competence. Similarly, the current professional development program demonstrates effectiveness in promoting the use of varied questioning techniques, with a mean score of 4.09, underlining its role in enriching pedagogical strategies. However, the lower mean scores for integrating appropriate language into daily classroom management (3.87) and for leveraging classroom English in co-curricular activities (3.95) reveal areas of relative weakness. The modest mean score of 3.97 for teaching everyday phrases further reflects a limited impact on practical language use. These findings highlight that while the current professional development program excels in enhancing language proficiency and pedagogical versatility, there is a critical need to refine its focus on practical language application and comprehensive classroom integration. Addressing these gaps could significantly enhance the program's overall effectiveness and support a more holistic development of teaching practices.

Table 37: The Overall Reflection of English Language Teachers' on the Current Professional Development Program

S. No	Scopes of English Language Teachers' Professional Development	Max Mean	Min Mean	Mean	Std. Deviation	Rank
1	Content Knowledge	24.3250	19.2276	21.7763	2.54872	5
2	Pedagogical Content Knowledge	24.1950	18.8840	21.5395	2.65551	6
3	Research Knowledge	24.2315	19.9263	22.0789	2.15260	3
4	Knowledge of Reflection	24.4702	18.0898	21.2800	3.19019	8
5	Pedagogical Knowledge	24.3342	18.3058	21.3200	3.01420	7
6	Knowledge of Educational Context	24.1385	17.8351	20.9868	3.15169	9
7	Language Policy and Curriculum Knowledge	24.1008	19.7940	21.9474	2.15341	4
8	Technological Knowledge and Literacy	24.3714	20.1812	22.2763	2.09507	2

9	Technological Pedagogical Content Knowledge	24.6895	20.3631	22.5263	2.16317	1
10	Knowledge of Disciplinary Language	23.5022	16.5242	20.0132	3.48901	10

Overall, the data from the Table 37 provides cumulative English language teachers' reflection on the current professional development program. The highest mean score of 22.5263 for Technological Pedagogical Content Knowledge (TPACK) indicates a pronounced prioritization of integrating technology with pedagogical strategies, underscoring the significance of this competency in contemporary educational contexts. This is closely followed by Technological Knowledge and Literacy, with a mean of 22.2763, further emphasizing the critical role of technological proficiency. Conversely, the domain of Knowledge of Disciplinary Language ranks lowest with a mean score of 20.0132, suggesting a relative neglect in this fundamental area compared to others. Additionally, Knowledge of Educational Context and Knowledge of Reflection also feature among the lower ranks, with means of 20.9868 and 21.2800 respectively, implying that these areas may not receive adequate attention in current professional development frameworks. Although Research Knowledge and Language Policy and Curriculum Knowledge receive moderately high scores (22.0789 and 21.9474), they still fall behind the technological domains. This distribution highlights a potential imbalance, where the strong emphasis on technological integration might overshadow critical content and contextual knowledge. To ensure a more holistic approach to teacher development, it is essential to address these gaps, particularly in enhancing content-specific and contextual understanding, thereby fostering a more comprehensive and effective professional development strategy.

4.2.3. Relationship between High School English Language Teachers' Reflection on the Current Professional Development Program and their Professional Development Needs

The purpose of the third research question was to determine whether or not high school English language teachers' needs are met by the current professional development program. The researcher establishes a relationship between English language teachers' needs for professional development programs and their reflections on the current program in order to achieve this goal. The results used to determine the needs of English language teachers and the results used to

evaluate the teachers' reflections on the current professional development program were compared using Spearman's rho correlation (r_s).

Table 38: Spearman's rho Correlation of English Language Teachers' Reflection on the Current Professional Development Program and their Professional Development Needs

		English Language Teachers' Reflection on the Current Professional Development Program										
			CK	PCK	RK	KR	PK	KEC	LPCK	TKL	TPACK	KDL
English Language Teachers' Professional Development Program Needs	CK	r_s	.866**	.556**	.537**	.641**	.589**	.587**	.321**	.438**	.409**	.276*
	PCK	r_s	.726**	.815**	.481**	.515**	.444**	.484**	.317**	.575**	.408**	.242*
	RK	r_s	.627**	.525**	.780**	.434**	.579**	.365**	.315**	.592**	.548**	.227*
	KR	r_s	.626**	.625**	.491**	.918**	.599**	.722**	.367**	.337**	.266*	.359**
	PK	r_s	.594**	.644**	.570**	.576**	.817**	.598**	.337**	.379**	.230*	.476**
	KEC	r_s	.514**	.540**	.367**	.698**	.603**	.930**	.340**	.321**	.109	.366**
	LPCK	r_s	.294*	.378**	.431**	.254*	.246*	.238*	.755**	.446**	.289*	.368**
	TKL	r_s	.512**	.589**	.422**	.446**	.437**	.469**	.543**	.696**	.526**	.272*
	TPACK	r_s	.351**	.371**	.458**	.361**	.294*	.231*	.421**	.422**	.725**	.174
	KDL	r_s	.498**	.432**	.309**	.539**	.578**	.593**	.438**	.231*	.234*	.717**

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

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

In Table 38, there was a moderate, positive correlation between English language teachers' needs for content knowledge (CK) and their reflection on the seven scopes (i.e., pedagogical content knowledge (PCK), research knowledge (RK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK) at the 0.01 level (2-tailed). The English language teachers' reflections on language policy and curriculum knowledge (LPCK), knowledge of disciplinary language (KDL), and needs for content knowledge (CK) showed a weak, positive correlation at the 0.01 and 0.05 (2-tailed) levels, respectively. The needs of English language teachers for content knowledge (CK) and their reflection on CK were also found to be strongly positively correlated with one another at the 0.05 level (2-tailed).

There were moderately positive statistically significant correlations, at the 0.01 level (2-tailed), between the needs of English language teachers in the second scope of professional development and their reflection on research knowledge (RK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK). The needs of English language teachers in terms of pedagogical content knowledge (PCK), reflection on language policy and curriculum knowledge (LPCK), and knowledge of disciplinary language (KDL) were found to have weak, positive statistically significant correlations at the 0.01 and 0.05 level (2-tailed), respectively. Additionally, there were significant, positive statistically significant correlations between the pedagogical content knowledge (PCK) needs of English language teachers and their reflection on content knowledge (CK) and pedagogical content knowledge (PCK) at the 0.05 level (2-tailed).

As regards English language teachers' needs for research knowledge (RK), there were moderate, positive, statistically significant correlations with their reflection on content knowledge (CK), pedagogical content knowledge (PCK), knowledge of reflection (KR), pedagogical knowledge (PK), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK) at the 0.05 level (2-tailed). There were strong, positive, statistically significant correlations between English language teachers' needs for research knowledge (RK) and their reflection on the research knowledge (RK) at the 0.05 level (2-tailed). Besides, there were weak, positive statistically significant correlations between English language teachers' research knowledge (RK) needs and their reflection on knowledge of educational contexts (KEC), language policy, and curriculum knowledge (LPCK) at the 0.05 levels (2-tailed) and knowledge of disciplinary language (KDL) at the 0.01 level (2-tailed).

As to English language teachers' needs for knowledge of reflection (KR), there were moderate, positive, and statistically significant correlations with their reflection on content knowledge (CK), pedagogical content knowledge (PCK), and pedagogical knowledge (PK) at the 0.05 level (2-tailed). There were strong, positive, and statistically significant correlations between English language teachers' needs for knowledge of reflection (KR) and their reflection on the knowledge of educational contexts (KEC), and there were also very strong, positive correlations between reflection and knowledge of reflection (KR). Moreover, there were weak, positive, and

statistically significant correlations between English language teachers' needs on knowledge of reflection (KR) and their reflection on language policy and curriculum knowledge (LPCK), technological knowledge and literacy (TKL), technological pedagogical content knowledge (TPACK) at the 0.05 level (2-tailed), and knowledge of disciplinary language (KDL) at the 0.01 level (2-tailed).

Regarding English language teachers' needs for pedagogical knowledge (PK), there were moderate, positive, and statistically significant correlations with their reflection on content knowledge (CK), pedagogical content knowledge (PCK), research knowledge (RK), knowledge of reflection (KR), knowledge of educational contexts (KEC), and knowledge of disciplinary language (KDL) at the 0.01 level (2-tailed). At the 0.01 level (2-tailed), there were strong, positive, and statistically significant correlations between the pedagogical knowledge (PK) needs of English language teachers and their reflection on pedagogical knowledge (PK). Additionally, there were weak, positive, and statistically significant correlations between the technological knowledge and literacy (TKL) at the 0.05 level (2-tailed), language policy and curriculum knowledge (LPCK), and technological pedagogical content knowledge (TPACK) at the 0.01 level (2-tailed) that English language teachers reflected on.

Concerning English language teachers' needs for knowledge of educational contexts (KEC), there were moderate, positive, and statistically significant correlations with their reflection on content knowledge (CK), pedagogical content knowledge (PCK), and knowledge of reflection (KR) at the 0.01 level (2-tailed). English language teachers' reflection on language policy and curriculum knowledge (LPCK), technological knowledge and literacy (TKL), and knowledge of disciplinary language (KDL) showed weak, positive, and statistically significant correlations with their needs for knowledge of educational contexts (KEC) at the 0.05 level (2-tailed), but there were weak, positive, and no statistically significant correlations with technological pedagogical content knowledge (TPACK). Furthermore, at the 0.01 level (2-tailed), there were very strong, positive, and statistically significant correlations between the needs of English language teachers in terms of knowledge of educational contexts (KEC) and their reflection on the knowledge of educational contexts (KEC).

At the 0.01 level (2-tailed), there were weak, positive, and statistically significant correlations between the needs of English language teachers in terms of language policy and curriculum

knowledge (LPCK) and their reflection on content knowledge (CK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), and technological pedagogical content knowledge (TPACK). At the 0.05 level (2-tailed), there were weak, positive, and statistically significant correlations between pedagogical content knowledge (PCK) and knowledge of disciplinary language (KDL). There were also moderate, positive, and statistically significant correlations between English language teachers' needs on language policy and curriculum knowledge (LPCK) and their reflection on research knowledge (RK) and technological knowledge and literacy (TKL) at the 0.01 level (2-tailed). Moreover, there were strong, positive, and statistically significant correlations between English language teachers' needs on language policy and curriculum knowledge (LPCK) and their reflection on language policy and curriculum knowledge (LPCK) at the 0.05 level (2-tailed).

The study found that there were moderately strong, positive, and statistically significant correlations between the needs of English language teachers and their reflection on the first nine scopes of their professional development at the 0.01 level (2-tailed). These scopes include content knowledge (CK), pedagogical content knowledge (PCK), research knowledge (RK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), language policy and curriculum knowledge (LPCK), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK). Moreover, the needs of English language teachers in terms of technological knowledge and literacy (TKL) and their reflection on knowledge of disciplinary language (KDL) were also found to be weak, positive and statistically significant at the 0.05 level (2-tailed).

There were weak, positive, and statistically significant correlations between English language teachers' needs for technological pedagogical content knowledge (TPACK) and their reflection on content knowledge (CK), pedagogical content knowledge (PCK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), and knowledge of disciplinary language (KDL) at the 0.05 level (2-tailed). Likewise, there were moderate, positive, and statistically significant correlations between English language teachers' needs for technological pedagogical content knowledge (TPACK) and their reflection on research knowledge (RK), language policy and curriculum knowledge (LPCK), and technological knowledge and literacy (TKL) at the 0.01 level (2-tailed). There were also strong, positive, and

statistically significant correlations between English language teachers' needs for technological pedagogical content knowledge (TPACK) and their reflection on technological pedagogical content knowledge (TPACK) at the 0.01 level (2-tailed).

Vis-à-vis English language teachers' needs on knowledge of disciplinary language (KDL), there were moderate, positive, and statistically significant correlations with their reflection on content knowledge (CK), pedagogical content knowledge (PCK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), and language policy and curriculum knowledge (LPCK) at a 0.01 level (2-tailed). There were weak, positive, and statistically significant correlations between English language teachers' needs for knowledge of disciplinary language (KDL) and their reflection on research knowledge (RK) at the 0.01 level (2-tailed), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK) at the 0.05 level (2-tailed). Moreover, there were strong, positive, and statistically significant correlations between English language teachers' needs for knowledge of disciplinary language (KDL) and their reflection on knowledge of disciplinary language (KDL) at the 0.05 level (2-tailed).

Table 39: Spearman's rho Correlation on the Overall English Language Teachers' Reflection on Current Professional Development Program and their Professional Development Needs

		English Language Teachers' Need on Professional Development Program	English Language Teachers' Reflection on Current Professional Development Program
English Language Teachers' Need on Professional Development Program	r_s	1.000	.872 ^{**}
	Sig. (2-tailed)	.	.000
	N	76	76
English Language Teachers' Reflection on Current Professional Development Program	r_s	.872 ^{**}	1.000
	Sig. (2-tailed)	.000	.
	N	76	76

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

The researcher used Spearman's rho correlation (r_s) in addition to the above analysis of each English language teacher's scope of professional development to determine the overall relationship between the need for professional development among English language teachers and their reflection on their current professional development (see table 39). Additionally, as shown in the Table 39, a statistically significant correlation ($r_s = .872$, $n = 76$, $p = 0.01$) was found between the professional development needs of English language teachers and their reflection on their current professional development.

4.2.4. Factors Hindering High School English Language Teachers' Participation in Professional Development Program

Finding the barriers that high school English language teachers faced when taking part in their professional development program was the goal of the fourth research question. English language teachers were asked to answer a self-reporting questionnaire designed to look into things that are preventing them from participating in the professional development program they are currently practicing in order to gather the data needed for this research question. In addition, the questionnaire had fifteen items and was set up using a five-point Likert scale (5 = most serious, 4 = more serious, 3 = serious, 2 = less serious, and 1 = least serious). Furthermore, the information gathered from the questionnaire was cross-checked with the findings of the interviews, and the results of the data analysis are shown below.

Table 40: Factors Hindering English Language Teachers' Participation in Professional Development Program

S.No	Hindering Factor	Responses (%)				Mean	Std. Dev	Rank
		Less Serious	Serious	More Serious	Most Serious			
1	The Less commitment of leaders to support PD	25	15	45	15	3.63	1.164	9
2	Lack of resources	25	15	25	35	3.79	1.225	5
3	Lack of budget	15	25	25	35	3.84	1.233	4
4	Lack of trained PD facilitators	25	15	35	25	3.66	1.250	8

5	Workload	45	0	30	25	3.72	1.312	7
6	Shortage of time for teachers	30	30	20	20	3.59	1.213	10
7	Lack of support from colleagues	35	20	30	15	3.41	1.267	14
8	The content of PD programs are not addresses my needs and wants	35	15	35	15	3.39	1.059	15
9	Suitability of provision/ Poor delivery of PD	35	10	40	15	3.42	1.146	13
10	Less committeemen/moral of teachers to their profession	25	15	15	45	3.78	1.261	6
11	PD program is not well planned and managed	15	0	30	55	4.07	1.100	1
12	Lack of support from stakeholders	15	15	45	25	3.88	.979	3
13	Low level of understanding of stakeholders towards PD	15	0	50	35	3.97	1.006	2
14	Lack of incentives	35	15	25	25	3.53	1.125	11
15	Lack of knowledge of teachers toward PD	25	10	30	35	3.53	1.238	12

The Table 40 elucidates several critical hindering factors to the participations of English language teachers in the professional development program. The preeminent challenge identified is the inadequate planning and management of professional development programs, with a mean score of 4.07, underscoring a systemic flaw that significantly undermines the effectiveness of these initiatives. This issue is closely followed by the low level of understanding of stakeholders regarding professional development, which received a mean score of 3.97, and a lack of support from stakeholders (mean = 3.88), indicating that deficiencies in stakeholder engagement and comprehension are pivotal barriers to successful professional development implementation. Additionally, the perceived lack of commitment and morale among teachers, with a mean score of 3.78, suggests a profound impact on the efficacy of professional development, reflecting issues related to teacher motivation and professional dedication. Meanwhile, practical constraints such as inadequate resources (mean = 3.79), budget limitations (mean = 3.84), and excessive workload (mean = 3.72) are recognized as significant but secondary to more systemic and

engagement-related challenges. Although concerns regarding the relevance of professional development content and its delivery are noted, with mean scores of 3.39 and 3.42 respectively, these are deemed less critical compared to the overarching issues of program management and stakeholder involvement. Consequently, a strategic overhaul focusing on the comprehensive planning, stakeholder engagement and management of PD programs is essential for mitigating these barriers and enhancing the overall effectiveness of professional development for educators.

4.3. Analysis and Findings Qualitative Data

In this section, the analysis and findings of the data drawn from interviews with six English language teachers are presented.

4.3.1. Findings Drawn through Interviews

Based on the findings drawn from interviews with six high school English language teachers are discussed and identified four themes. These are 1) reasons and wants to develop in a professional development program; 2) reflections on the current professional development program; 3) views on whether the current professional development program fulfills the high school English language teachers' needs or not; and 4) perceived factors hindering participation in a professional development program.

4.3.1.1. English Language Teachers' Reasons and Wants to Develop in Professional Development Program

The quantitative data under this theme, interviews were held with six high school 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.

More specifically, the following sample extracts were noted from the interview discussion held with the English language teachers: Two of the respondents (T1 and T3) tried to react to the interview question, saying:

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)

As implied from the interview data in T1 above, teachers were participating since the professional development program is an obligation to accomplish. Likewise, the other respondent (T2) expressed that teachers are participating in a continuous professional development program because it is taken as a pre-condition to get a promotion in their career. To this, T2 said, “I just participate in the program to complete the duty given by the top administrators and not to fail in the evaluation done by the directors and supervisors.”

Nevertheless, the data obtained from interviews also shows that high school English language teachers wish to develop their knowledge in a variety of areas. The interview data indicates that the participants' purposes are to advance their skills in language, knowledge of the subject matter, general methods of teaching, language teaching methodology, use of technology in the classroom, and research skills.

More precisely, the following sample extracts were noted from the interview discussion held with the English language teachers: In response to this, T4, T6, and T2 denoted:

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)

Overall, the interview data confirmed that the English language teachers in the study area are not intrinsically motivated to participate in a continuous professional development program. But if the program is designed to fulfill their needs, they have shown interest in participating in it and understood its value. More specifically, participants want to develop their content knowledge, pedagogical knowledge, the use of technology, research skills, and language teaching methodology. Therefore, program designers and stakeholder groups should take the high school English language teachers' needs into consideration and make them intrinsically motivated to set out their reasons to participate in a continuous professional development program.

4.3.1.2. English Language Teachers' Reflections on the Current Professional Development Program

In light of this theme, interviews were held with high school English language teachers who were currently teaching English to reflect on the current professional development program. They tried to reflect on the program as the topics or issues did not align with the teacher's needs and were not subject-specific. For example, T4 and T5 said:

In my school, the topics included in the continuous professional development program are about how to build school fences, how to minimize students' attrition rates, etc., and these topics were not agreed upon by the teachers'

needs. Due to this, teachers were getting bored and demotivated to participate in the continuous professional development program. (T4)

Furthermore, T5's statement confirms the prior viewpoint and asserts that:

In the current professional development program, English language teachers are forced to participate or to be trained with other subject teachers. Therefore, the program needs to be offered to English language teachers separately because the nature of the subject is different. After all, it deals with skill and knowledge. (T5)

However, English language teachers noted that the current professional development program lacks facilitators or trainers with the necessary training and experience to adequately address the issues covered. Accordingly, for instance, a few interviewees said that:

... there are problems in selecting trainers, which is done just haphazardly and selection by the majority of the teachers. Also, it is done without considering the teacher's competence and knowing or understanding their knowledge to proceed and to be a trainer in the program. (T3)

The current professional development program is delivered by trainers who do not have enough knowledge and training on the contents included in the program, even though the topics are given or selected by the school. the contents are selected and cascaded from the top managements. (T5)

The respondents indicated that the contents of the current professional development program are chosen and cascaded by the school directors and higher officials in the sector, despite the belief that the design process of a program or course should be based on needs analysis. For example, T4 said:

The continuous professional development training document or content used in our school has no relation to our subject. As a result, I have no desire to participate in the training. All the contents were delivered by the regional, zonal, woreda, and city administration authorities, but teachers did not participate in the design or content selection. (T4)

In summary, some of the most significant observations made by participants included the following: the current professional development program was not designed to support English language teachers in growing as professionals; the topics and issues covered in the program were not chosen with teachers' needs in mind; and the program was not subject-specific. School directors and higher-ranking officials in the sector choose and cascade the contents of the current professional development program; neither trained facilitators nor trainers possess sufficient expertise in the topics or issues covered in the program. Thus, teachers' opinions of the current professional development program should be taken into account by program designers.

4.3.1.3. English Language Teachers' Views on Whether the Current Professional Development Program Fulfills their Professional Development Needs or Not

The high school English language teachers' interview data under this theme demonstrated that their current professional development program was not meeting their needs. Moreover, the majority of English language teachers' interview extracts essentially express the same opinion, which is that they are not being met by the current professional development program. For example, T6 stated that:

I did not want to attend the continuous professional development program offered at our school. This is because the topics covered in the training and methods of delivery were not in line with my interests, so I am apathetic and reluctant. But if the topics in the program included my needs, I would have the motivation and interest to attend. (T6)

Similarly, Miss T2's statement supports the preceding opinion and indicates that:

The continuous professional development program offered to us is completely not satisfying my need as English language teacher, and we are doing activities haphazardly. Therefore, the program should be designed in a way to enhance my profession and to change teachers' effectiveness and students' result. (T2)

In addition to the above idea, the content of the continuous professional development program offered in their school focused on general issues that were not related to English language teaching and their needs. In line with this, T1 explained:

The continuous professional development program that we are taking is not aligned with my needs; rather, it focuses on the general issues of teaching and learning; for example, it deals with students' misbehavior. Therefore, the program should be designed based on English language teachers' needs and focus on English language teaching in particular and overall teaching and learning in general. (T1)

In general, the fact that the current professional development program does not meet their needs was one of the most important issues brought up during interview discussions. The design of a program or training should be based on the needs of the target group, even though it should also identify the needs of the target group and include specific content that can assist trainees in their profession.

4.3.1.4. English Language Teachers' Perceived Factors Hindering their Participation in the Professional Development Program

Under this theme, the majority of the barriers noted in the survey were supported by the information obtained from the interviews. As the data obtained from the interview revealed, participants identified different hindering factors they have faced while participating in the continuous professional development program. In particular, the following sample extracts from the interview discussion with English language teachers were noted, and the respondents (T6 and T4) stated that the primary factors affecting their participation in the professional development program are lack of interest and motivation.

I do not want to attend the continuous professional development program offered at our school. This is because the topics covered in the training and the methods of delivery were not in line with my interests, so I am apathetic and reluctant. The main problem is that the topics included in the continuous professional development training are not related to teachers' needs. As a result, we have lost interest in participating in the program. (T6)

The training topics are different every year and are chosen by the school administration, like improving students' misbehavior and students' attrition rate, and these topics are given to all teachers in the school without exception. As a result, I was demotivated to participate in the continuous professional development program. (T4)

As implied from the interview data above, the contents covered in the continuous professional development program and method of delivery were the main factors hindering participation in the program because the contents were chosen by the school administration were not related to teachers' needs. Likewise, the other hindering factors were teachers' workload and a lack of resources. These implied that teachers were forced to cover twenty to thirty periods in a week to teach the subject, and they did not have enough resources to accomplish tasks. For example, T6 and T4 denoted that:

So far, the implementation of the continuous professional development program in my school is not adequately organized. This means that teachers do not have enough time and material to implement the training, and there is also no trained program facilitator in the field at the school. (T6)

Among the problems, we are forced to give tutorials to students and to carry out continuous professional development training in one shift, and it has created unnecessary pressure on the teacher. In addition, the absence of training materials and the incompetence of trainers are the problems we face in continuous professional development training. (T4)

In addition to the above, the interviewee identified a lack of trained facilitators as another factor that hinders their participation in a continuous professional development program. Further, extracts from T3 and T4 identified a lack of trained facilitators as a hindering factor, saying:

There was a problem in the process of choosing trainers, which took place just based on the majority votes given by the teachers. Also, it is not done without considering teachers' competence and knowledge to be program trainers. Therefore, once the teacher is chosen as a trainer, he or she will deliver the training as much as he or she can. (T3)

Another problem we face is that the trainers of continuous professional development training do not have enough knowledge and skills in the field. So trainers should have knowledge and experience in the field, and they can be invited from the nearby colleges and universities (Arba Minch Teachers College and Arba Minch University). (T4)

Finally, English language teachers identified a lack of subject, field, or department specification as another hindering factor that affects their participation in a continuous professional development program. Moreover, T3 and T5 stated that:

Nevertheless, we have been taken and trained on contents that are given on general issues of teaching and learning and are not subject-specific. As a result, the program cannot change and enhance our teaching. (T3)

The main challenge that we are encountering in the professional development program is a lack of supervision and support from the stakeholders. For instance, the education sector at the zonal and woreda levels did not give facilitators the opportunity to capacitate themselves and acquire the necessary skills and knowledge. (T5)

In general, teachers' workloads, a lack of resources, teachers' disinterest and lack of motivation, the absence of a trained facilitator, and the absence of subject, field, or department specifications were among the most important impediments noted by the interviewees. Hence, in order to attain the desired result of the professional development program, stakeholders should take into account the stated factors.

4.4. Interpretation and Discussion of Findings

The findings presented in the previous sections of this chapter highlighted some major aspects of high school English language teachers' professional development needs. More specifically, this research tried to identify the high school English language teachers' target needs in professional development (lack, want, and necessity), examine the high school English language teachers' reflections on the current professional development, find out whether the current professional development program fulfills the high school English language teachers' needs or not, and investigate the factors that hinder high school English language teachers' participation in the

program they are practicing. Further, to attain the above-mentioned objectives, the data were collected using a questionnaire, a test, and an interview. Four different questionnaire parts aimed at identifying English language teachers' difficulties in teaching English based on English language teachers' professional development scopes, identifying English language teachers' needs based on professional development scopes, examining English language teachers' reflections on the current professional development program, identifying English language teachers' purposes to participate in professional development programs, and investigating the factors that hinder high school English language teachers' participation in the professional development programs they are practicing. The test aimed at cross-checking the results obtained from English language teachers' difficulties in teaching English questionnaires, and interviews were also used to triangulate the results obtained from the questionnaires. This section presents interpretation and discussion of the major findings of the study.

4.4.1. Target Needs of High School English Language Teachers on Professional Development Program

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

However, Mishra & Koehler (2006) suggested that teachers can encourage students to investigate English-learning materials by employing appropriate technological pedagogical content knowledge (TPACK). The model also suggests that content knowledge (CK), which integrates technology and instructional capabilities, is essential for promoting effective and innovative classroom instruction. In addition, Shadieff and Yang (2020) suggested integrating technology into the process of teaching and learning so that teachers could control their educational tactics and duties and make the best use of the resources currently available (Basirat and Taghizadeh, 2021; Tondeur et al., 2012). In addition, there are a number of benefits to using

technology for foreign language instruction, assessment, and practice. These benefits are especially true in English-speaking environments where students have limited opportunity to test and practice their language skills (Alsied & Pathan, 2013). By incorporating well-planned and structured activities into English language classes, teachers have started to effectively increase their students' motivation by outlining the task types they are preparing for their classes (Lin, 2009). Furthermore, Harmer (2007) claimed that by enhancing collaborative language learning and enabling students to use language in conversation, technology in language learning classrooms can help both teachers and students. On the other hand, pedagogical knowledge (PK) and knowledge of disciplinary language (KDL) were the skills that English language teachers lacked the least when teaching the subject.

The test results, in contrast to the questionnaire results, showed that the English language teachers' minor difficulty was indicated by their knowledge of disciplinary language (KDL) and technological pedagogical content knowledge (TPACK). The test results indicated that the other two areas in which high school English language teachers were lacking were knowledge of reflection (KR) and research knowledge (RK). Nonetheless, research knowledge (RK) is advantageous to English language instructors' professional growth. Morales (2016) assesses if a teacher's 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 knowledge of reflection (KR), even though it presents a modest challenge, and it serves as a guide for self-dialogue and inquiry. According to Schön (as cited in Giovannelli 2003, p. 293), there are two categories of reflection: "reflection on action" and "reflection in action." In order 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 knowledge of disciplinary language (KDL) had the least amount of difficulty among high school English language teachers.

Generally, the discussions above showed that English language teachers encountered different degrees of difficulty with the listed scopes of professional development. Thus, planners should take into account the challenges that English language teachers face when creating a professional development program.

The second phase to analyses target needs of high school English language teachers is realizing wants. The wants or personal needs of English language teachers are what they aspire to obtain in the professional development program. On the other hand, it is frequently observed that these may diverge, even clash, depending on how a sponsor or employer views the needs and how the English language teacher identifies deficiencies. Consequently, the data obtained from the questionnaire revealed that English language teachers want to be trained for every reason or purpose. In addition, the majority of English language teachers aspire to receive training, and the first three reasons to participate in professional development were to enhance one's understanding of how teaching and learning are situated in different settings, to enhance one's understanding of how to conduct research that is specific to their teaching subject, and to enhance one's understanding and assessment of technological tools. On the other hand, the least ranked reasons given by high school English language teachers to participate in professional development programs were to develop their understanding of educational policy and curriculum and the relationship between the two, to develop their understanding of how teaching and learning take place in teaching the subject, and to develop their understanding of subject matter knowledge, respectively.

However, the interview data contradicted the reasons presented in the questionnaire, and English language teachers participated since a continuous professional development program is an obligation and taken as a pre-condition for promotion. However, interview data also demonstrated that high school English language teachers want to develop their knowledge in different areas; for example, they want to develop their language skills, content knowledge, general methods of teaching, language teaching methodology, use of technology in the language classroom, 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). Likewise, 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.

The third segment to analyses target needs of high school English language teachers is recognizing wants. The findings of English language teachers' necessity revealed that technological pedagogical content knowledge (TPACK), technological knowledge and literacy (TKL), and research knowledge (RK) highly demanded scopes of English language teachers'

professional development. Content knowledge (CK) and language policy and curriculum knowledge (LPCK) were issued next in response to the demand above. In addition, the results showed that knowledge of educational context (KEC) and knowledge of disciplinary language (KDL) were the least needed scopes, and they wanted to know how to operate well in the target situation. This finding was echoed by Abrar & Hailu (2022), who found that English language teachers need to improve their English language proficiency, subject knowledge, and pedagogical and content knowledge in the professional development program. In another study, English teachers needed to be trained in content-like subject areas, especially speaking, writing, grammar, and vocabulary (Getachew et al., 2019). Furthermore, Getnet and R. Siva (2019) identified that subject matter knowledge, curriculum knowledge, and classroom management skills were preferred to develop in a professional development program, whereas teaching students with special needs and action research were the least selected needs.

Furthermore, results indicated that English language teachers desired to develop the use of technology in the classroom and research skills. Accordingly, Guangbao et al. (2021) concurred with this result and found that there was a stronger demand from Australian teachers for new technology training and the use of information and communication technology (ICT). In addition, research has found that professional development programs based on the technological pedagogical content knowledge (TPACK) framework have profound impacts on teachers' levels of instructional skills in cooperation with technology (Caromawati, 2017; Liu & Kleinsasser, 2015). Thus, it can be asserted that teachers who are provided with a more professional development program in technological pedagogical content knowledge (TPACK)-related training perform a higher level of teaching skills with the integration of the three domains of technology, content, and pedagogy. Besides, research has supported the integration of technology as effective in promoting teaching quality and enhancing students' academic performance (Ansyari, 2015) as well as enhancing students' language acquisition (Levak & Son, 2017). Professional development programs must be developed that help English language teachers integrate technology into their teaching rather than simply adding technology to the existing teaching and content domain. In general, the findings showed that the needs for professional development programs for English language teachers are almost the same. As such, the program should be

designed to include the knowledge and skills that the identified English language teachers will need to succeed in the target situation.

4.4.2. Reflections of High School English Language Teachers on the Current Professional Development Program

The results showed that the majority of English language teachers believed that the current professional development program highly ignored technological pedagogical content knowledge (TPACK), technological knowledge and literacy (TKL), and research knowledge (RK), language policy and curriculum knowledge (LPCK), and content knowledge (CK), respectively. Furthermore, knowledge of reflection (KR), knowledge of the educational context (KEC), and knowledge of disciplinary language (KDL) were the least neglected scopes in the current professional development program. Moreover, the majority of respondents shared similar reflections on the current professional development program, indicating a strong relationship. For example, respondents stated that the current professional development program fails to adequately support the professional growth of English language teachers. They noted that the program does not address the topics and issues that are relevant to teachers' needs, and it lacks a specific focus on subject matter. In line with this, Abrar & Hailu (2022) support this result, and they found that the government's professional development opportunities lack teacher control over content, time schedules, and procedures. They also revealed that teachers often lack access to practice, reflection, and experimentation opportunities. Furthermore, there is a lack of properly trained facilitators or trainers who the necessary skills and knowledge have related to the subjects or topics covered in the current program. Moreover, the content of the existing professional development program is chosen and shared by the school administrators and senior officials within the sector, as mentioned earlier. Therefore, it is vital for program designers to consider the insights of teachers with respect to the current professional development program.

In conclusion, the previous discussion has shown that English language educators have similar reflections regarding the current professional development program in which they are involved. Therefore, in order for the program to achieve its goals, it is crucial to consider the teachers' reflections and make necessary revisions based on their feedback. This idea is supported by Mona and Faizah (2021), who suggest evaluating teachers' attitudes after training programs to better customize the programs according to their needs and preferences.

4.4.3. Relationship between English Language Teachers' Reflections on the Current Professional Development Program and their Professional Development Needs

The findings of this study revealed that there was a strong, positive correlation between English language teachers' need for professional development and reflections on their current professional development. More specifically, there was a moderately positive correlation between English language teachers' needs for content knowledge (CK) and their reflection on the seven scopes (i.e., pedagogical content knowledge (PCK), research knowledge (RK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK). There was a weak, positive correlation between English language teachers' needs for content knowledge (CK) and their reflections on language policy and curriculum knowledge (LPCK) and knowledge of disciplinary language (KDL). Moreover, there were strong, positive, statistically significant correlations between the needs of English language teachers for content knowledge (CK) and their reflection on content knowledge (CK).

Regarding English language teachers' needs in the second scope of professional development, there were moderately positive statistically significant correlations with their reflection on research knowledge (RK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK). There were weak, positive, statistically significant correlations between English language teachers' needs for pedagogical content knowledge (PCK) and their reflections on language policy and curriculum knowledge (LPCK) and knowledge of disciplinary language (KDL). Besides, there were strong, positive, statistically significant correlations between English language teachers' needs for pedagogical content knowledge (PCK) and their reflections on content knowledge (CK) and pedagogical content knowledge (PCK).

As regards English language teachers' needs for research knowledge (RK), there were moderate, positive, and statistically significant correlations with their reflection on content knowledge (CK), pedagogical content knowledge (PCK), knowledge of reflection (KR), pedagogical knowledge (PK), technological knowledge and literacy (TKL), and technological pedagogical

content knowledge (TPACK). Strong and positive correlations were observed between the English language teachers' need for research knowledge (RK) and their reflection on research knowledge (RK), and these correlations were found to be statistically significant. In addition, there were weak, positive statistically significant correlations between English language teachers' research knowledge (RK) needs and their reflection on knowledge of educational contexts (KEC), language policy and curriculum knowledge (LPCK), and knowledge of disciplinary language (KDL).

As to English language teachers' needs for knowledge of reflection (KR), there were moderate, positive, and statistically significant correlations with their reflection on content knowledge (CK), pedagogical content knowledge (PCK), and pedagogical knowledge (PK). There were strong, positive, and statistically significant correlations between English language teachers' needs on knowledge of reflection (KR) and their reflection on the knowledge of educational contexts (KEC), and also very strong, positive correlations on knowledge of reflection (KR). Moreover, there were weak, positive, and statistically significant correlations between English language teachers' needs on knowledge of reflection (KR) and their reflection on language policy and curriculum knowledge (LPCK), technological knowledge and literacy (TKL), technological pedagogical content knowledge (TPACK), and knowledge of disciplinary language (KDL).

Concerning English language teachers' needs for pedagogical knowledge (PK), there were moderate, positive, and statistically significant correlations with their reflection on content knowledge (CK), pedagogical content knowledge (PCK), research knowledge (RK), knowledge of reflection (KR), knowledge of educational contexts (KEC), and knowledge of disciplinary language (KDL). There were strong, positive, and statistically significant correlations between English language teachers' needs for pedagogical knowledge (PK) and their reflection on pedagogical knowledge (PK). Moreover, there were weak, positive, and statistically significant correlations between English language teachers' needs for pedagogical knowledge (PK) and their reflection on language policy and curriculum knowledge (LPCK), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK).

Regarding English language teachers' needs for knowledge of educational contexts (KEC), there were moderate, positive, and statistically significant correlations with their reflection on content

knowledge (CK), pedagogical content knowledge (PCK), and knowledge of reflection (KR). There were weak, positive, and statistically significant correlations between English language teachers' needs for knowledge of educational contexts (KEC) and their reflection on language policy and curriculum knowledge (LPCK), technological knowledge and literacy (TKL), and knowledge of disciplinary language (KDL), whereas there were weak, positive, and no statistically significant correlations with technological pedagogical content knowledge (TPACK). Besides, there were very strong, positive, and statistically significant correlations were observed between the English language teachers' needs for knowledge of educational contexts (KEC) and their reflection on knowledge of educational contexts (KEC).

There were weak, positive, and statistically significant correlations observed between the language policy and curriculum knowledge (LPCK) needs of English language teachers and their reflection on content knowledge (CK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), technological pedagogical content knowledge (TPACK), pedagogical content knowledge (PCK), and knowledge of disciplinary language (KDL). There were also moderate, positive, and statistically significant correlations between English language teachers' needs on language policy and curriculum knowledge (LPCK) and their reflection on research knowledge (RK) and technological knowledge and literacy (TKL). Moreover, there were strong, positive, and statistically significant correlations between English language teachers' needs on language policy and curriculum knowledge (LPCK) and their reflection on language policy and curriculum knowledge (LPCK).

Concerning English language teachers' needs for technological knowledge and literacy (TKL), there were moderate, positive, and statistically significant correlations with their reflection on the first nine scopes of English language teachers' professional development (i.e., content knowledge (CK), pedagogical content knowledge (PCK), research knowledge (RK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), language policy and curriculum knowledge (LPCK), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK)). Moreover, there were weak, positive, and statistically significant correlations between English language teachers' needs for technological knowledge and literacy (TKL) and their reflection on knowledge of disciplinary language (KDL).

There were weak, positive, and statistically significant correlations between English language teachers' needs for technological pedagogical content knowledge (TPACK) and their reflection on content knowledge (CK), pedagogical content knowledge (PCK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), and knowledge of disciplinary language (KDL). Likewise, there were moderate, positive, and statistically significant correlations between English language teachers' needs on technological pedagogical content knowledge (TPACK) and their reflection on research knowledge (RK), language policy and curriculum knowledge (LPCK), and technological knowledge and literacy (TKL). There were also strong, positive, and statistically significant correlations between English language teachers' needs on technological pedagogical content knowledge (TPACK) and their reflection on technological pedagogical content knowledge (TPACK).

Vis-à-vis English language teachers' needs on knowledge of disciplinary language (KDL), there were moderate, positive, and statistically significant correlations with their reflection on content knowledge (CK), pedagogical content knowledge (PCK), knowledge of reflection (KR), pedagogical knowledge (PK), knowledge of educational contexts (KEC), and language policy and curriculum knowledge (LPCK). There were weak, positive, and statistically significant correlations between English language teachers' needs for knowledge of disciplinary language (KDL) and their reflection on research knowledge (RK), technological knowledge and literacy (TKL), and technological pedagogical content knowledge (TPACK). Moreover, there were strong, positive, and statistically significant correlations between English language teachers' needs knowledge of disciplinary language (KDL) and their reflection on knowledge of disciplinary language (KDL).

The findings of the interview analysis have demonstrated that there is no discernible correlation between the content of the existing professional development program and the professional development needs of English language teachers. Specifically, the current program fails to adequately address their needs. Additionally, English language teachers have conveyed that the current professional development program falls short in meeting their needs, as the content of the continuous professional development program provided at their school primarily concentrates on generic topics unrelated to English language teaching and their specific needs. However, James and Patricia (2007) stated that professional development programs must target teachers' needs to

help teachers improve as professionals. Therefore, it is imperative for the continuous professional development program to meticulously discern the distinct needs of English language teachers and encompass tailor-made content that can substantially enhance their competence in the field. Furthermore, the program's design should be meticulously crafted in accordance with the specific needs of the target group.

4.4.4. Factors Hindering High School English Language Teachers' Participation in Professional Development Program

This study found some significant factors hindering high school English language teachers' participation in professional development programs. According to the respondents, their participation is significantly impacted by inadequate program planning and management, limited stakeholder comprehension of professional development initiatives, insufficient stakeholder support, inadequate budget allocation, and inadequate availability of resources, respectively.

Shortage of time for teachers, lack of incentives, lack of teachers' professional development knowledge, poor delivery of professional development, lack of support from colleagues, and the disparity between professional development program contents and their needs and wants reported as the least hindering factors. Nevertheless, it should be noted that a majority of respondents still reported these factors, indicating that all of the listed items were perceived as hindrances to teachers' participation in continuous professional development.

The findings of the interview analysis additionally substantiate that various inhibiting factors significantly influence the involvement of high school English language teachers in a continuous professional development program. More specifically, teachers' workload, lack of resources, lack of interest and motivation, lack of trained facilitators, and lack of subject, field, or department specification emerged as the most notable hindrances identified by high school English language teachers. Consequently, stakeholders should take these identified factors into consideration in order to attain the desired objectives of the professional development program.

The findings of this study are consistent with the Getnet and R. Siva (2019) study, which reported that lack of incentives, workload, shortage of time, lack of support from stakeholders, and lack of trained continuous professional development facilitators were the most perceived barriers for high school English language teachers in continuous professional development

programs. Moreover, the findings of this study are also consistent with Badri et al.'s (2016) study, which reported that lack of incentive and professional development conflicts with teachers' work schedules were the two most perceived barriers to teachers' engagement in continuous professional development in Abu Dhabi.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to analyze the professional development needs of high school English language teachers in the case of Gamo Zone, Southern Ethiopia. Specifically, this research aimed to identify the target needs of high school English language teachers in professional development (lack, want, and necessity), examine their reflections on the current professional development, determine whether the current professional development program meets their needs or not, and investigate the factors that hinder their participation in the professional development program they are currently practicing. This study sampled English language teachers who were teaching in high schools within Gamo Zone.

To collect relevant data for the research, a mixed-methods approach was employed, incorporating both quantitative and qualitative methodologies. The quantitative data were collected using a test and questionnaire. The test aimed at cross-checking the results obtained from a self-reporting questionnaire to ascertain English language teachers' difficulties in teaching English. Moreover, four parts of the questionnaire aimed at identifying English language teachers' difficulties in teaching English, identifying English language teachers' needs on English language teachers professional development scopes, examining English language teachers' reflections on the current professional development program, identifying English language teachers' purposes to participate in the professional development program, and investigating the factors that hinder high school English language teachers' participation in the professional development program they are practicing. The qualitative instrument consisted of interviews with high school English language teachers.

Before the data for the main study was collected, a test, questionnaire, interview guides, and FGD guides were pilot-tested. Based on the lessons gained from the pilot study, some amendments were made to these instruments before the data was collected for the main study (see Section 3.7.3 of Chapter Three). In the data collection for the main study, the test and

questionnaire data were collected from 22 and 76 high school English language teachers, respectively. Further, interviews were conducted with six high school English language teachers.

In conducting the analysis, both quantitative and qualitative methods were employed. The data obtained from the administered tests and questionnaires were subjected to quantitative analysis. Conversely, the qualitative data acquired from interviews were subjected to qualitative analysis. Subsequently, the findings derived from the analysis were examined in relation to the research questions that guided the study. The key findings, which elucidate the professional development needs of high school English language teachers, are summarized as follows:

- The study revealed that there is a lack in technological knowledge and literacy (TKL) and technological pedagogical content knowledge (TPACK) amongst English language teachers, as evidenced by the results of the questionnaire. However, the test results showed that English language teachers face minor difficulties in knowledge of disciplinary language and technological pedagogical content, while knowledge of reflection and research knowledge are the main shortages. This indicates that English language teachers experienced various professional development difficulties, necessitating planners to consider these difficulties when designing professional development programs for teaching English as a subject effectively.
- High school English language teachers want training for various reasons, with the majority wants to improve their understanding of teaching and learning in different contexts, research-specific research, and technological tool assessment. The least-ranked reasons were educational policy and curriculum, teaching and learning processes, and subject matter knowledge. Interview data contradicted these reasons, as continuous professional development is an obligation for promotion. However, high school 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.
- The study found that high school English language teachers have similar professional development needs, indicating that the program should be tailored to meet their specific needs. Further, the study reveals that English language teachers need highly demanded areas of professional development, including technological pedagogical content knowledge, technological knowledge and literacy, and research knowledge. Content knowledge,

language policy, and curriculum knowledge are also essential. However, knowledge of educational context and disciplinary language is the least needed, as teachers want to operate effectively in target situations.

- The majority of high school English language teachers believe that the current professional development program is not designed to help English language teachers develop their profession, is not subject-specific, and does not align with teacher needs. More specifically, the program neglects technological pedagogical content knowledge, technological knowledge and literacy, research knowledge, language policy and curriculum knowledge, and content knowledge. The least ignored scopes are knowledge of reflection, educational context, and disciplinary language.
- The study found a strong positive correlation between high school English language teachers' need for professional development and their reflection on current programs. Specifically, there was a significant correlation between teachers' content knowledge needs and their reflection on the current professional development programs across various aspects of their professional development, including content knowledge, pedagogical knowledge, research knowledge, knowledge of educational contexts, language policy and curriculum knowledge, technological knowledge, and disciplinary language knowledge.

Moreover, high school English language teachers' professional development needs and their reflection on content knowledge, pedagogical content knowledge, research knowledge, knowledge of reflection, pedagogical knowledge, knowledge of educational contexts, language policy and curriculum knowledge, and technological knowledge had strong, positive, and statistically significant correlations. Furthermore, there were strong, positive, and statistically significant correlations between high school English language teachers' needs for pedagogical content knowledge (PCK) and their reflection on disciplinary language (KDL). Also, there were strong, positive, and statistically significant correlations between teachers' needs for research knowledge (RK) and their reflection on disciplinary language (KDL) in their professional development.

It was found that there were strong correlations between high school English language teachers' needs for knowledge of reflection and pedagogical knowledge in the fourth and fifth

scopes of English language teachers' professional development. High school English language teachers' reflections on content knowledge, pedagogical content knowledge, research knowledge, language policy and curriculum knowledge, technological knowledge and literacy, and knowledge of disciplinary language were all positively correlated. Moreover, it was found that there are strong correlations between high school English language teachers' knowledge of educational contexts (KEC) and their reflections on content knowledge, pedagogical content knowledge, research knowledge, knowledge of reflection, pedagogical knowledge, language policy and curriculum knowledge, technological knowledge and literacy, and knowledge of disciplinary language. However, there was no significant correlation between KEC and technological pedagogical content knowledge. The study also found strong correlations between teachers' needs on language policy and curriculum knowledge and their reflections on content knowledge, knowledge of reflection, pedagogical knowledge, knowledge of educational contexts (KEC), and technological pedagogical content knowledge.

The study also found strong correlations between high school English language teachers' needs for technological knowledge and literacy (TKL) and their reflection on nine scopes, including content knowledge, pedagogical content knowledge, research knowledge, knowledge of reflection, pedagogical knowledge, knowledge of educational contexts, language policy and curriculum knowledge, and technological knowledge and literacy (TPACK). Also, strong, positive, and statistically significant correlations were found between high school English language teachers' needs for technological pedagogical content knowledge (TPACK) and their reflection on content knowledge (CK), pedagogical content knowledge (PCK), research knowledge (RK), knowledge of reflection (KR), language policy and curriculum knowledge (LPCK), technological knowledge and literacy (TKL), and TPACK. There was also a strong, positive, and statistically significant correlation between teachers' needs for disciplinary language (KDL) and their reflections on content knowledge, pedagogical content knowledge, research knowledge, knowledge of reflection, PK, knowledge of educational contexts, language policy and curriculum knowledge, and KDL. The interview analysis also revealed no relationship between the current professional development program and English language teachers' professional development needs,

indicating that it is not fulfilling their needs. Teachers expressed that the program's content focuses on general issues, not specifically related to English language teaching.

- The study revealed that high school English language teachers' participation in professional development programs was significantly hindered by improper planning and management, low stakeholder understanding, and a lack of support, budget, and resources. Moreover, the study found that the least hindering factors for teachers' participation in continuous professional development programs were a shortage of time, a lack of incentives, a lack of professional development knowledge, poor delivery, a lack of support from colleagues, and the disparity between program content and teachers' needs. The interview result also revealed that teachers' work load, lack of resources, lack of interest and motivation, lack of trained facilitators, and lack of subject, field, or department specification were significant hindering factors.

5.2. Conclusions

Based on the findings of the study the following conclusions were drawn:

High school 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, high school 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, high school 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 high school English language teachers want to improve their understanding of teaching and learning in different contexts, subject-specific research, and technological tool assessment. High school 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, high school English language teachers joined the program since continuous professional development is an obligation for promotion. Thus, it is possible to conclude that high school 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 high school 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 high school English language teachers' specific needs.

The high school English language teachers contended that the existing professional development program lacked efficacy in facilitating the growth of English language teachers in their respective fields. This dissatisfaction stemmed from the non-subject specific nature of the program, as it incorporated content chosen by school directors and higher authorities, and failed to align with the specific needs and objectives of the teachers themselves. More specifically, the program neglects technological pedagogical content knowledge, technological knowledge and literacy, research knowledge, language policy and curriculum knowledge, and content knowledge. Hence, from this, it may be possible to conclude that high school English language teachers do not have a positive perception or reflection towards the current professional development program they are practicing in the school. Therefore, it is imperative to revise the professional development program, conduct program evaluation with the involvement of stakeholders, and duly consider the viewpoints of teachers in order to effectively accomplish the desired objectives.

The study revealed a strong positive correlation between the professional development needs of high school English language teachers and their reflections on the existing professional

development program. This suggests that the present program failed to address the specific needs of high school English language teachers, as its content primarily focused on general topics unrelated to English language teaching. Therefore, program designers and stakeholders need to pay attention to teachers' reflections on professional development programs and their professional development program needs in designing the program and should revise accordingly.

Finally, the study revealed that high school English language teachers' participation in professional development programs was significantly hindered by improper planning and management, low stakeholder understanding, and a lack of support, budget, and resources. Moreover, the study found that the least hindering factors were a shortage of time, a lack of incentives, a lack of professional development knowledge, poor delivery, a lack of support from colleagues, and the disparity between program content and teachers' needs. The interview results also revealed that teachers' workload, lack of resources, lack of interest and motivation, lack of trained facilitators, and lack of subject, field, or department specification were significant hindering factors.

5.3. Recommendations

The authorities in the education sector, like the Ministry of Education, regional and zone education offices, and even high schools, should evaluate and identify the specific difficulties that English language teachers experience while teaching the subject and the expected knowledge that they need to develop. This enables them to gear themselves towards enhancing the skills, attitudes, and knowledge of their teachers in general and English language teachers in particular towards attaining the intended objectives. In this regard, English language teachers had difficulty with the different areas of knowledge that English language teachers' professional development comprises.

Moreover, regarding the wants and perceived needs of high school English language teachers, they have a multitude of interconnected reasons and demands, which makes it necessary for them to participate in a comprehensive professional development program. However, it is worth mentioning that the selection of the program's contents rests solely with education authorities and school directors. As a result, high school 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. It is undeniable that motivated and responsible teachers are essential in achieving the ambitious goals of the professional development program. Therefore, it is recommended that the stakeholders have mechanisms to identify what high school English language teachers want and feel they need to acquire through the professional development program.

Regarding the most important criteria for identifying the target needs as necessities, the high school English language teachers have comparable demands to function effectively in the target situation. Thus, professional development programs should be tailored to meet high school English language teachers' specific needs. In general, the designers and decision-makers should consider the high school English language teachers' needs, wants, and necessities while designing the program.

In this study, English language teachers seemed to be left aside in the selection of content and designing processes of professional development. The research, on the other hand, has shown the need for teachers' full participation in all stages of professional development programs. Schools should involve English language teachers at all levels of professional development activities (from planning to implementation and then to evaluation). This, in turn, will make teachers feel responsible for their professional development. It will create a sense of responsibility and ownership of the whole process. So, schools should create conducive environment for teachers, and they should be encouraged and supported to take risks with their practices in developing their profession.

The high school English language teachers also reflected that the current professional development program is not subject-specific. Bull (1994) proposes five general principles for effective professional development emerging from the perspective of overall school improvement. These are school-based, use coaching and other follow-up procedures, are collaborative, embedded in the daily lives of teachers, provide for continuous growth, focus on student learning, and are evaluated at least in part on that basis. Although these general principles of teacher development above can apply to all fields, there seem to be some other rules regarding the nature of language teachers that should be taken into consideration. Foreign and

second language teaching presents learning objectives, tasks, and environments that are qualitatively distinct from those of other subjects.

Therefore, the professional development program should be revised and consider the unique characteristics of English language teachers as described by Borg (2006), i.e., the nature of the subject matter itself, the interaction patterns necessary to provide instruction, the challenge for teachers of increasing their knowledge of the subject, isolation, and the need for outside support for learning the subject. Consequently, English language teachers require specialized skills and professional development to create a pleasant atmosphere in class, making students feel like coming to class.

Finally, the study found a strong positive correlation between high school English language teachers' need for professional development and their reflections on the current professional development program. This implies that the current professional development program did not fulfill the needs of high school English language teachers because the contents were focused on general issues that were not related to English language teaching. Therefore, program designers and stakeholders should pay attention to teachers' reflections on professional development programs and their professional development program needs in designing the program and should revise accordingly.

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APPENDICES

Appendix A: A questionnaire to identify High School English Language Teachers Difficulties in Teaching English based on English Language Teachers' Professional Development Scopes.

Dear Respondents,

The purpose of this questionnaire is to collect information for a dissertation entitled with “Analyzing High School English Language Teachers’ Professional Development Needs in case of Gamo Zone” in fulfillment of Doctor of Philosophy in English Language Teaching. More specifically, it intended to identify the High School English Language Teachers Difficulties in Teaching English based on English Language Teachers’ Professional Development Scopes. The success of this study entirely depends upon your sincere, genuine and objective responses to each question. Hence, you are kindly requested to use one of the following scales to identify your teaching difficulties according to the English language teachers’ professional development scopes, and use “√” mark to specify your rating for each of the statements in the table below.

Key: 5=Strongly Agree 4=Agree 3= Undecided 2= Disagree 1= Strongly Disagree

Thank you very much for your time and support.

Mulualem Eshete

PhD Student in Department of Foreign Language and Literature

Addis Ababa University

Addis Ababa, Ethiopia

No	Items	5	4	3	2	1
I	Difficulties on the Content Knowledge					
1	I have difficulty on subject matter knowledge					
2	I have difficulty on English language proficiency					
3	I have difficulty to become nationally competent and model					
4	I have difficulty to update the current skills, and attitudes of teaching English					
5	I have difficulty to get relevant contents which promote teaching qualities					
II	Difficulties on the Pedagogical Content Knowledge	5	4	3	2	1
1	I have difficulty to develop teaching methodologies					
2	I have difficulty to improve continuous assessment skills					
3	I have difficulty to develop knowledge of learners in classroom					
4	I have difficulty to use wide range of instructional strategies					
5	I have difficulty to equip with classroom management skills					
III	Difficulties on the Research Knowledge	5	4	3	2	1
1	I have difficulty to develop research knowledge					
2	I have difficulty to update research conducting skills					
3	I have difficulty to understand different type of research					
4	I have difficulty to equip how to conduct researches in my profession					
5	I have difficulty to get opportunities to participate in research-related discussions					
IV	Difficulties on the Knowledge of Reflection	5	4	3	2	1
1	I have difficulty to practice with collaborative and reflective activities					
2	I have difficulty to create opportunities to interact with ideas and practice skills					
3	I have difficulty to give and receive feedback					
4	I have difficulty to develop personal qualities and experiences					
5	I have difficulty to engage physically, mentally, socially, and emotionally					
V	Difficulties on the Pedagogical Knowledge	5	4	3	2	1
1	I have difficulty to support learners to make choices as to what, when and how they want to learn					
2	I have difficulty to support learners to encourage and interact in English not only during but also outside class time					
3	I have difficulty to support learners to carry out self-assessment and self-reflection					
4	I have difficulty to support learners to develop the knowledge, skills, strategies and positive attitudes for lifelong language learning integrate classroom learning and independent learning					
5	I have difficulty to support learners to explore opportunities for experiential learning in the community to widen learners' exposure to the authentic use of the language					

VI	Difficulties on the Knowledge of Educational Contexts	5	4	3	2	1
1	I have difficulty to interact with learners in English both inside and outside the classroom					
2	I have difficulty to provide learners with wider exposure to authentic use of English language					
3	I have difficulty to encourage learners to seek and create opportunities to learn and use English in natural settings					
4	I have difficulty to maximize the use of space and resources in school					
5	I have difficulty to promote learning through formal and informal curricular activities					
VII	Difficulties on the Language Policy and Curriculum Knowledge	5	4	3	2	1
1	I have difficulty to teach generic skills like collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills, and study skills					
2	I have difficulty to plan and devise appropriate and purposeful language learning materials, tasks and projects to develop learners' language abilities, critical thinking skills and creativity, strategies for learning to learn, and positive values and attitudes helpful to lifelong learning					
3	I have difficulty to use appropriate textbooks and other language learning resources to suit their learners' needs and interests					
4	I have difficulty to keep up-to-date of the latest curriculum developments and changes					
5	I have difficulty to initiate sharing of teaching ideas, knowledge and experiences with other teachers					
VIII	Difficulties on the Technological Knowledge and Literacy	5	4	3	2	1
1	I have difficulty to present lessons in a motivating and engaging way by making use of multimedia presentation tools					
2	I have difficulty to encourage learners to become active users of English when they apply their technology skills for presentation, critical thinking, information evaluation and knowledge management, using information on the Internet					
3	I have difficulty to provide opportunities for learners to take charge of their own learning through selective use of multimedia tools					
4	I have difficulty to engage learners in interactive and collaborative work through ICT tools and sharing of ideas					
5	I have difficulty to teach language skills and facilitate collaboration, creativity, independent learning and reflection using ICT tools					
IX	Difficulties on Technological Pedagogical Content Knowledge	5	4	3	2	1
1	I have difficulty to use ICT tools to provide authentic learning experiences to internalize language skills					

2	I have difficulty to use ICT tools to investigate the improvement of speaking through using video recording					
3	I have difficulty to use ICT tools which facilitates the development of students' reading comprehension and reading strategy through the reading tasks and the materials available on the tools					
4	I have difficulty to use ICT tools to teach listening skills such as listening for gist, familiarization with English sound, and pronunciations of the words and long expressions					
5	I have difficulty to use ICT tools to encourage and motivate learners to build their writing skills through self-reflection and peer-feedback					
X	Difficulties on the Knowledge of Disciplinary Language	5	4	3	2	1
1	I have difficulty to provide the subject matter with appropriate language practically in the day to day class management					
2	I have difficulty to enhance my proficiency and boost my confidence to use appropriate English in the classroom					
3	I have difficulty to use a variety of classroom questioning techniques fluently and flexibly					
4	I have difficulty to make more use of the classroom English for example in running co-curricular activities such as English language club					
5	I have difficulty to use every day phrases related to recurrent social situations, e.g. greetings, introduction leaving, apologizing to maintain good relationship with my students					

Appendix B: A questionnaire to identify the High School English Language Teachers Needs on Professional Development based on English Language Teachers' Professional Development Scopes

Dear Respondents,

The purpose of this questionnaire is to collect information for a dissertation entitled with “Analyzing High School English Language Teachers’ Professional Development Needs in case of Gamo Zone” in fulfillment of Doctor of Philosophy in English Language Teaching. More specifically, it intended to identify the High School English Language Teachers Needs on Professional Development based on English Language Teachers’ Professional Development Scopes. The success of this study entirely depends upon your sincere, genuine and objective responses to each question. Hence, you are kindly requested to use one of the following scales to identify your teaching difficulties according to the English language teachers’ professional development scopes, and use “√” mark to specify your rating for each of the statements in the table below.

Key: 5=Strongly Agree 4=Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No	Items	5	4	3	2	1
I	EFL Teachers’ PD Needs on the Content Knowledge					
1	I need training on subject-matter knowledge					
2	I need training on English language proficiency					
3	I need training to become nationally competent and model					
4	I need training on the current skills, and attitudes of teaching English					
5	I need training on relevant contents which promote my teaching qualities					
II	EFL Teachers’ PD Needs on the Pedagogical Content Knowledge	5	4	3	2	1
1	I need training on teaching methodologies					
2	I need training on continuous assessment skills					
3	I need training on knowledge of learners in classroom					
4	I need training on instructional strategies					
5	I need training on classroom management skills					
III	EFL Teachers’ PD Needs on the Research Knowledge	5	4	3	2	1
1	I need training on research knowledge					
2	I need training on research conducting skills					
3	I need training on different type of research					
4	I need training on conducting researches in my profession					

5	I need training on how to participate in research-related discussions					
IV	EFL Teachers' PD Needs on the Knowledge of Reflection	5	4	3	2	1
1	I need training on collaborative and reflective activities					
2	I need training on how to interact ideas and practice skills					
3	I need training on giving and receiving feedback					
4	I need training on personal qualities and experiences					
5	I need training on engaging physically, mentally, socially, and emotionally					
V	EFL Teachers' PD Needs on the Pedagogical Knowledge	5	4	3	2	1
1	I need training on supporting learners to make choices as to what, when and how they want to learn					
2	I need training on supporting learners to encourage and interact in English both inside and outside class time					
3	I need training on supporting learners to carry out self-assessment and self-reflection					
4	I need training on supporting learners to develop the knowledge, skills, strategies and positive attitudes for lifelong language learning integrate classroom learning and independent learning					
5	I need training on supporting learners to explore opportunities for experiential learning in the community to widen learners' exposure to the authentic use of the language					
VI	EFL Teachers' PD Needs on the Knowledge of Educational Contexts	5	4	3	2	1
1	I need training on how to interact with learners in English both inside and outside the classroom					
2	I need training on providing learners with wider exposure to authentic use of English language					
3	I need training on encouraging learners to seek and create opportunities to learn and use English in natural settings					
4	I need training on maximizing the use of space and resources in school					
5	I need training on promoting learning through formal and informal curricular activities					
VII	EFL Teachers' PD Needs on the Language Policy and Curriculum Knowledge	5	4	3	2	1
1	I need training on teaching generic skills which includes collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills, and study skills					
2	I need training on planning and devising appropriate and purposeful language learning materials, tasks and projects to develop learners' language abilities, critical thinking skills and creativity, strategies for					

	learning to learn, and positive values and attitudes helpful to lifelong learning					
3	I need training on using appropriate textbooks and other language learning resources to suit their learners' needs and interests.					
4	I need training on keeping up-to-date with the latest curriculum developments and changes					
5	I need training on sharing of teaching ideas, knowledge and experiences with other teachers					
VIII	EFL Teachers' PD Needs on the Technological Knowledge and Literacy	5	4	3	2	1
1	I need training on presenting lessons in a motivating and engaging way by making use of multimedia presentation tools					
2	I need training on encouraging learners to become active users of English when they apply their technology skills for presentation, critical thinking, information evaluation and knowledge management, using information on the Internet					
3	I need training on providing opportunities for learners to take charge of their own learning through selective use of multimedia tools					
4	I need training on engaging learners in interactive and collaborative work through ICT tools and sharing of ideas					
5	I need training on teaching language skills and facilitate collaboration, creativity, independent learning and reflection using ICT tools					
IX	EFL Teachers' PD Needs on Technological Pedagogical Content Knowledge	5	4	3	2	1
1	I need training on using ICT tools to provide authentic learning experiences to internalize language skills					
2	I need training on using ICT tools to investigate the improvement of speaking through using video recording					
3	I need training on using ICT tools which facilitates the development of students' reading comprehension and reading strategy through the reading tasks and the materials available on the tools					
4	I need training on using ICT tools to teach listening skills such as listening for gist, familiarization with English sound, and pronunciations of the words and long expressions					
5	I need training on using ICT tools to encourage and motivate learners to build their writing skills through self-reflection and peer-feedback					
X	EFL Teachers' PD Needs on the Knowledge of Disciplinary Language	5	4	3	2	1
1	I need training on providing the subject matter with appropriate language practically in the day to day class management					
2	I need training on enhancing my proficiency and boost my confidence to use appropriate English in the classroom					

3	I need training on using a variety of classroom questioning techniques fluently and flexibly					
4	I need training on making more use of the classroom English for example in running co-curricular activities such as English language club					
5	I need training on using every day phrases related to recurrent social situations, e.g. greetings, introduction leaving, apologizing to maintain good relationship with my students					

Appendix C A questionnaire to identify the High School English Language Teachers Reflection on the Current Professional Development Program based on English Language Teachers’ Professional Development Scopes

Dear Respondents,

The purpose of this questionnaire is to collect information for a dissertation entitled with “Analyzing High School English Language Teachers’ Professional Development Needs in case of Gamo Zone” in fulfillment of Doctor of Philosophy in English Language Teaching. More specifically, it intended to identify the High School English Language Teachers Reflection on the Current Professional Development Program based on English Language Teachers’ Professional Development Scopes. The success of this study entirely depends upon your sincere, genuine and objective responses to each question. Hence, you are kindly requested to use one of the following scales to identify your teaching difficulties according to the English language teachers’ professional development scopes, and use “√” mark to specify your rating for each of the statements in the table below.

Key: 5=Strongly Agree 4=Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No	Items	5	4	3	2	1
I	EFL Teachers’ Perception on the Current PD on Content Knowledge					
1	The current PD program improves my subject-matter knowledge					
2	The current PD program improves my English language proficiency					
3	The current PD program helps me to be nationally competent and model					
4	The current PD program keeps me updated with current skills and attitudes of teaching English					
5	The current PD program provides me relevant contents which promote my teaching qualities					
II	EFL Teachers’ Perception on the Current PD on Pedagogical Content Knowledge	5	4	3	2	1
1	The current PD program improves my teaching methodologies					
2	The current PD program improves my continuous assessment skills					
3	The current PD program improves my knowledge of learners in ELT classroom					
4	The current PD program equip me with wide range of instructional strategies					
5	The current PD program provides me with classroom management skills					
III	EFL Teachers’ Perception on the Current PD on Research Knowledge	5	4	3	2	1

1	The current PD program improves my research knowledge					
2	The current PD program up-dated my research conducting skills					
3	The current PD program helps me to understand different type of research					
4	The current PD program motivates me to conduct researches in my profession					
5	The current PD program creates opportunities to participate in research-related discussions					
IV	EFL Teachers' Perception on the Current PD on Knowledge of Reflection	5	4	3	2	1
1	The current PD program focuses on collaborative and reflective activities					
2	The current PD program creates opportunities to interact with ideas and practice skills					
3	The current PD program requires me to give and receive feedback					
4	The current PD program develops my personal qualities and experiences					
5	The current PD program engages me physically, mentally, socially, and emotionally					
V	EFL Teachers' Perception on the Current PD on Pedagogical Knowledge	5	4	3	2	1
1	The current PD program helps me to help learners to make choices as to what, when and how they want to learn					
2	The current PD program helps me to help learners to encourage learners to interact in English not only during but also outside class time					
3	The current PD program helps me to help learners to carry out self-assessment and self-reflection					
4	The current PD program helps me to help learners to develop the knowledge, skills, strategies and positive attitudes for lifelong language learning integrate classroom learning and independent learning					
5	The current PD program helps me to help learners to explore opportunities for experiential learning in the community to widen learners' exposure to the authentic use of the language					
VI	EFL Teachers' Perception of the Current PD on Knowledge of Educational Contexts	5	4	3	2	1
1	The current PD program helps me to interact with learners in English both inside and outside the classroom					
2	The current PD program helps me to provide learners with wider exposure to authentic use of English language					
3	The current PD program helps me to encourage learners to seek and create opportunities to learn and use English in natural settings					
4	The current PD program helps me to maximize the use of space and resources in school					
5	The current PD program helps me to promote learning through formal and informal curricular activities					
VII	EFL Teachers' Perception on the Current PD on Language Policy and	5	4	3	2	1

	Curriculum Knowledge					
1	The current PD program helps me to teach the students generic skills which includes collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills, and study skills					
2	The current PD program helps me to plan and devise appropriate and purposeful language learning materials, tasks and projects to develop learners' language abilities, critical thinking skills, and creativity, strategies for learning to learn, and positive values and attitudes conducive to lifelong learning					
3	The current PD program helps me to use textbooks and other language learning resources appropriately to suit their learners' needs and interests.					
4	The current PD program helps me to keep abreast of the latest curriculum developments and changes					
5	The current PD program helps me to initiate the sharing of teaching ideas, knowledge and experiences with other teachers					
VIII	EFL Teachers' Perception on the Current PD on Technological Knowledge and Literacy	5	4	3	2	1
1	The current PD program helps me to present the lesson in a motivating and engaging way by making use of multimedia presentation tools					
2	The current PD program helps me to encourage learners to become active users of English when they apply their technology skills for presentation, critical thinking, information evaluation and knowledge management, using information on the Internet					
3	The current PD program helps me to provide opportunities for learners to take charge of their own learning through selective use of online resources					
4	The current PD program helps me to engage learners in interactive and collaborative work through online discussions and sharing of ideas					
5	The current PD helps me to teach language skills and facilitate collaboration, creativity, independent learning and reflection using ICT tools					
IX	EFL Teachers' Perception on the Current PD on Technological Pedagogical Content Knowledge	5	4	3	2	1
1	The current PD program helps me to use ICT tools to provide authentic learning experiences to internalize language skills					
2	The current PD program helps me to use ICT tools to investigate the improvement of speaking through using video recording					
3	The current PD program helps me to use ICT tools facilitates the development of students' reading comprehension and reading strategy through the reading tasks and the materials that were available on the tools					
4	The current PD program helps me to use ICT tools to increase reading skills such as pronouncing words, familiarization with English words, and intonation					

	of the words and long expressions					
5	The current PD helps me to use ICT tools to encourage and motivate learners to build their writing skills through self-reflection and peer-feedback					
X	EFL Teachers' Perception on the Current PD on Knowledge of Disciplinary Language	5	4	3	2	1
1	The current PD program helps me to provide the subject matter with appropriate language practically in the day to day class management					
2	The current PD program helps me to enhance my proficiency and boost my confidence to use appropriate English in the classroom					
3	The current PD program helps me to use a variety of classroom questioning techniques fluently and flexibly					
4	The current PD program helps me to make more use of the classroom English for example in running co-curricular activities such as English language club					
5	The current PD program helps me to use every day phrases related to recurrent social situations, e.g. greetings, introduction leaving, apologizing to maintain good relationship with your students					

Appendix D: A questionnaire to identify the High School English Language Teachers Purposes to Participate in Professional Development Program

Dear Respondents,

The purpose of this questionnaire is to collect information for a dissertation entitled with “Analyzing High School English Language Teachers’ Professional Development Needs in case of Gamo Zone” in fulfillment of Doctor of Philosophy in English Language Teaching. More specifically, it intended to identify the High School English Language Teachers Purposes to Participate in Professional Development Program. The success of this study entirely depends upon your sincere, genuine and objective responses to each question. Hence, you are kindly requested to use one of the following scales to identify your teaching difficulties according to the English language teachers’ professional development scopes, and use “√” mark to specify your rating for each of the statements in the table below.

Key: 4= Very High Level of Need 3= High Level of Need 2= Medium Level of Need 1= Low Level of Need

No	Items	4	3	2	1
1	To develop my understanding of subject matter knowledge				
2	To develop my understanding of how teaching and learning take place in teaching my subject				
3	To develop my understanding of how a particular subject matter is taught and learned				
4	To develop my understanding of how teaching and learning are situated in different contexts				
5	To develop my understanding of educational policy and curriculum and the relationship between the two				
6	To develop my understanding on how to undertake research on a subject				
7	To develop my understanding on how to reflect on, in, and for educational practices				
8	To develop my understanding and assessing technological tools				
9	To develop my understanding of technological tools to teach or learn a subject matter				
10	To develop my understanding on how language is used to teach/learn a subject matter				

Appendix E: A questionnaire to identify the Hindering Factors that Affect High School English Language Teachers’ Participation in Professional Development Program

Dear Respondents,

The purpose of this questionnaire is to collect information for a dissertation entitled with “Analyzing High School English Language Teachers’ Professional Development Needs in case of Gamo Zone” in fulfillment of Doctor of Philosophy in English Language Teaching. More specifically, it intended to identify the Hindering Factors that Affect High School English Language Teachers’ Participation in Professional Development Program. The success of this study entirely depends upon your sincere, genuine and objective responses to each question. Hence, you are kindly requested to use one of the following scales to identify your teaching difficulties according to the English language teachers’ professional development scopes, and use “√” mark to specify your rating for each of the statements in the table below.

Key: 5=Most Serious 4= More Serious 3= Serious 2= Less Serious 1=Least Serious

No	Hindering Factors	5	4	3	2	1
1	The Less commitment of leaders to support PD					
2	Lack of resources					
3	Lack of budget					
4	Lack of trained PD facilitators					
5	Workload					
6	Shortage of time for teachers					
7	Lack of support from colleagues					
8	The content of PD programs are not addresses my needs and wants.					
9	Suitability of provision/ Poor delivery of PD					
10	Less commitment /moral of teachers to their profession					
11	PD program is not well planned and managed					
12	Lack of support from stakeholders					
13	Low level of understanding of stakeholders toward PD					
14	Lack of incentives					
15	Lack of knowledge of teachers toward PD					

Appendix F: Interview Questions for High School English Language Teachers

1. What topics would you like to be included in continuous professional development program?
2. Do you think that the current professional development program fulfills your professional development program needs as English Language teacher??
3. How do you see your participation and focus of the current professional development program that are currently being given at your school?
4. What factors do you think hinders your participation in professional development program as an English language teacher?

Appendix G: A Test for High School English Language Teachers based on English Language Teachers' Professional Development Scopes

Dear English Language Teachers,

The purpose of this test is to identify the current understanding of high school English Language teachers on English language teachers' professional development areas for the research entitled with "Analyzing High School English Language Teachers' Professional Development Needs". The test incorporates 10 main need areas of English language teachers' professional development which consists of content knowledge, pedagogical content knowledge, research knowledge, knowledge of reflection, pedagogical knowledge, knowledge of educational contexts, language policy and curriculum knowledge, technological knowledge and literacy, technological pedagogical content knowledge, and knowledge of disciplinary language (Widodo, 2016). And the test consists of **60** items.

Therefore, you are kindly requested to read each question carefully and put your answers on the answer sheet attached at the end of exam paper. Your cooperation is greatly appreciated, and it is quite important for the success of the study.

Yours faithfully,

School Name:

Time Allowed: **2:30**

1. Which of the following principles are worth considering in communicative language teaching?
 - A. Games are important because they have in common with real communicative events.
 - B. Students should be given an opportunity to express their ideas and opinions.
 - C. The social context of the communicative event is essential in giving meaning to the utterances.
 - D. The teacher acts as an advisor during communicative activities.
 - E. All of the above
2. Which of the following is **NOT TRUE** about the benefits of using ICT tools in teaching writing skills?
 - A. It allows students to discover themselves and supports their independence.
 - B. It can be easier and more fun to do writing work on computer programs as errors can be easily determined by software.
 - C. It can be motivating and fun for ESL students.
 - D. It enables students to improve their writing skills with the help of real-like activities.
 - E. All of the above
3. Which of the following examples of teachers' classroom language used to get the classroom ready?

A. Hurry up!	C. Take your raincoat off.	E. All of the above
B. Come in, please.	D. Hang up your rain coat on the peg.	
4. Which of the following is the purpose of Classroom Questions?
 - A. reviewing previously read or studied material
 - B. diagnosing student abilities, preferences and attitudes
 - C. stimulating critical thinking
 - D. probing student thought process
 - E. All of the above
5. Which of the following is **NOT** merit of Grammar-Translation Method?
 - A. Both the teacher and the learner use L1 while teaching and learning respectively
 - B. There is no restriction in using L1 in class
 - C. Translation of new words provides clear understanding to the learner
 - D. The teacher need not strive for accuracy
 - E. The philosophical principle, known to unknown is followed. Hence, the learners easily comprehend teaching points
6. "The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assessing where necessary". According to this pattern of interaction decide how active the teacher and students are in their participation?
 - A. The teacher is very active, the students are mainly receptive.
 - B. The teacher and students are fairly and equally active.
 - C. The students are active, the teacher is mainly receptive.
 - D. The students are very active, the teacher is only receptive.

- E. None of the above
7. Which of the following is the research methodology cannot be linked to phenomenological research positions or approach?
- A. Case Studies C. Ethnography (participant observation) E. Grounded Theory
B. Action Research D. Surveys
8. Which of the following is the appropriate order for using pair work?"
- A. Timing, teacher–student model, preparation
B. Public pairs, preparation, timing.
C. Teacher–student model, timing, preparation.
D. Preparation, teacher–student model, timing.
E. None of the above
9. Which of the following is the main teaching focus of teaching writing in the activity request “*Learners write the key points of an article they read in class, using no more than 50 words*”?
- A. Cohesive devices C. Dialogue writing E. None of the above
B. Accurate letter formation D. Summarizing
10. Which of the following is the benefit of using multimedia for teaching and learning?
- A. It enhances learning in different locations and institutions of diverse quality
B. It presents opportunities for students working at different rates and levels
C. It provides repetition when repetition is warranted to reinforce skills and learning
D. It compensates, in the short term, for high student populations and limited numbers of trained and experienced teachers – in combination with robust teacher development initiatives and improvements in teachers’ working conditions
E. All of the above
11. Which of the following aims correctly match with a lesson consist of “*The teacher writes School day in the middle of the board, and the learners brainstorm all the things they do during their day at school*”?
- A. to organize ideas for a narrative
B. to ensure the learners have complete understanding of the text
C. to give proofreading practice
D. to check past tense forms
E. to give free practice of past tense and sequencing words
12. Which of the following aims correctly match with a lesson of an integrated skill which consists of “*Word power: argument embarrass fight jealousy tease*”?
- A. introduce key themes for the unit. C. review structures from a previous unit
B. present a set of proper nouns. D. assess learners’ own experiences E. None of the above
13. Which of the following alternative is the main focus of assessment which asks “*students to find five new collocations in a leaflet about London*”?
- A. use of proofreading skills C. knowledge of layout of a written text

- B. ability to read intensively D. ability to write fluently E. awareness of register of a text
14. Which of the following is **NOT** teachers' classroom language used to move into the day's lesson?
- A. I hope you all are ready for your English lesson.
 - B. Let's begin/start the lesson!
 - C. Let me tell you what I want to do
 - D. Pay attention, please!
 - E. Abebe, pay attention and listen to me.
15. Which of the following alternative is the main purpose of the dictionary tasks that the teacher gave his/her students with their feedback on their homework, referring them to the dictionary to correct their examples, such as: He worked very hardly; She sang beautiful?
- A. to help students consider the meaning of words very closely
 - B. to help students understand how a dictionary identifies parts of speech
 - C. to help students notice how a dictionary shows stronger syllables in a word
 - D. to help students notice compound words
 - E. to help students understand how a dictionary shows verb patterns
16. Which of the following is **NOT** a reason for using the supplementary material in a lesson on the topic of families, and the teacher asks learners to bring their family photos to class and to talk about them in small groups?
- A. to encourage visualization
 - B. to provide practice of lexis in context
 - C. to personalize an activity
 - D. to give practice in free writing
 - E. A & D
17. Which of the following is the correct solution for the teacher face a problem with the school can't afford the CDs that go with the book?
- A. Use class time for things like presentation, oral practice and learning strategies and set as much of the written work for homework as you can.
 - B. Can any of the topic areas be exploited for ranking or role-play activities?
 - C. You could try reading some of the texts aloud and get other teachers or L2 speakers to record the dialogues with you.
 - D. Help students to read more efficiently by identifying topic sentences and using headings.
 - E. Set up situations in which a structure is used naturally so that the form and the meaning are clear from your model sentences.
18. Which of the following teacher's comment match correctly with learners characteristics and needs of the chance to have fun as a whole class?
- A. They're often sleeping in the afternoons so we generally do some group project work where they're measuring or doing something like a science experiment.
 - B. They worry about their spelling so, each week, we choose a vowel sound and brainstorm all the words we can think of. Then we look at how they're spelled and categorize them.
 - C. One of the things my pupils like most is to learn a chant and then try to say it faster and faster but still keep in time. That part's really hard!

- D. At the start of the lesson, two pupils give out the books and another writes the date on the board.
- E. I've got a bank of worksheets in the back of the room for fast finishers so that they don't get bored waiting for everyone else.
19. Which of the following cognitive strategy, helping the students to develop in the instruction "*Look at the monsters in these pictures, and which one's naughty? How do you know?*"?
- A. Categorizing C. Ranking E. None of the above
 B. Predicting D. Inferring
 C. Ranking
20. Which of the following are the ways of providing students with corrective feedback?
- A. Explicit correction C. Meta linguistic clues E. All of the above
 B. Elicitation D. Clarification
21. Which of the following is **NOT** principle of grammar-translation method?
- A. Repetition and drilling are common as language learning is a part of the habit
 B. Emphasis is on reading and writing consequently
 C. L1 is used while teaching
 D. Learners learn grammar rules deductively
 E. Rote learning is encouraged
22. Which of the following ways of supplementing or adapting materials match with the teacher problem "*there was a text in the course book about pets. I wasn't sure if my learners would know the difference between hamsters and guinea pigs and budgies and canaries.*"?
- A. personalizing the content C. adding a transcript E. simplifying the language
 B. adapting the task D. adding some visual support
23. Which of the following strategy used for scaffolding children's understanding and language use in the example:
 Child: What does 'animal' means?
 Teacher: Cats and horses are animals.
- A. reformulating C. giving an example E. ignoring error
 B. prompting D. demonstrating
24. Which of the following examples of what a fast finisher do when children check their own work as a scaffolding strategy for challenging fast finishers?
- A. Write the name of five objects which are usually red.
 B. Compare their answers to a comprehension task about a story with the answer key at the back of their course book.
 C. Explain in L1 how doing a sequencing task to a group having problems doing the task.
 D. Draw a picture to illustrate the chant they have written.
 E. Proofread their short description of a typical day in their life before they give it to the teacher.
25. Which of the following scaffolding strategies used for challenging, fast finishers when children draw a picture to illustrate the chant they have written?

- A. Children check their own work.
 - B. Children help other children who have not finished yet.
 - C. Children do an extension activity.
 - D. A & B
 - E. None of the above
26. Which of the following types of practice activity is described as children close their eyes while the teacher removes one of the story sentences from the board; they open their eyes, and then say which one is missing?
- A. brainstorm
 - B. information-gap
 - C. visualization
 - D. guessing
 - E. memory activity
27. Role-play can provide children with the opportunity to
- A. practise writing skills.
 - B. do jigsaw listening.
 - C. consolidate language chunks.
 - D. makes use of children's own experience and memories of the topic.
 - E. presenting new language.
28. Which of the following areas of managing the class to support children's language learning matches correctly with the teacher's comment "*Very good try Martha, but remember to change the order of the words to make a question*"?
- A. getting children's attention
 - B. checking understanding
 - C. correcting language
 - D. establishing routines to develop responsible behavior
29. Which of the following is **NOT** a good teacher's decision to assess children's cognitive skills?
- A. answer true/false questions about their favorite types of food.
 - B. put pictures of food into two groups: food they like and food they don't like.
 - C. sequence the prices of different foods from the cheapest to the most expensive.
 - D. fill in the gaps in a text about different types of clothes.
 - E. label the items in the space provided.
30. Which of the following focus of the feedback is match correctly with the feedback "*This group, you gave everyone a chance to speak; Well done!*"?
- A. children's use of learning strategies
 - B. children's use of language
 - C. children's behavior
 - D. A & B
 - E. None of the above
31. Which of the following textbook rubrics correctly describes the lesson aims at developing reading skills?
- A. Choose the best summary of each paragraph.
 - B. Listen and group the words according to whether they have two, three or four syllables. Practice telling them in pairs.
 - C. Complete this chart with the correct prefixes or suffixes.
 - D. Read and listen to the dialogue and underline the weak forms.
 - E. Circle the noun in each set which does not collocate with *have*.

32. Which of the following is a positive effect of ICT in English language teaching?
- It provides the information to the students, which will be useful for them to compete with this competitive world.
 - It can exert powerful motivation and provide bored students with exciting new ways to learn.
 - It can make students and teachers to work with current and authentic sources.
 - It ameliorates the learner's interaction, verbalization involvement in group collaborative learning.
 - All of the above
34. Which of the following lesson plan headings correctly described in the lesson plan with stronger students may dominate in pair work?
- Lesson aim(s)
 - Anticipated problem(s)
 - Procedure and interaction
 - Aids and resources
 - Personal aim(s) of teacher
35. Which of the following stage of an integrated skills lesson aim is **NOT CORRECT** to students quickly read an article about the singer to find out whether their answers to the true/false questions were correct, and they compare their answers in pairs?
- infer the writer's attitude
 - scan
 - only read necessary information
 - practice deducing meaning from context
 - develop independent learning skills
36. Which of the following ways of adapting a written text match correctly which raise learners' awareness of register?
- replacing nouns with nonsense words and asking learners to provide the original words
 - putting some spelling mistakes into the text
 - shortening the text and paraphrasing parts of it
 - re-writing the text in an informal style and asking learners to compare it with the original
 - jumbling the paragraphs and asking learners to re-order them correctly
37. Which of the following learning aids matches correctly with the student do the activity in the group to look at leaflets and brochures to get ideas on content and language for a formal writing task?
- overhead transparencies
 - workbooks
 - authentic printed materials
 - flashcards
 - video clips
38. Which of the following examples of teachers' classroom language used for giving feedback?
- Listen and repeat after me: *I always eat eggs for breakfast.*
 - Look at this sentence: *I've just broken my computer.* Did I break the computer a long time ago or a short time ago?
 - Good, Marek. You used the new vocabulary very well.

- D. Listen and write what you hear: *Last summer I went camping for the first time.*
- E. Sorry Maria, I don't understand. Did you come to school by train or bus?
39. Which of the following is **NOT TRUE** about the use of information and communication technologies (ICTs) in classroom education?
- A. it increases class engagement
 - B. the lessons become more productive and fun
 - C. learning becomes more complex
 - D. students become more motivated
 - E. it increases students learning speed
40. Which of the following is **TRUE** about using of media tools, such as radio and TV programs in teaching listening skills?
- A. It increase students' listening skills and increase self-confidence in terms of listening
 - B. It provides visual and auditory inputs that enhance listening skills and contributes to listening skills
 - C. It helps students to comprehend intonation and learn the pronunciation of words and experience different accents
 - D. It enable students to become more motivated
 - E. All of the above
41. Which of the following is **NOT TRUE** about using of media tools in teaching reading skills?
- A. Student can acquire new knowledge and ideas which can improve the knowledge of English vocabulary.
 - B. Students can interact with texts and develop their sense of independence by reading texts with computer-based reading activities.
 - C. Websites that teach English make reading activities as enjoyable as much as possible and offer the opportunity to interact with vocabulary learning.
 - D. Students have become able to understand concepts and relate concepts with the help of English reading materials, containing storytelling or animation.
 - E. None of the above
42. Speaking skill is said to be the last achieved language skill, and seen as an important problem when learning English language and this can be improved using:
- A. Using language laboratories which influence students' communication skills and speaking skills positively
 - B. Using software such as Internet voice chat and speech synthesis program, ESL students can work on speaking
 - C. Using artificial intelligence computer programs can improve speaking skills and such programs contribute to vocabulary as well as pronunciation
 - D. Using automatic voice recognition in mobile applications has improved pronunciation skills and increased motivation
 - E. All of the above
43. Which of the following is a disadvantage of ICT in English language teaching?

- A. It gives students a short span of attention.
 - B. It can offer human interaction.
 - C. It creates communication between learners.
 - D. It requires intense self-discipline and self-direction.
 - E. All except B
44. Which of the following actions should be taken into account for the successful and effective technology integration process in an English language classroom by teachers?
- A. The teacher should know the students' ownership, accessibility and readiness for ICT and should work on the technology considering the individual differences of the students.
 - B. The technology use should be planned in such a way that it can provide a flow of English language learning of students.
 - C. The achievements that students are required to reach language skills, should be identified and technology should be used based on these achievements.
 - D. The teacher should evaluate and improve himself/herself on his/her technological competence.
 - E. All of the above
45. Which of the following is **NOT CORRECT** about communicative language teaching method?
- A. In CLT students learn grammar and vocabulary from the function, situational context, and the roles of the interlocutors.
 - B. In CLT the target language is a vehicle for classroom communication, not just the object of study.
 - C. In CLT one of the teacher's major responsibilities is to establish situations likely to promote communication, and acts as an advisor during communicative activities.
 - D. In CLT learning to use language forms appropriately is an important part of communicative competence.
 - E. In CLT students should not be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.
46. Which of the following statement is **NOT CORRECT**?
- A. Language immersion is a teaching method that puts students in a situation where they must use a foreign language, whether or not they know it.
 - B. Teacher's personality, philosophy and teaching style will not directly affect his/her management and disciplinary approach.
 - C. In managing pair and group work teacher should start with simple activities.
 - D. Appropriate classroom activities usually ensure appropriate student behavior.
 - E. Communicating assessment result is very important step in classroom assessment.
47. To which level does this question belongs "what is the main idea that this chart presents?"
- A. Comprehension
 - B. Knowledge
 - C. Application

- D. Analysis
 - E. None of the above
48. A competent teacher is the one who:
- A. Sets classroom routines and standards for his students without communicating with them
 - B. Preplans instruction, anticipating students' needs for materials, assistance & movement
 - C. Keeps his students' quiet and silent while introducing the lesson
 - D. Corrects students mistakes directly and immediately at any time
 - E. None of the above
49. Which of the following is **NOT** an interaction pattern?
- A. Individual work
 - B. Professionalism
 - C. Group work
 - D. Collaboration
 - E. None of the above
50. Which of the following is **NOT** considered as characteristic of a well-disciplined classroom?
- A. Learning is taking place
 - B. Students are motivated
 - C. The teacher is in control
 - D. The lesson is not planned
 - E. All except D
51. Which of the following is **NOT TRUE** about effective teaching?
- A. Clarity of the teachers' explanations and directions
 - B. Establishing a task-orientated classroom environment
 - C. Making use of similar learning activities
 - D. Establishing and maintaining momentum and pace for the lesson
 - E. Encouraging pupils' participation and getting all pupils involved
52. Which of the following is important information that a syllabus should contain?
- A. A summary of the specific objectives of the various units contained in that section.
 - B. Presents a selected body of core ideas that will be needed in teaching or achieving particular specific objectives.
 - C. Activities, which indicate the extent to which the various aspects of each topic are expected to be covered at any particular stage in the lesson delivery.
 - D. Find out whether the methods employed are sufficient enough to achieve the objectives set out for the lesson and to identify any defects in the learning situation.
 - E. All of the above
53. Which of the following teaching strategies that can minimize difficulties and challenges that teacher often face in large classes?
- A. Station work
 - B. Small group work
 - C. Peer evaluation

- D. Peer teaching
 - E. All of the above
54. Which of the following is **TRUE** about descriptive research?
- A. It can be used to identify and classify the elements or characteristics of the subject, e.g. number of days lost because of industrial action.
 - B. It is undertaken when few or no previous studies exist. The aim is to look for patterns, hypotheses or ideas that can be tested and will form the basis for further research.
 - C. It is important in locating and identifying the different factors (or variables) involved.
 - D. Qualitative techniques are most often used to collect, analyze and summarize data.
 - E. It often extends the analytical approach to suggest or explain why or how something is happening, e.g. underlying causes of industrial action.
55. Which of the following is **NOT TRUE**?
- A. Quantitative research is usually highly detailed and structured and results can be easily collated and presented statistically.
 - B. Qualitative research is more subjective in nature and involves examining and reflecting on the less tangible aspects of a research subject, e.g. values, attitudes, perceptions.
 - C. Qualitative research emphasizes collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency etc. of phenomena.
 - D. Qualitative research can be easier to start, it can be often difficult to interpret and present the findings; the findings can also be challenged more easily.
 - E. Qualitative research is more subjective in nature than quantitative research
56. Which of the following qualitative methods can be used in language teaching and learning research?
- A. Content Analysis
 - B. Conversation Analysis
 - C. Discourse Analysis (DA)
 - D. Grounded Theory
 - E. All of the above
57. Which of the following is the benefit of reflection in teaching practice?
- A. It encourages teachers to regularly evaluate their approaches to teaching and learning
 - B. It encourages teachers to understand more about the positive impacts of high-quality, effective pedagogies on children's learning
 - C. It encourages teachers to become more aware of the importance of high-quality interactions, including strategic intervention and substantive conversations to maximize children's learning
 - D. It encourages teachers to co-construct learning with children and other partners so it is responsive to the child's family and community.
 - E. All of the above
58. Which of the following key components that may not contribute to effective critical reflection in teaching practice?

- A. understanding children
 - B. building partnerships
 - C. establishing firm learning environments
 - D. creating contexts for learning
 - E. exploring what children learn.
59. _____ is a listening activity with a particular purpose/objective in order to get specific information; a listener fully concentrates to receive the text/materials.
- A. Extensive Listening
 - B. Critical Listening
 - C. Intensive Listening
 - D. Informal Listening
 - E. None of the above
60. Which of the following is **NOT CORRECT** about product-oriented approach to teaching writing?
- A. It concerns on the correctness of final products of writing.
 - B. It focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices.
 - C. In this approach, students' writing works will be measured based on some criteria.
 - D. In this approach, students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.
 - E. It puts emphasis mostly on students' final products of writing.

Appendix H: A Transcription of Interviews with High School English Language Teachers

Interview with T1:

Q1: What topics would you like to be included in continuous professional development program?

R: Until now the professional development program that we are taking as English Language teachers is not able to help us to become an effective teacher, and it emphasized on the general concepts of teaching. Farther, the program is not specific to English Language teachers, so that the result is not as it is expected. Therefore, the program should be designed specific to English Language teachers. And also, in this program I want to develop my content knowledge, pedagogy knowledge, pedagogic content knowledge or language teaching methodology, technological issues and use of technology in teaching English language and etc.

Q2: Do you think that the current professional development program fulfills your professional development program needs as English Language teacher?

R: In the professional development program that we are taking is not aligned with my need rather it focused on the general issues of teaching and learning, for example, it dealt with students' discipline. Therefore, the program should be designed based on English Language teachers' need and focus on English language teaching in particular and overall teaching learning in general.

Q3: How do you see your participation and focus of the current professional development program that are currently being given at your school?

R: My role of participation in the professional development program is the same with other teachers. And I am participating for fulfilling the obligation that cascade from the higher officials and education office this is because the program contents are not attractive to participate and not in line with my need as English language teacher.

Q4: What factors do you think hinders your participation in professional development program as an English language teacher?

R: The main problem that we are encountering during the program is lack of interest and motivation and this is due to the content of the program. Second, the designing process of the program is not participatory. The other problem is lack of supervision and support from the stakeholders.

Thank you very much for your Cooperation!

Interview with T2:

Q1: What topics would you like to be included in continuous professional development program?

R: Contents I want to be included and get knowledge in the professional development program issues which enable me to develop my language skills, to increase students' achievement, and to develop specific language which enable me to deliver or to teach the subject clearly and effectively.

Q2: Do you think that the current professional development program fulfills your professional development program needs as English Language teacher?

R: Surprisingly, the current professional development program is not organized in a line with my need as English Language teacher. This is because the program is designed for all teachers rather specific to English Language teachers. Further, I just participate in the program to complete the duty given by the top administrators, and not to be failing in the evaluation done by the directors and supervisors.

Q3: How do you see your participation and focus of the current professional development program that are currently being given at your school?

R: The professional development program that we are taking is not satisfying my need as English Language teacher, and the contents or issues included in the program were selected and cascaded by the need of the school directors and sector higher officials. Due to this, the program is not successful as it is expected. Therefore, the program should be designed in a way to solve the problem that we have, and it should be arranged based on the needs analysis.

Q4: What factors do you think hinders your participation in professional development program as an English language teacher?

R: The main challenge that we are encountering in the current professional development program is the contents included are not subject specific and is not designed based on the need assessment. The other problem is lack of awareness on concept and importance of professional development program.

Thank you very much for your Cooperation!

Interview with T3:

Q1: What topics would you like to be included in continuous professional development program?

R: Of course, we have been participated and trained on different issues in the professional development program which is offering in our school. And there were a problem in the processes of selecting trainers which is takes place just haphazardly and selected by the majority hands raised by the teachers. Also, it is not done without considering the competence of the teacher and knowing or understanding their knowledge to proceed and to be a trainer in the program. Therefore, once the teacher elected as a trainer, he/she will try to give the training as much as he/she can. As a result of this, the current professional development program is not arranged and given in line with our need as English Language teacher, and we are not getting the expected skills and knowledge. For example, most of the time we are facing disagreement when we are preparing answer key for exams. Therefore, professional development program should be designed based on issues identified by English Language teachers need to be trained. Further, as English Language teacher I prefer to be included in the professional development program like issues which can enhance my language skills, issues on English language teaching methodology, and contents which enable me to enhance research knowledge.

Q2: Do you think that the current professional development program fulfills your professional development program needs as English Language teacher?

R: The professional development program that we are taking is not satisfying my need as English language teacher, and the contents or issues included in the program were selected and cascaded by the need of the school directors and sector higher officials. Due to this, the program is not successful as it is expected. Therefore, the program should be designed in a way to solve the problem that we have, and it should be arranged based on the needs analysis.

Q3: How do you see your participation and focus of the current professional development program that are currently being given at your school?

R: Nevertheless, we have been taken and trained on different issues in the professional development program teachers were participating because just it is an obligation and we are not acquiring important knowledge to enhance our profession. Likewise, the program is not successful and not brings change in our teaching, and this is because the program is not designed based on teachers' preferences.

Q4: What factors do you think hinders your participation in professional development program as an English language teacher?

R: Nevertheless, we have been taken and trained on contents which are given on general issues of teaching learning, and it is not subject specific. As a result, the program cannot change and enhance our teaching. Therefore, the program should be based on teachers need and subject specific. Moreover, issues which should be included in the program like technology use, research skills, teaching methodologies, teaching material preparations and etc.

Thank you very much for your Cooperation!

Interview with T4:

Q1: What topics would you like to be included in continuous professional development program?

R: In my school the topics of CPD is about building the school fence, students attrition rate, and etc., and these topics were not agreed with teacher's needs. Due to this teachers were getting bored and demotivated to participate in the CPD program. All the topics/issues included in the program were delivered by the regional, zonal, woreda and/or city administration authorities, but teachers at the school levels were not participated in designing of the program and selection of the contents. In short, topics and issues included in the program were not based on teacher's needs and subject specialization, and also as EFL teacher the topics are not able to enhance their profession.

In connection with needs, as we are English language teacher's topics need to be included in continuous professional development training, for example, it should be content-oriented, that is, it should focus on issues that can improve the skills of writing, reading, speaking, and listening etc. Another problem we face is that the trainers of the continuous professional development training do not have enough knowledge and skills in the field ... so trainers should have knowledge and experience in the field and they can be invited from the nearby collages and university (Arba Minch Teachers Collage and Arba Minch University).

Q2: Do you think that the current professional development program fulfills your professional development program needs as English Language teacher?

R: The continuous professional development training document given in our school has no connection with our profession. As a result, I personally have no desire to participate in the training. In general, the training does not focus on the needs of the teacher; the topic of the training is completely unrelated to what we teach in the live classroom. Because of that, I didn't get as much knowledge as I wanted from the training, and it didn't help me to help the students, instead it put pressure on my work. Also, I am participating until now because of my fear of not preventing the promotion of our school.

Most of the teachers, including me, copy each other's work, such as an action research report, and submit it to the coordinator for the assignments given to us during our continuous professional development training.

In addition, neither I nor other English teachers have been involved in the design of continuous professional development training until now.

Q3: How do you see your participation and focus of the current professional development program that are currently being given at your school?

R: The topics covered in the training are not related to our profession. The training topics are different every year, which is chosen by the school administration like improving students' misbehavior and students' attrition rate, and these topics are given to all teachers in the school without exception. As a result, I demotivated to participate in the continuous professional development program.

Along with the trainers, a teacher from the school was selected and given training at the Regional Education Office for 5-10 days and was asked to come back and train us. But since the coach is from another school (chemistry), we don't get as much help from the coordinator as we should, so every teacher comes to write something like that at home. In addition, the coordinator does not understand the reports given by the teachers because he is not prepared enough.

Q4: What factors do you think hinders your participation in professional development program as an English language teacher?

R: Among the problems, we are forced to give tutorials to students and to carry out the continuous professional development training in one shift, and it has created unnecessary pressure on the teacher. Another problem is that the training is not based on teacher's needs, and as a result, most of the teachers lack interest and motivation to participate in the program. In addition, absence of training materials and incompetence of trainers are the problems we face in the continuous professional development training.

Thank you very much for your Cooperation!

Interview with T5:

Q1: What topics would you like to be included in continuous professional development program?

R: In the professional development program, English language teachers are forced to participate or to be trained with other subject teachers. Therefore, the program needs to be offered to English language teachers separately because the nature of English language subject is different because it dealt with skill and knowledge.

Further, contents that I want to be included in the professional development program and the knowledge I want to acquire are contents which can enhance my language skills, language teaching methodologies. So that English language teachers enhance our profession and help our students to become successful.

Q2: Do you think that the current professional development program fulfills your professional development program needs as English Language teacher?

R: The professional development program that we are taking is not arranged in a line with our need as English language teacher because the contents are selected and cascaded from the top managements. Therefore, the program should be designed in a line with teachers need.

Q3: How do you see your participation and focus of the current professional development program that are currently being given at your school?

R: The current professional development program is delivered by the trainers who do not have enough knowledge and competence on the contents included in the program, even though the topics are given or selected by the school. And also, the selected trainer forced the teachers to participate; as a result the teachers are doing activities recklessly. Therefore, if the professional development program should be designed specific to English language teachers and based on their needs, the program might be implemented effectively and achieve its expected outcome. And also, it can change students' achievement. Regarding to the contents to be included in the program, I need to be trained on language teaching methodology, general teaching methodology, technology use in the classroom and the likes.

Q4: What factors do you think hinders your participation in professional development program as an English language teacher?

R: The professional development program is not based on research findings, and this proved with 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 participating to fulfill the obligations that the top managements are given to us.

Thank you very much for your Cooperation!

Interview with T6:

Q1: What topics would you like to be included in continuous professional development program?

R: I have been involved in continuous professional development training for many years, and I believe that this training will be of great importance to teachers. However, in the schools that have worked so far, the implementation of continuous professional development program is not sufficiently organized. This means that, the teacher has no enough time and material to implement the training; there is no trained coach in the school. As a result, as we are English teachers, topics need to be included in continuous professional development training, for example, the use of technology; General Teaching Methods; It should be focused on the four 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.

In general, in my experience of participating in continuous professional development training up to now, the training is not being given enough preparation and attention. One of the reasons that forced me to say this is that I did not find the training to be based on the type of school. However, continuous professional development training is used by the school office in order to obtain promotion and similar benefits, which most teachers are forced to participate involuntarily. However, the training should be for the teacher to improve his skills; it should be able to improve and change student outcomes.

Q2: Do you think that the current professional development program fulfills your professional development program needs as English Language teacher?

R: I did not want to attend the continuous professional development program offered at our school. This is because the topics covered in the training and methods of delivery were not in line with my interests, so I am apathetic and reluctant. But if the topics in the program included my needs, I would have the motivation and interest to attend.

Q3: How do you see your participation and focus of the current professional development program that are currently being given at your school?

R: There are different topics covered in the training and these includes how to minimize student's attrition rate, how to improve student's result, exam preparation, and student's low achievement. Further, regarding to program trainer they should be trained and well experienced in their teaching profession. In short, the program should be organized in a way to enhance teacher's profession.

Q4: What factors do you think hinders your participation in professional development program as an English language teacher?

R: The main problem is that the topics included in the training are not related to the needs of the teachers. As a result, we have lost interest in participating in the training.

Thank you very much for your Cooperation!

High School EFL Teachers' Continuous Professional Development: Target Needs, Reflection, And Challenges

Mulualem Eshete Mekie¹ & Girma Gezahegn²

¹Department of English Language and Literature, College of Social Sciences and Humanities, Arba Minch University, Arba Minch, Ethiopia

²Department of Foreign Languages and Literature, College of Humanities, Language Studies, Journalism and Communication, Addis Ababa University, Addis Ababa, Ethiopia

Correspondence: Mulualem Eshete Mekie, Arba Minch University, Arba Minch, Ethiopia

Email: mulualemeeshete@yahoo.com

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Abstract: This research investigated the high school EFL teachers' continuous professional development target needs, reflections, and challenges. Further, the target needs of the EFL teachers were analyzed by adapting Hutchinson and Waters' model (1987). The data were collected using a test, a questionnaire (consisting of five parts), and an interview; these were administered to 20 high school EFL teachers. A test was administered to identify EFL teachers' present situation and difficulties, and questionnaire parts 1, 2, and 4 dealt with the EFL teachers' difficulties, needs, and purposes in the program. Moreover, these were used to identify EFL teachers' target needs centered on their lacks, necessities, and wants to function in the target situation effectively. Parts 3 and 5 concerned high school EFL teachers' reflections and challenges in the professional development program they are involved in. Additionally, interviews were conducted with the high school EFL teachers to gather data and examine in-depth the results of the target needs, reflections, and challenges. The results suggested that high school EFL teachers have different views of their lacks, wants and necessities. The findings also demonstrated that the high school EFL teachers felt that the current professional development program practiced in their school was never conducted to help EFL teachers develop their profession. Finally, the results revealed that high school EFL teachers face various challenges in the current program they are taking. Therefore, the professional development program should be revised according to EFL teachers' target needs, reflections, and challenges.

Keywords: EFL Teachers, Continuous Professional Development, Target Needs, Reflection, Challenges

1. Introduction

A teacher who has opportunities to develop and improve can provide such opportunities to his or her students. As stated in Hargreaves & Fullan (1992), Wood maintains that "opportunities to learn also require opportunities to teach" (p. 1). Several educational theories and practices to enhance the caliber of the teaching and learning process emerged in the 20th century. Continuous professional development (CPD) is becoming an increasingly important factor in teachers' career advancement in order to keep up

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with the change.

According to Hargreaves and Fullan (1992), CPD is required for teachers in order to consistently advance their knowledge and abilities in order to improve their teaching techniques and students' learning possibilities. Besides coping with the transition, a teacher's primary responsibility is to create lifelong learners in their students, so in addition to adjusting to change, he or she must show commitment to and enthusiasm for ongoing learning (Day, 1999).

Because English is widely used as an international language, it plays an important role in current global understanding and intellectual and interpersonal communication. As a result of this, English language teaching (ELT) is a significant field, and English language teachers must keep updated with the changes and innovations in their field. Therefore, CPD is an important component of teachers' professional competency. In line with this, Luke & McArdle (2009) and Bailey et al. (2001) stated that professional development is a foundational element in teachers' development and that staying abreast with the rapidly evolving field of ELT is essential to being an effective foreign language teacher.

Since the 1980s language education in Ethiopia has shifted from teacher-centered to learner-centered, but the importance of teachers has not declined. Still, to make students autonomous in their learning, teachers have a great role and responsibility to provide favorable conditions. As a result, students can reach the correct and sufficient knowledge; check, assimilate, adapt, and reconstruct that knowledge according to their needs. Therefore, English language teachers are expected to be aware of changes in English language teaching and to sustain themselves with these changes. However, the knowledge that teachers gain in their department or field may not be adequate for the intensifying prospects. Therefore, teachers should develop their competency in their working environment. In doing so, teachers ought to follow innovations, share ideas and experiences with their colleagues, and reflect on their performance through CPD.

Experts in the field of education and other fields have been exploring strategies for effective professional development programs, and this can be achieved if the programs are based on trainees' needs. Concerning this, Lee (2005) stated that in the professional development program, "administrators put a lot of emphasis on the latest hot topics, rather than attempting to individualize and personalize professional growth plans" (p. 39). As a result, institutions must recognize the needs of teachers to make them more dynamic, change their personal approach, and encourage development. In other words, professional development programs can be achieved and are effective when they are organized according to teachers' personal needs. Therefore, before planning professional development programs, it is necessary to collect data about teachers' needs.

The topics covered in the professional development programs are usually determined by the teachers, institutional administrations, or trainers. And, therefore, it is believed that the content usually reflects trainers' interests or is chosen among trendy issues in the profession. In order to develop effective professional development programs, trainers' perceptions/ feedback, expectations, and needs must be identified, and the programs must be developed accordingly.

Once the professional development programs and activities covered in the programs are based on teachers' needs, it is easy to decide what contents to be include and to approach (es) that will be used. For example, Koc (1992) suggests that professional development program planners should first determine the needs of the teachers and then select the teachers to participate in in-service training. Similarly, Dudley Evans and St. John (1998) point out that in planning a teacher training program, initially the needs of the trainees should be identified and analyzed. Further, the needs of the trainees should be categorized in terms of skills, knowledge, and attitude. Finally, aims should be set, under participants' knowledge, experience, previous training, workload, and the financial constraints so that participants can be selected and decisions about the program's contents can be made. Consequently, bearing in mind all factors mentioned earlier, teachers' need assessment should be done, and the programs must be designed based on the need assessment result.

There are a significant number of previous studies conducted on EFL teachers' perceptions, their needs for professional development, and the obstacles they faced in the professional development program. Further, local researchers, for example, Abrar and Hailu (2022), investigated the CPD needs of primary school EFL teachers. The findings showed that teachers must develop their English language proficiency skills, subject matter knowledge, and pedagogic and content knowledge. In Getachew et al. (2019), they investigated the primary school English language teachers' professional development needs during in-service training.

Moreover, the finding indicated that there was no need for assessment of primary school EFL teachers' training before the professional development program was designed. It also indicated that primary school EFL teachers did not meet the minimum requirements expected of them as English language teachers. Moreover, the finding showed that primary school EFL teachers need to be trained in contents areas like subject areas, especially in speaking, writing, grammar, and vocabulary.

Belilew and Hailemariam (2017) investigated self-directed and external professional development program obstacles facing Ethiopian primary school EFL teachers in the Southern Zone of the Tigray Region. Further, the results revealed that lack of interest, dissatisfaction in their job, an unattractive salary, a lack of knowledge and skills to conduct action research and a misunderstanding of the concept of professional development and how to do it were the major self-directed obstacles to professional development activities. Additionally, it is revealed that inadequate in-service training, supervisors' lack of knowledge, skills, and expertise in TEFL, workload, and lack of stakeholder support and recognition were the major external obstacles to the professional development program. Finally, Birhanu (2014) assessed EFL teachers' self-initiated PD perceptions and practices. Moreover, the research findings revealed that, despite insufficient practices, the teachers had a clear consensus on the need to employ self-initiated professional development in their working environment. Furthermore, with a few practical experiences in their workplaces, there appeared to be a greater awareness of self-driven professionalism. However, their school management problems, limited learning facilities, and discouraging traditions of self-improvement created pressure on teachers' implementation of self-initiated professional development. The aforementioned local studies focused on the professional development needs, perceptions, and practices of primary school EFL teachers, as well as self-directed and external

obstacles. Furthermore, these studies did not employ a clear theoretical framework to guide the study and data analysis.

However, this study is different from the above studies in terms of the research subject and the theoretical framework used. Besides, this research mainly focused on high school EFL teachers as the subject and analyzed their target needs, feedback and challenges. In addition, this research used Hutchinson and Waters (1987) needs analysis approach because their ideas were specific and had clear target goals. Moreover, their approaches to be workable for adult learners with specific occupational courses or programs. Hence, the researcher found the approaches are more practical and feasible in this research and more convenient for analyzing the target situation. Therefore, the researcher found their work useful for examining high school EFL teachers' professional development needs. In general, in designing a professional development program, designers need to understand and consider teachers as adult learners and identify their need to ease their learning as a principle. Likewise, the professional development program(s) may not be successful and may not bring about the desired changes unless teachers/learners participate in the design process.

Despite the importance of investigating EFL teachers' target needs, reflection, and challenges in professional development program design, the professional development program given at Ethiopian high schools was not preceded by such an investigation. Therefore, it seems that providing professional development programs at Ethiopian high schools lacks a solid base to offer effective professional development programs. Therefore, this study investigated high school EFL teachers' target needs, reflections, and challenges in professional development programs. Thus, this study attempts to answer the following questions:

1. What are the high school EFL teachers' target needs in the professional development program?
2. What are the high school EFL teachers' reflections on the professional development program they are involved in?
3. What challenges do high school EFL teachers face in the professional development program?

2. Methodology

2.1 Participants

The participants were twenty high school EFL teachers at the Sawlla and Meles Zenawi secondary schools at Goffa Zone, SNNPR. The samples were chosen using purposeful and comprehensive sampling techniques to select research participants. These sample selection strategies were used since they are the most suitable for this research. Further, the selected participants were experienced in teaching the English language at the high school level. Therefore, it is assumed that they have enough experience to investigate their target needs, reflections, and challenges in the professional development program.

2.2 Instruments

This study used three instruments to triangulate the data: a test, a questionnaire (three in number), and an interview. The purpose of the test was to identify the present situation of high school EFL teachers in

terms of professional development areas, as stated by Widodo (2018), and to decide on the difficulties they have in teaching the English language. Furthermore, the test was administered to cross-check the exact difficulties that high school EFL teachers reported. The test was created based on an assessment of EFL teachers' needs prior to conducting professional development programs. These professional development areas have much to do with the competence EFL teachers need to develop. Furthermore, context-specificities influence the areas of professional development that EFL teachers should pursue. In particular, as stated by Widodo (2018), EFL teachers' knowledge comprises taxonomies of knowledge. These include content knowledge, pedagogical knowledge, and pedagogical content knowledge. In addition, knowledge of educational contexts, language policy and curriculum knowledge, research knowledge, knowledge of reflection, technological knowledge and literacy, technological pedagogical content knowledge, and knowledge of the disciplinary language are included in the taxonomies. These areas of knowledge were spelled out in the test in high school EFL teachers' needs assessments before conducting professional development programs. Furthermore, the test consisted of 60 multiple choice questions and was categorized according to the abovementioned scopes of EFL teachers' professional development. Furthermore, each of these scopes was represented by a different number of multiple-choice questions (ranging from: 4 to 10).

Five different parts of a self-reporting questionnaire were intended to answer the research questions. The first part of the questionnaire focused on EFL teachers' difficulties in teaching the English language. The second part of the questionnaire focuses on EFL teachers' needs based on their professional development areas, and the third part examines EFL teachers' reflections on the current professional development program that is implemented. Moreover, these three parts of the questionnaire included fifty (50) items each and were divided into ten (10) sections based on EFL teachers' professional development areas identified by Widodo (2018). Furthermore, the third part of the questionnaire emphasized EFL teachers' purposes for enrolling in the professional development program and consisted of ten (10) items organized in the form of a Likert scale. Lastly, the final part of the questionnaire aimed to identify the challenges that EFL teachers face in the professional development program and contained fifteen (15) items. Further, these parts of the questionnaire are structured using a Likert scale.

Furthermore, because the questionnaire was organized with closed-ended questions, a semi-structured interview was included to ensure that no information was missed and to obtain information that could not be obtained through other tools. This was used to give subjects a chance for free expression of their opinion that they may not want to share with others and to collect rich data, which is valuable to understand subtle meanings in the phenomena under focus. Accordingly, this study employed a semi-structured interview that consisted of three leading questions under the research questions to allow the interviewees to express their feelings and get information that may not be obtained through other tools. All interviews were audio-recorded, transcribed, and analyzed in light of the research questions. Furthermore, the data derived from the test and questionnaires were analyzed using descriptive statistical methods, including the mean and standard deviation for all scopes of the test and questionnaires. Meanwhile, the verbal data from interviews were analyzed qualitatively then the findings were analysed, and interpreted.

2.3 Reliability

Dornyei (2003) contends that reliability is the measurement of the degree to which the scores on the data collection tool are free of errors. In this case, the method used to measure reliability is internal consistency. It can be measured by the Cronbach Alpha coefficient, which ranges between zero and one. To have acceptable reliability, instruments need to score at least 0.60 (Dornyei, 2003). To calculate the instrument's reliability, SPSS version 21 was used to obtain the Cronbach Alpha. Table 1 below shows the instrument's reliability. Considering that the acceptable reliability should be at least 0.60, it can be concluded that the six instruments shown in Table 1 below are reliable.

Table 1: Instruments reliability

No	Instrument		No. of Items	Cronbach's Alpha
1	Questionnaires	Questionnaire on High School EFL Teachers' Difficulties according to EFL Teachers' Professional Development Areas	50	0.908
		Questionnaire on High School EFL Teachers' Needs according to EFL Teachers' Professional Development Areas	50	0.968
		Questionnaire on EFL Teachers' Reflection/Feedback towards the Current Professional Development Program they are Involved in	50	0.958
		Questionnaire on EFL Teachers' Purposes to Participate in Professional Development Program	10	0.850
		Questionnaire on Challenges that EFL Teachers' are Facing in Professional Development Program	15	0.947
2	Test	Test For High School EFL Teachers Based on EFL Teachers' Professional Development Areas	60	0.750

3. Results

3.1 Result of the First Question

The first research question was, "What are the high school EFL teachers' target needs in professional development programs?" It sought to identify the high school EFL teachers' professional development target needs and determine what the high school EFL teachers needed to do in the target situation. Hutchinson and Waters (1987) regarded "target needs" as an umbrella term, which hides several important distinctions in practice. A more useful technique is to look at the target situation in terms of the necessities, lacks and wants that were used in this paper to analyze the high school EFL teachers' professional development target needs.

To get the necessary information and answer this question, the high school EFL teachers were given three copies of the self-reporting questionnaire. This was designed to identify the challenges they face when teaching English, determine the needs area in which high school EFL teachers want to be trained

in the professional development program, and ask them to respond to 50 items on a five-point Likert scale. Further, to realize the high school EFL teachers' purposes for participating in the professional development programs, and they were asked to respond to ten items on a four-point Likert scale, and a test was administered to cross-check the exact difficulties that the high school EFL teachers were reported in the self-reporting questionnaire. Finally, the data obtained through these instruments were triangulated with interview data. Then, the result is presented as follows.

3.1.1 Lacks of High School EFL Teachers' on EFL Teachers' Professional Development Scopes/Areas

Lacks is the gap between what students (in this research, high school EFL teachers) have already known and what they do not know (Hutchinson & Waters, 1987). The data was collected through a self-reporting questionnaire (for 20 high school EFL teachers) and a test (for eight high school EFL teachers) to identify the lack of high school EFL teachers. Further, the questionnaire consisted of 50 items grouped into ten scopes of professional development, with five items in each. Moreover, a test was used to identify the present situation of high school EFL teachers in terms of professional development areas, as stated by Widodo (2018), and to determine the difficulties they have in teaching the English language. Furthermore, the test was administered to cross-check the exact difficulties that high school EFL teachers reported in the questionnaire. The test was created based on an assessment of EFL teachers' needs prior to conducting professional development programs. Therefore, these areas of knowledge were spelled out in the test of high school EFL teachers' needs assessment before conducting professional development programs. Furthermore, the test was confined to 60 multiple choice questions and was categorized according to the scope of EFL teachers' professional development. Moreover, each of these scopes was represented by a different number of multiple-choice questions (ranging from: 4 to 10). Then, the following section shows the results of the first research question.

3.1.1.1 The Difficulty of EFL Teachers' on EFL Teachers' Professional Development Scopes/ Areas

The difficulty area for EFL teachers in the professional development questionnaire was used to identify the difficulty that EFL teachers experience in performing their teaching according to their professional development scopes. The questionnaire was designed based on the 10 EFL teachers' professional development scopes/areas. It consisted of 50 items (5 items in each scope/area) to identify the difficulty of EFL teaching in the identified areas. According to the data obtained from the questionnaire, it seemed that the two scopes of EFL teachers' professional development, i.e., technological pedagogical content knowledge and technological knowledge and literacy, with mean scores of 22.70 and 22.35, respectively, fall into the main difficulty that EFL teachers have in professional development areas (see Table 2). The third and fourth ranks were occupied by research knowledge and knowledge of reflection, both with the same mean score of 20.60. The fifth rank was occupied by language policy and curriculum knowledge, with a mean score of 19.85. The sixth and seventh ranks were content knowledge and pedagogical content knowledge, with the same mean score of 19.55. The eighth rank was for pedagogical knowledge, with a mean score of 18.40. Furthermore, the ninth and tenth ranks were the knowledge of educational contexts and knowledge of disciplinary language difficulty of the EFL teachers, with a mean score of 17.70 and 16.80, respectively, and fell into the categories of the least difficulty that EFL teachers have in their professional development areas.

Table 2: Difficulty of EFL teachers on EFL teachers' professional development scopes/areas

No	Scopes/Areas of EFL Teachers' Professional Development	Mean	Std. Dev	Rank
1	Content Knowledge	19.55	2.305	5
2	Pedagogical Content Knowledge	19.55	2.665	6
3	Research Knowledge	20.60	1.729	3
4	Knowledge of Reflection	20.60	1.729	4
5	Pedagogical Knowledge	18.40	3.118	8
6	Knowledge of Educational Context	17.70	1.838	9
7	Language Policy and Curriculum Knowledge	19.85	2.455	5
8	Technological Knowledge and Literacy	22.35	1.565	2
9	Technological Pedagogical Content Knowledge	22.70	1.559	1
10	Knowledge of Disciplinary Language	16.80	3.813	10

3.1.1.2 Test Result of EFL Teachers on EFL Teachers' Professional Development Scopes/Areas

Table 3 below shows that the test results of the participants seemed to indicate that the test results of the three scopes of EFL teachers' professional development, i.e., language policy and curriculum knowledge, technological knowledge and literacy, and technological pedagogical content knowledge, with the same mean scores of 3.75, respectively, ranked from the first to the third that EFL teachers scored in the test. Research knowledge occupied the fourth rank with a mean score of 3.63, and the fifth-ranked test result was content knowledge with a mean score of 3.50. Knowledge of educational contexts occupied the sixth rank with a mean score of 3.13. The seventh and eighth rankings were for pedagogical content and pedagogical knowledge, both with the same mean score of 3.00. The ninth rank was for the knowledge of reflection, with a mean score of 2.75. Moreover, the tenth rank was the knowledge of the disciplinary language, with a mean score of 2.63, which fell among the lowest test results of EFL teachers.

Table 3: Test result of EFL teachers on EFL teachers' professional development scopes/areas

No	Scopes/Areas of EFL Teachers' Professional Development	Mean	Std. Dev	Rank
1	Content Knowledge	3.50	0.535	5
2	Pedagogical Content Knowledge	3.00	0.926	7
3	Research Knowledge	3.63	0.518	4
4	Knowledge of Reflection	2.75	1.035	9
5	Pedagogical Knowledge	3.00	0.926	8
6	Knowledge of Educational Context	3.13	0.991	6
7	Language Policy and Curriculum Knowledge	3.75	0.463	1
8	Technological Knowledge and Literacy	3.75	0.463	2
9	Technological Pedagogical Content Knowledge	3.75	0.463	3
10	Knowledge of Disciplinary Language	2.63	0.916	10

3.1.2 Wants of High School EFL Teachers' on EFL Teachers' Professional Development Scopes/Areas

Nation and Macalister (2010) elaborate on students' wants or subjective needs in terms of what the learners wish to learn. Further, Hutchinson and Waters' third class of needs is what the learners want and feel they need. These needs are personal and, therefore, are sometimes referred to as "subjective needs", which cannot be said to be general. They are quite unforeseeable and therefore indefinable. It is frequently emphasized that these may differ, if not conflict, with necessities perceived by a sponsor or employer and deficiencies identified by the teacher. Further, to identify the wants of high school EFL teachers in the professional development program, the data were collected through a self-reported questionnaire that consisted of ten items, and they were asked to indicate their purposes for participating in the professional development program and their wants and goals they felt they needed to achieve through the program. The questionnaire was organized on a four-point Likert scale, and the results are presented as follows.

With the same mean score of 3.95, the EFL teachers' goals for participating in the professional development program were to "develop my understanding of how teaching and learning are situated in different contexts" and "develop my understanding of and assess technological tools," according to Table 4. The third-ranked EFL teachers' purpose for participating in the professional development program is "to develop my understanding of how a particular subject matter is taught," with a mean score of 3.90. Item 10, i.e., "to develop my understanding of how language is used to teach/learn a subject matter," ranked as the fourth reason for EFL teachers to participate in the professional development program with a mean score of 3.70. The fifth and sixth purposes for EFL teachers to participate in the professional development program are occupied by items 5 ("to develop my understanding of educational policy and curriculum and the relationship between the two") and 9 ("to develop my understanding of technological tools to teach or learn a subject matter"), both with the same mean score of 3.65. The three items are items 1, 6, and 7 ("to develop my understanding of subject matter knowledge", "to develop my understanding of how to research a subject", and "to develop my understanding of how to reflect on, in, and for educational practices"), which were ranked at the seventh, eighth, and ninth purposes of EFL teachers to participate in the professional development program with the same mean score of 3.60. Furthermore, the least purpose for EFL teachers to participate in the professional development program was occupied by Item 2, "To develop my understanding of how teaching and learning take place in teaching my subject," with the same mean score of 3.55.

Table 4: EFL teachers' purposes to participate in the professional development program

No	EFL Teachers' Purposes in Professional Development Program	Mean	Std. Dev	Rank
1	To develop my understanding of subject matter knowledge	3.60	0.503	7
2	To develop my understanding of how teaching and learning take place in teaching my subject	3.55	0.510	10
3	To develop my understanding of how a particular subject matter is taught and learned	3.90	0.308	3
4	To develop my understanding of how teaching and learning are situated in different contexts	3.95	0.224	1
5	To develop my understanding of educational policy and curriculum and the relationship between the two	3.65	0.489	5
6	To develop my understanding of how to undertake research on a subject	3.60	0.503	8
7	To develop my understanding of how to reflect on, in, and for educational practices	3.60	0.503	9
8	To develop my understanding and assess technological tools	3.95	0.224	2
9	To develop my understanding of technological tools to teach or learn a subject matter	3.65	0.489	6
10	To develop my understanding of how language is used to teach/learn a subject matter	3.70	0.470	4

In addition to the questionnaire analysis above, interview and focus group discussion analysis shows that high school EFL teachers want to develop their knowledge in various areas. From the data obtained from these instruments, the interviewees and in the focus group discussions want to develop their content knowledge, pedagogical knowledge, use of technology in a language classroom, research skills, and language teaching methodology. In relation to this, during the interview session Miss. T, Miss E., and Mr D indicated that:

I want to develop my content knowledge, pedagogy knowledge, pedagogic content knowledge, language teaching methodology, technological issues, and the use of technology in teaching the English language, etc. (Miss. T)

I want to be trained in the program contents, subject-specific research issues, English language teaching methodology, technology use, and the like. (Miss. E)

I want to be included in the professional development program, and the knowledge I want to acquire is content that can enhance my language skills and teaching methodologies. (Mr. D)

Moreover, in the professional development program, EFL teachers need to develop their language skills, to develop classroom language, enabling them to teach the subject clearly and effectively. To this end, Miss. N and Mr. S said:

I want to be included in and get knowledge of the professional development program issues that enable me to develop my language skills ... and to develop a specific language that enables me to deliver or teach the subject clearly and effectively. (Miss. N)

I prefer to be included in the professional development program, for issues that can enhance my language skills, issues on English language teaching methodology, and contents that enable me to enhance my research knowledge. (Mr. S)

During the interview and focus group discussion, high school EFL teachers want to achieve different goals and are included in the professional development program. Therefore, program designers and stakeholders should consider the high school EFL teachers' desire to develop their profession and improve students' achievement.

3.1.3 The Necessity of High School EFL Teachers' on EFL Teachers' Professional Development Scopes/Areas

The most important criteria for identifying target needs are necessities. These are the types of needs determined by the demands of the target situation and what the learners or trainees have to know to function effectively in the target situation. In the present study, researchers tried to denote the necessities of high school EFL teachers through a self-reported questionnaire that consists of fifty items on a 5-points Likert scale (1= Strongly Agree, 2=Agree, 3= Undecided, 4= Disagree and 5= Strongly Disagree). The questionnaire result was triangulated with interview and focus group discussion results.

3.1.3.1 The Needs of EFL Teachers on EFL Teachers' Professional Development Scopes/Areas

The need area identified by EFL teachers in the professional development questionnaire was used to identify EFL teachers' training needs in their professional development program. The questionnaire consisted of 50 questions designed to identify the preferences of EFL teachers for training in their professional development program per the identified scopes of professional development. When the responses that the participants gave to the questionnaire mentioned above were analyzed, it seemed that the three scopes of professional development, i.e., pedagogical knowledge (M = 22.55), content knowledge (M = 22.50) and technological knowledge and literacy (M = 22.50), fell into the highly preferred areas that EFL teachers need to train in their professional development program (see Table 5). On the other hand, the fourth and fifth ranks were occupied by the knowledge of educational contexts (M = 22.40) and pedagogical content knowledge (M = 22.35). Research knowledge occupied the sixth rank with a mean score of 22.30. The seventh and eighth ranks were the technological pedagogical content knowledge (M = 22.20) and knowledge of a disciplinary language (M= 22.05). The ninth rank was for the knowledge of reflection, with a mean score of 22.00. Moreover, the tenth rank was the language policy and curriculum knowledge need of the EFL teachers, with a mean score of 21.75, which falls into the least preferred category that EFL teachers need to train in the professional development program.

Table 5: The needs of EFL teachers on EFL teachers' professional development scopes/areas

No	Scopes/Areas of EFL Teachers' Professional Development	Mean	St. Dev	Rank
1	Content Knowledge	22.50	2.19	2
2	Pedagogical Content Knowledge	22.35	2.47	5
3	Research Knowledge	22.30	1.98	6
4	Knowledge of Reflection	22.00	2.18	9
5	Pedagogical Knowledge	22.55	2.09	1
6	Knowledge of Educational Context	22.40	1.93	4
7	Language Policy and Curriculum Knowledge	21.75	1.51	10
8	Technological Knowledge and Literacy	22.50	2.56	3
9	Technological Pedagogical Content Knowledge	22.20	2.35	7
10	Knowledge of Disciplinary Language	22.05	2.53	8

3.2 Result of the Second Question

The second research question sought to identify the high school EFL teachers' reflections on the current professional development program. In order to get the necessary information for this research question, the high school EFL teachers were asked to respond to a self-reporting questionnaire to examine their reflection on the current professional development program. The questionnaire consisted of 50 items on a five-point Likert scale, and the number is opposite that of the questionnaire used to identify EFL teachers' target needs. Further, the data obtained from the questionnaire was triangulated with interview and focus group discussion results, and the data analysis is presented below.

3.2.1 EFL Teachers' Reflections/Feedbacks on the Current Professional Development Program Based on the Scopes

The reflection of EFL teachers on the current professional development program questionnaire were used to identify the EFL teachers' assessment or view of the program. The questionnaire consisted of 50 questions designed to identify the reflection of EFL teachers toward the program based on the identified scopes of professional development. When the responses that the participants gave to the questionnaire mentioned above were analyzed, it seemed that the pedagogical content knowledge scope of professional development fell into the first category that EFL teachers reflected on with a mean score of 22.55 (see Table 6). With a mean score of 22.50, technological pedagogical content knowledge was ranked second. The third rank was occupied by the knowledge of reflection, with a mean score of 22.37. The fourth and fifth ranks were content knowledge and knowledge of educational contexts, both with the same mean score of 22.35. The sixth and seventh ranks were technological knowledge, literacy, language policy, and curriculum knowledge, with mean scores of 22.30 and 22.05, respectively. Moreover, the eighth and ninth ranks were pedagogical and research knowledge, with the mean scores of 21.95 and 21.75, individually. Finally, the tenth rank and the lowest mean score ($M = 19.55$) were occupied by the knowledge of the disciplinary language.

Table 6: EFL teachers' reflection on the current professional development program

No	Scopes/Areas of EFL Teachers' Professional Development	Mean	Std. Dev	Rank
1	Content Knowledge	22.35	2.478	4
2	Pedagogical Content Knowledge	22.55	2.089	1
3	Research Knowledge	21.75	1.517	9
4	Knowledge of Reflection	22.37	2.56	3
5	Pedagogical Knowledge	21.35	1.747	8
6	Knowledge of Educational Context	22.05	2.433	5
7	Language Policy and Curriculum Knowledge	22.05	1.986	7
8	Technological Knowledge and Literacy	22.30	1.976	6
9	Technological Pedagogical Content Knowledge	22.50	2.188	2
10	Knowledge of Disciplinary Language	19.55	2.305	10

In addition to the above questionnaire analysis, the interview shows that EFL teachers' reflections on the current professional development program offered in their school were similar and related to each other. For example, Miss T's statement below illustrates that the current professional development program contents are not subject-specific, and it is not designed specifically for EFL teachers, which shows that the program is not successful:

The current professional development program that we are taking is unable to help us become effective EFL teachers, and it emphasizes the general concepts of teaching. Further, the program is not specific to EFL teachers, so the result is not as expected.

The above idea also supported Mr. D's opinion and said that:

In the current professional development program, EFL teachers are forced to participate or be trained with other subject teachers. Therefore, the program needs to be offered to EFL teachers separately because the nature of the English language subject is different because it deals with skill and knowledge.

Although it is believed that the designing process of a program or a course should be based on a needs analysis, almost all interviewees stated that the current professional development program does not align with their needs as EFL teachers. Therefore, they are not interested in attending the program, although it is an obligation. For example, Miss N said:

Surprisingly, the current professional development program is not aligned with my needs as an EFL teacher. I just participate in the program to complete the top administrators' duties and not fail in the evaluation done by the directors and supervisors.

Further, during the focus group discussion, Mr. Y reflected that:

Nevertheless, we have been taken through and trained on different issues in the professional development program. Teachers are participating because it is an obligation, but they are not acquiring important knowledge to enhance their profession.

The other reflection given by the interviewee on the current professional development program offered in their school was that there are no trained facilitators or trainers with enough skill and knowledge on the issues included in the program. Moreover, the school directors and higher officials select and cascade the contents. In line with this, for example, some interviewees and focus group discussion participants indicated that:

... there are problems in selecting trainers, which is done just haphazardly and selected by the majority of hands raised by the teachers. Also, it is not done without considering the competence of the teacher and knowing or understanding their knowledge to proceed and be a trainer in the program. (Mr. S)

The current professional development program is delivered by trainers who do not have enough knowledge and training on the contents included in the program, even though the topics are given or selected by the school. the contents are chosen and distributed by top management. (Mr. D)

... and the program's contents or issues were chosen and cascaded based on the needs of school directors and higher-level officials in the sector. (Miss. Tt)

To summarize, among the most important reflections given by interviewees were that the current professional development program practiced in their school was not conducted in a way to help EFL teachers develop their profession, the current program is not aligned with their needs, and it is not subject-specific rather focusing on general issues. Further, the interviewees reflected that the teacher selects the trainer without considering the experience and knowledge, and there is a lack of stakeholder supervision and support. Finally, interviewees reflected that they are participating in the current professional development program because it is an obligation.

3.3 Result of the Third Question

The third research question was, "What factors are perceived by the high school EFL teachers as hindering factors in professional development programs?" to investigate the perceived hindering factors that affect high school EFL teachers in the professional development program they are practicing. To answer this research question, high school EFL teachers were asked to complete a self-reporting questionnaire designed to investigate their perceived barriers to professional development in the current program. Furthermore, the questionnaire consists of 15 items and is organized on a five-point Likert scale (5 = Most Serious, 4 = More Serious, 3 = Serious, 2 = Less Serious, and 1 = Least Serious). Additionally, the data obtained from the questionnaire was triangulated with interview and focus group discussion results.

3.3.1 EFL Teachers' Challenges Faced in Professional Development Program

From table 7, the most hindering factors that affect EFL teachers' participation in the professional development program were Item 11 ("The Professional development program is not well planned and managed"), and 13 ("Low level of understanding of stakeholders toward the professional development program") which occupied the first and second ranks with a mean score of 4.25 and 4.05, respectively. Items 3, "Lack of budget," 10, "Fewer committeemen or morale of teachers to their profession," and 12, "Lack of support from stakeholders" were ranked and occupied the third, fourth, and fifth most significant impediments to EFL teachers' participation in the professional development program, all with the same mean score of 3.80. The sixth, seventh, and eighth ranks for hindering factors that affect EFL teachers' participation in the professional development program were occupied by Item 15, "Lack of knowledge of teachers toward the professional development program" (M = 3.75), item 2, "Lack of resources" (M = 3.70) and Item 4, "Lack of trained professional development program facilitators" (M = 3.60). Item 1, "The less commitment of leaders to support the professional development program," ranked as the ninth hindering factor that affects EFL teachers' participation in the professional development program with a mean score of 3.50, and item 14 "Lack of incentives" (M=3.40) ranked tenth. The eleventh and twelfth hindering factors were occupied by item 5, "Workload," and item 9 "suitability of provision or poor delivery of professional development program," with the same mean score of 3.35. Further, item 6, "Shortage of time for teachers", and item 8, "The content of the professional development program does not address my needs and wants", were ranked thirteenth and fourteenth with the same mean score of 3.30. The last ranked and the least hindering factor was item 7, "Lack of support from colleagues," with a mean score of 3.25.

Table 7: Challenges EFL teachers face in professional development program

No	Hindering Factors	Mean	Std. Dev	Rank
1	The less commitment of leaders to supporting professional development program	3.50	1.051	9
2	Lack of resources	3.70	1.218	7
3	Lack of budget	3.80	1.105	3
4	Lack of trained professional development program facilitators	3.60	1.142	8
5	Workload	3.35	1.309	11
6	Shortage of time for teachers	3.30	1.129	13
7	Lack of support from colleagues	3.25	1.118	15
8	The content of the professional development program does not address my needs and wants	3.30	1.129	14
9	Suitability of provision/ Poor delivery of professional development program	3.35	1.137	12
10	Less committeemen/moral of teachers to their profession	3.80	1.281	4
12	The Professional Development program is not well planned and managed	4.25	1.070	1
13	Lack of support from the stakeholders	3.80	1.005	5
14	Low level of understanding of stakeholders toward professional development program	4.05	.999	2
15	Lack of incentives	3.40	1.231	10

Moreover, most of the hindering factors identified in the questionnaire above were reinforced by the results gained from the interview and focus group discussion. From the data obtained from these instruments the interviewees and participants in the focus group discussion indicated the challenges they are facing in the current professional development program were a lack of interest and motivation, redundancy of contents included in the program, a lack of supervision, feedback and support from program facilitators and trainers, and teachers' workload. In connection to this, for example, Miss. E, Miss N and Mr D denoted that:

The main challenge that we are facing during the program is that the contents are similar for a long time, there is a lack of supervision and feedback from the trainers, and it results in a lack of interest in the teachers. (Miss. E)

The main challenge we are encountering in the current professional development program is that the contents included are not subject-specific and are not designed based on the needs assessment. (Miss. N)

The main challenge we are encountering in the current professional development program is a lack of supervision and support from the stakeholders. The other problem is the teachers' workload. (Mr. D)

Moreover, the current program is not in line with EFL teachers' needs since the current professional development program is not subject-specific and lacks trained facilitators and trainers. To this end, Miss Tt and Mr. D said:

The professional development program we are taking does not satisfy my needs as an EFL teacher, and the contents or issues included in the program were selected and cascaded based on the needs of the school directors and higher-level officials in the sector. (Mr. Tt)

The current professional development program is delivered by trainers who do not have enough knowledge and competence on the contents included in the program, even though the topics are given or selected by the school. (Mr. D)

In general, among the most significant hindering factors designated by the interviewee, there were different challenges they faced in the current professional development program. Therefore, factors should be considered by the stakeholder to achieve the aim of the professional development program.

4. Findings

4.1 Findings of the First Question

The first question is, "What are the high school EFL teachers' target needs in professional development?" The purpose of this question was to identify the professional development target needs of high school EFL teachers in terms of wants, needs, and requirements.

4.1.1 Lacks of High School EFL Teachers' on EFL Teachers' Professional Development Scopes/Areas

Lacks is the gap between what high school EFL teachers already know and what they do not know in their professional development scopes/areas.

According to the survey results, the top two high school EFL teachers lacked technological pedagogical content knowledge as well as technological knowledge and literacy in their professional development scopes. Furthermore, the test results showed that the above-mentioned EFL scopes and areas of professional development were ranked second and third in difficulty, respectively; however, language policy and curriculum knowledge were ranked first. On the other hand, the high school EFL teachers lacked knowledge of educational contexts and disciplinary language, respectively. Similarly, the test result confirmed that high school EFL teachers lacked knowledge of the disciplinary language. Furthermore, high school EFL teachers identified knowledge of reflection from the professional development scope as a minor difficulty, contrary to the questionnaire results. Other deficiencies of high school EFL teachers include research knowledge and reflection knowledge, which ranked third and fourth, respectively, in the questionnaire. This result was confirmed through the test result, and the difficulty of research knowledge was placed at the same rank as it is indicated in the questionnaire result. However, knowledge of reflection was the ninth-ranked and minor difficulty for high school EFL teachers. The language policy and curriculum knowledge ranked as fifth most among the high school EFL teachers; however, the language policy and curriculum knowledge were placed first, as depicted in the test result. According to the questionnaire results, content and pedagogical content knowledge were ranked as the sixth and seventh most difficult challenges for high school EFL teachers. However, the test result ranked these scopes of professional development seventh and eighth, which are not as different from the result obtained from the questionnaire. Finally, the questionnaire result depicted that knowledge of disciplinary language received the least difficulty among the high school EFL teachers, and the test result confirmed this result.

The above findings indicate that high school EFL teachers have difficulty with the identified scopes of EFL teachers' professional development, albeit to varying degrees or extents. Therefore, professional development program designers should consider high school EFL teachers' lack of or difficulty with the program when designing the program.

4.1.2 Wants of High School EFL Teachers' on EFL Teachers' Professional Development Scopes/Areas

EFL teachers' wants or subjective needs are what the EFL teachers wish to acquire in the professional development program. It is frequently noted that these may differ, even conflict, with necessities perceived by a sponsor or employer and deficiencies identified by the EFL teacher.

From the result, the high school EFL teachers, for all reasons or items in the questionnaire, want to be trained and feel they need to achieve in the professional development program with an approximate mean score. Further, most of the high school EFL teachers want to be trained and placed at the first and second levels, where they feel they need to develop their understanding of how teaching and learning are

situated in different contexts and their understanding and assessment of technological tools in the professional development program, respectively. Developing their understanding of how a particular subject matter is taught and learned and how language is used to teach and learn a subject matter is ranked as the third and fourth purposes for participating. EFL teachers feel they have a lot to achieve through the professional development program. Further, the fifth and sixth purposes of participating and what EFL teachers feel they need to achieve through the professional development program were to develop my understanding of educational policy and curriculum and the relationship between the two and to develop their understanding of technological tools to teach or learn a subject matter. In addition, the result of the questionnaire shows that the three EFL teachers' reasons for participating and what they feel they need to attain in the professional development program are to develop their understanding of subject matter knowledge, to develop their understanding of how to undertake research on a subject, and to develop their understanding of how to reflect on, in, and for educational practices. The final and least important reason that EFL teachers participated in the program and felt they needed to achieve was to develop their understanding of how teaching and learning occur in their subject.

In general, the discussion above showed that high school EFL teachers have similar wants and feel they need to develop in the professional development program. Consequently, the professional development program should be designed according to the identified needs of high school EFL teachers.

4.1.3 The Necessity of High School EFL Teachers' on EFL Teachers' Professional Development

The most important criteria for identifying target needs are necessities. These are the kinds of needs determined by the demands of the target situation, and they are what high school EFL teachers must understand to function effectively in the target situation.

Hence, the questionnaire result shows the high school EFL teacher's preferred pedagogical knowledge, content knowledge, technological knowledge, and literacy, as well as highly demanded scopes/areas of the EFL teachers' professional development. They have to know this to function effectively in their teaching of the English language. Next to the aforementioned demanded scopes of EFL teachers' professional development, knowledge of educational contexts and pedagogical content knowledge were placed at the fourth and fifth ranks, respectively. Moreover, research knowledge was ranked the sixth as was the need of high school EFL teachers in the target situation. The other areas of EFL teachers' professional development were technological pedagogical content knowledge and knowledge of the disciplinary language, which received the seventh and eighth ranks compared to the other scopes/areas of the EFL teachers' professional development. In the end, the results of the questionnaire showed that knowledge of reflection and language policy, and curriculum knowledge were the least required scopes of the EFL teachers' professional development, and they wanted to know how to function effectively in the target situation.

Further, from the interview results, high school EFL teachers demanded different knowledge in the professional development program. In line with this, Interviewees 1, 2, and 3 said the program should be explicitly designed for EFL teachers. Moreover, this program needs to be designed on the basis of content knowledge, pedagogical knowledge, language teaching methodology, technological issues, and

the use of technology in teaching the English language to develop a language that enables us to deliver the subject clearly and effectively.

In general, the above discussion of results revealed that high school EFL teachers face relatively similar demands in terms of scope of the professional development. Consequently, the professional development program should be designed according to the identified high school EFL teachers who want to know in order to function effectively in their teaching profession or in the target situation.

4.2 Findings of the Second Question

The second research question sought to identify the high school EFL teachers' reflections on the current professional development program they are involved in. In order to get the necessary information for this research question, the high school EFL teachers were asked to respond to a self-reporting questionnaire to examine their reflection on the current professional development program. Moreover, the questionnaire was organized on a five-point Likert scale, and the number value was opposite to the questionnaire used to identify EFL teachers' target needs. Further, the data obtained from the questionnaire was triangulated with interview results, and the discussion is presented below.

According to the survey results, the highest-ranking school EFL teachers indicated that pedagogical content knowledge and technological pedagogical content knowledge were the first and second-ranked, respectively, and were largely ignored in the second-ranked professional development program. Further, knowledge of reflection is placed as the third neglected knowledge area in the professional development program that high school EFL teachers are taking. The result also indicated the high school EFL teachers reflected that content knowledge and knowledge of educational contexts were other ignored knowledge areas in the current professional development program, with a similar mean score of 22.35. According to those high school EFL teachers' reflections, the sixth and seventh ranked and ignored knowledge areas in the current professional development program were technological knowledge and literacy, and language policy and curriculum knowledge. Pedagogical knowledge and research knowledge were extra knowledge areas that were not focused on in the current professional development program as compared with other scopes of professional development. The final and last ranked knowledge area in the current professional development program was knowledge of a disciplinary language, which enabled them to understand how language is used to teach or learn a subject matter.

In addition to the above results obtained from the questionnaire, most of the interviewees' reflections towards the current professional development program offered at the school were similar and related. In line with this, the majority of the interviewees said the current professional development program practiced in their school was never conducted in a way to help EFL teachers develop their profession. Besides, the interviewee reported that the current program is not aligned with their needs and is not subject-specific. Rather, the current program is focuses on general issues. Similarly, the interviewee reflected that the contents or topics covered in the current program are selected and cascaded from school directors and higher officials. Another interviewee's reflection or feedback on the current program was that the trainer (a teacher who runs the program) is chosen by the teacher without regard for their experience or knowledge and that there is a lack of supervision and support from stakeholders. Finally, interviewees stated they are participating in the current professional development program

because it is an obligation and because they fear failing the evaluation prepared by the school directors and supervisors.

In general, the preceding discussion revealed that high school EFL teachers shared similar thoughts about their current professional development program. Subsequently, the professional development program should take teachers' opinion into account if it is intended to achieve its aim, and it should be revised as per the high school EFL teachers' reflections/feedback.

4.3 Findings of the Third Question

The third research question is, "What challenges do high school EFL teachers face in the professional development program?" to investigate the hindering factors that affect high school EFL teachers in the professional development program they are practicing. To answer this question, the high school EFL teachers were asked to respond to a self-reporting questionnaire, which consists of 15 items and organized on a 5-point Likert scale. Additionally, the data obtained from the questionnaire was triangulated with the interview results.

According to the questionnaire results, the majority of high school EFL teachers identified program planning and management, as well as a low level of stakeholder understanding of the program, as the main challenges, ranking them first and second, respectively. Other challenges that high school EFL teachers identified were a lack of budget, teachers' lower commitment and interest in their profession, and lack of stakeholder support, all with the same mean score of 3.80. Furthermore, lack of teachers' knowledge of professional development programs, lack of resources, a lack of trained professional development program facilitators, and low commitment and interest of leaders to support the program were factors that teachers were facing in the current program, and these factors were ranked from sixth to ninth. The high school EFL teachers also recognized the lack of incentives, workload, and suitability of provision or poor delivery of the professional development program as the tenth, eleventh, and twelfth- ranked hindering factors in the current professional development program. Further, the shortage of time for teachers and the disparity of contents or issues included in the professional development program with their needs and wants were ranked thirteenth and fourteenth hindering factors with the same mean score of 3.30. The last challenge identified by the high school EFL teachers was a lack of support from colleagues.

Additionally, most of the hindering factors identified in the questionnaire above were reinforced by the results of the interviews. The interview result signifies that most interviewees identified the challenges in the current program as a lack of interest and motivation due to the contents included in the program and its redundancy from year to year, as well as because the designing process of the program is not inviting teachers to participate. Likewise, lack of supervision and support from the stakeholders and trainer's feedback, as well as the fact that the program is mandatory to attend with other subject teachers, were the other challenges identified by high school EFL teachers. The other recognized challenges were that the current program was not organized in line with their needs as EFL teachers and was not subject-specific.

In short, the above result revealed that high school EFL teachers face various challenges in the current professional development program they are taking. Therefore, the professional development program should be revised by considering the identified factors, to achieve its aim.

5. Conclusion

From the research findings, the following conclusions are made: First, the high school EFL teachers have difficulty with the ten identified EFL teachers' scopes of professional development even though the extent is varied. The content of the professional development program should cover the gap between what EFL teachers already know and what they do not know. Second, related to what the high school EFL teachers want and feel they need, they have related demands and need to develop in the professional development program. The final and most important term to identify the targets needs is "necessities." In the present study, high school EFL teachers have similar demands on the scope of their professional development program to function effectively in the target situation. Second, the high school EFL teachers were not comfortable with the current professional development program they are taking.

Moreover, this happened because the program was not subject-specific and not aligned with their target needs, and school directors and higher officials selected the content. Finally, there are various hindering factors that high school EFL teachers face in the current professional development program they are taking. Therefore, the professional development program should be revised, and stakeholders should undertake program evaluation. The program should consider the high school EFL teachers' target needs in the professional development program. Further, the professional development program must be cognizant of the high school EFL teachers' reflection and the challenges that the high school EFL teachers face if it is intended to achieve its aim.

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Research Article

EFL teachers' continuous professional development: Reflections and target needs

Mulualem Eshete Mekie¹ and Girma Gezahegn²

¹Arba Minch University, Ethiopia; ²Addis Ababa University, Ethiopia

Correspondence should be addressed to Mulualem E. Mekie  mulualemeeshete@yahoo.com

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Continuous Professional development (CPD) has received growing attention in teacher education research since it has the potential to affect teacher learning. Despite this, studies on English as Foreign Language (EFL) teachers' needs for CPD have been limited. To bridge this gap, this study investigated EFL teachers' reflections on and target needs for CPD. This study employed a mixed-methods research design, which involves both quantitative and qualitative approaches to answer the research questions. The research participants included 20 EFL teachers teaching at government high schools, and the data were collected using a test, questionnaires, and interviews. The findings indicated that EFL teachers have different views of their lacks, wants, and necessities. Furthermore, EFL teachers reflected that the current CPD program, which is practiced in their school, was never conducted to help them develop their profession. At the 0.01 level (2-tailed), there was a strong, negative correlation between EFL teachers' CPD target needs and their reflections on the current CPD ($r_s = -0.961$, $n = 20$, $p = .01$). Finally, the study recommends revising the CPD program; stakeholders should conduct program evaluations and then incorporate teachers' reflections and target needs for CPD.

Keywords: Continuous professional development, EFL teachers, reflections on, target needs

1. Introduction

Science and technology are advancing and changing quickly today. This rapid development and change process affects many crucial areas, including social life, work-life balance, and educational institutions. Education systems, however, are distinct from other fundamental factors in terms of their participation in this change process because they are intended to provide both the orientation and the development of this process (Liu et al., 2014). To live up to these expectations, education systems must prepare their structural components (curriculum, infrastructure, teachers, students, etc.) for growth and change. In this context, it is essential to improve education quality through structural changes such as curriculum creation, teacher quality enhancement, ensuring educational opportunity equity, and offering guidance and counseling services (Yüksel, 2000). Furthermore, because teachers have the most significant influence on student accomplishment, it is well known that their quality is one of the most crucial factors in raising the standard of education (Darling-Hammond, 2000; OECD, 2009; Santiago, 2002; Yaylacı, 2013). For this reason, the education and growth of teachers are crucial (Seferoğlu, 2004).

Pre-service training is the initial step in raising the caliber of instructors (Arkan, 2004). Although vital for improving the quality of teachers, pre-service training is insufficient on its own (Altun & Cengiz, 2012). Moreover, the pre-service teachers' professional knowledge and abilities get outdated over time due to quick change and development (Gün et al., 2014). Therefore, to adapt to this change and development process, teachers must regularly update and enhance their professional knowledge and skills (Fullan, 1991; Gültekin & Ubukçu, 2008; Tang & Choi, 2009). Additionally, teachers are expected to know their pupils, manage classrooms and student conduct, be knowledgeable about various teaching methods, and have high ethical standards. As a result, CPD is crucial for teachers to effectively carry out their duties (Goh & Wong, 2014). Furthermore, CPD makes it possible to advance teachers' professional knowledge and abilities (Seferoğlu, 2001).

As a result, high-quality pre-service training and qualified in-service CPD are necessary to ensure the quality of instructors (Şahin, 2008).

Since English has become the world's dominant language today, many people understand its significance, particularly those in EFL contexts. Further, in nations like Ethiopia, where English is spoken as a foreign language and is used as a medium of instruction in secondary schools or higher education institutions, the continual professional growth [CPD] of English teachers is crucial to maintaining and raising the standard of education offered. According to Luke and McArdle (2009) and Bailey et al. (2001), CPD is an essential factor in teachers' growth and staying current with the ever-expanding field of English Language Teaching [ELT] to become an effective foreign language teacher. CPD is becoming increasingly essential for teachers' professional progress to stay ahead of the shift. CPD is necessary for teachers to continually upgrade their knowledge and skills to improve their teaching strategies and students' learning opportunities (Hargreaves & Fullan, 1992). A teacher's primary duty is to help pupils become lifelong learners, so while responding to change; he or she must demonstrate dedication to and excitement for continued education (Day, 1999).

Although learner-centered instruction has replaced teacher-centered instruction in Ethiopian language education since the 1980s, teachers' influence has remained strong. However, instructors must play a significant role in creating the right environment for pupils to become independent learners. Therefore, English language instructors must be aware of developments in English language education, adapt to these changes, and grow their competency in their working environment. Furthermore, teachers should adopt innovations while doing this, collaborate with their peers on ideas, and evaluate their performance through CPD.

Researchers in the field of education have been examining methods for efficient CPD, which may be accomplished if the programs are focused on the requirements of the trainees. Regarding this, Lee (2005) said that in the CPD, "administrators put much focus on the newest hot themes, rather than trying to individualize and personalize professional growth programs" (p. 39). Institutions must acknowledge the need for instructors to become more dynamic, alter their particular style, and be encouraged to grow. In other words, when CPD programs are structured around teachers' needs, they are successful. As a result, information regarding instructors' requirements must be gathered before CPD programs are planned.

The contents covered in the CPD are often chosen by the instructors, administrators of the school, or trainers. Therefore, it is assumed that the content typically represents the interests of the trainers or is selected from current concerns in the industry. Teachers' opinions on the CPD program they are using and their target needs should be discovered to build an effective CPD program. It is also a good idea to determine whether the CPD program meets teachers' needs. Therefore, CPD programs must be created. Further, CPD programs must identify teachers' needs to make them more engaged, modify their attitudes, and motivate them to grow in their careers. According to Hyland, as mentioned in Kuo (2016), needs analysis research is required to collect information about instructors' needs and transform them into learning objectives. The results of the needs analysis will serve as a basis for program or curriculum designers to define teaching/training goals, choose and build learner-centered teaching/training materials, and investigate the most relevant techniques to teaching and learning (Brown, 2009).

Once the CPD program and activities included in the program are based on the needs of teachers, it is simple to select what topics to include and the approach(es) that will be used. For example, Koc (1992) argues that CPD program designers first assess teachers' needs before selecting them to participate in in-service training. Similarly, Dudley-Evans and St. John (1998) state that, while designing a teacher training program, the needs of the trainees should be recognized and assessed first. Likewise, the trainees' needs should be classified in terms of skills, knowledge, and attitude. Finally, goals should be defined based on participants' knowledge, experience, previous training, workload, and financial constraints to select participants and determine program contents.

As a result, with all the aspects mentioned above in mind, addressing teachers' CPD needs is critical in the design of an effective CPD program (M. L. Zhang et al., 2015); while there are various needs in terms of teachers' teaching subject, teaching experience, or position within schools (Kabilan & Veratharaju, 2013; Zein, 2017; S. Zhang et al., 2019). Various studies explored English language teachers' CPD needs and perceptions in different contexts (Abrar & Hailu, 2022; Belilew & Hailemariam, 2017; Birhanu, 2014; Getachew et al., 2019; Kabilan & Veratharaju, 2013; Mak, 2010; Zein, 2017). For example, in Malaysia, English language teachers claim that pedagogical and language skills should be incorporated into CPD programs (Kabilan & Veratharaju, 2013; Khandehroo et al., 2011). This finding is also echoed in Ethiopian contexts, such as in Abrar and Hailu (2022), who found that EFL teachers need to improve their English language proficiency, subject knowledge, and pedagogic and content knowledge in the CPD program. In another study, English teachers need to be trained in content like subject areas, especially in speaking, writing, grammar, and vocabulary (Getachew et al., 2019).

In addition to addressing teachers' CPD needs, investigating teachers' experiences of CPD is decisive in exploring the practicality and fruitfulness of CPD (Freeman et al., 2016). Regarding EFL teachers' perceptions towards CPD, Birhanu (2014) found that, despite insufficient practices, teachers had a clear consensus on the need to employ self-initiated CPD in their working environment. In addition, with a few practical experiences in their workplaces, there appeared to be a greater awareness of self-driven professionalism. However, their school management problems and limited learning facilities created pressure on teachers' implementation of CPD.

This study differs from previous studies, which focused on primary school EFL teachers' CPD needs, perceptions, practices, and obstacles. Here, the researcher found Hutchinson and Waters's (1987) needs analysis approach more practical and feasible for analyzing the CPD needs in this study. Despite the necessity of studying EFL teachers' reflections on and target needs of CPD, the program offered in Ethiopia's high schools needed a sufficient foundation for providing effective CPD. As a result, this study examined the EFL teachers' reflections on the current CPD and their target needs. Thus, this study attempts to answer the following research questions:

RQ 1) What are EFL teachers' reflections on the current CPD?

RQ 2) What are the target needs of EFL teachers for CPD??

RQ 3) Is there a relationship between EFL Teachers' reflection on the current CPD program and their CPD target needs?

2. Method

2.1. Research Design

The research design used in this research was a mixed method research design that involved both quantitative and qualitative research methods. Thus, the researchers used a mixed research method for the following reasons. The first reason was that the problem focused on a complex educational and social context. The second reason was the issue raised in this research was a social phenomenon that described shared beliefs and practices of participants of the research; an investigation into it required a researcher to see different aspects of the phenomenon. The last reason was to minimize the risk of preconceptions affecting the results of such a study (Davis, 2007). This means that taking only qualitative or quantitative data from a few subjects would be inappropriate for this study since it might lead to a subjective interpretation of the results. Thus, the researchers used a mixed method research design through which information of both quantitative and qualitative nature could be collected from different sources for more dependable results. Thus, due to the above reasons, the researchers were convinced that using a mixed-method research approach would be appropriate for this study.

2.2. Participants

Twenty high school EFL teachers from two secondary schools in Goffa Zone participated in the study. Furthermore, the samples were chosen using purposive and comprehensive sampling

techniques. They were also experienced in teaching English and thought they had sufficient expertise to explore reflection on and target needs for the CPD program.

2.3. Instruments

Three instruments were used to triangulate this study's data: a test, a questionnaire, and an interview. The goal of the test was to determine the current position of high school EFL instructors in terms of areas of CPD and the difficulties they face when teaching English. According to Widodo (2018), there are 10 CPD areas for EFL teachers. In addition, content knowledge [CK], pedagogical knowledge [PK], pedagogical content knowledge [PCK], Knowledge of educational contexts [KEC], language policy and curriculum knowledge [LPCK], research knowledge [RK], reflection knowledge [KR], technical knowledge and literacy [TKL], technological pedagogical content understanding [TPCK], and knowledge of the disciplinary language are also required [KDL]. Furthermore, the test comprised 60 multiple-choice questions and was classified according to the CPD above scopes for EFL teachers. Each of these domains was represented by a unique set of multiple-choice questions (ranging from 4 to 10). Before performing CPD programs, these areas of expertise were stated in the exam in the EFL instructors' needs assessment.

Regarding the questionnaire, five separate portions of a self-reporting questionnaire were used. These questionnaires had fifty (50) items and were organized into ten (10) sections based on Widodo's designated CPD areas for EFL teachers. Furthermore, these sections of the questionnaires were organized in the form of a Likert scale. Further, this study used a semi-structured interview to allow respondents to express their opinions and collect information that would not have been gained using other tools. Finally, the data obtained from the test and questionnaires were analyzed using descriptive statistics (mean) and inferential statistics (Spearman's rho Correlation). Further, the interviews were audiotaped, transcribed, assessed and analyzed thematically.

2.4. 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 instrument's dependability, Cronbach Alpha was determined using SPSS version 21. The instrument's reliability is 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</i>
Questionnaires			
EFL Teachers' Difficulties on CPD Areas	50	.90	5- Point Likert Scale
EFL Teachers' Needs on CPD Areas	50	.96	5- Point Likert Scale
EFL Teachers' Perception of the Current CPD	50	.95	5- Point Likert Scale
EFL Teachers' Purposes to Participate in CPD Program	10	.85	4- Point Likert Scale
Test			
Test on EFL Teachers' CPD Areas	60	.75	Multiple Choice

3. Findings and Discussion

3.1. What are EFL teachers' reflections on the current CPD program?

The reflections of EFL instructors on the current CPD program questionnaire were used to determine the EFL teachers' reflections on the program. When the replies to the questionnaire indicated above were evaluated, it seemed that the PCK scope of CPD came into the first group that EFL teachers reflected with a mean score of 22.55 (see Table 2). With a mean score of 22.50, the

Table 2
 EFL teachers' lacks, necessity, and perceptions on the current CPD program

No	Scopes of PD	Questionnaire Result			Test Result			EFL Teachers Needs on CPD Scopes			EFL Teachers' Perception of the Current CPD Program		
		Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank
1	CK	19.55	2.305	5	3.5	0.535	5	22.50	2.19	2	22.35	2.478	4
2	PCK	19.55	2.665	6	3.0	0.926	7	22.35	2.47	5	22.55	2.089	1
3	RK	20.60	1.729	3	3.63	0.518	4	22.30	1.98	6	21.75	1.517	9
4	KR	20.60	1.729	4	2.75	1.035	9	22.00	2.18	9	22.37	2.56	3
5	PK	18.40	3.118	8	3.0	0.926	8	22.55	2.09	1	21.35	1.747	8
6	KEC	17.70	1.838	9	3.13	0.991	6	22.40	1.93	4	22.05	2.433	5
7	LPCK	19.85	2.455	5	3.75	0.463	1	21.75	1.51	10	22.05	1.986	7
8	TKL	22.35	1.565	2	3.75	0.463	2	22.50	2.56	3	22.30	1.976	6
9	TPCK	22.70	1.559	1	3.75	0.463	3	22.20	2.35	7	22.50	2.188	2
10	KDL	16.80	3.813	10	2.63	0.916	10	22.05	2.53	8	19.55	2.305	10

TPCK ranked second. The KR came in third place with a mean score of 22.37. The CK and KEC were rated fourth and fifth, respectively, with an identical mean score of 22.35. TKL and LPCK were ranked sixth and seventh, with mean scores of 22.30 and 22.05, respectively. Furthermore, with mean scores of 21.95 and 21.75, the PK and RK were rated seventh and ninth, respectively. Finally, the KDL came in tenth place with the lowest mean score ($M = 19.55$).

In addition to the above-mentioned questionnaire data, the interview results show that EFL teachers' reflections on the current CPD program were comparable and connected to others. Miss. T's remark below, for example, demonstrates that the present CPD program materials are not subject-specific and are not intended particularly for EFL teachers, showing that the program is not successful:

The current CPD program that we are taking is unable to help us become effective EFL teachers, and it emphasizes the general concepts of teaching. Farther, the program is not specific to EFL teachers, so the result is different than expected.

Although it is believed that the designing process of a program should be based on needs analysis, almost all interviewees stated that the current CPD program needs to align with their needs as EFL teachers. Therefore, they are not interested in attending the program, although it is an obligation. For example, Miss. N said:

Surprisingly, the current CPD program needs to be aligned with my need as an EFL teacher. I participate in the program to complete the top administrators' duty and not fail in the evaluation done by the directors and supervisors.

Further, during the focus group discussion, Mr. Y reflected that:

Nevertheless, we have taken and been trained on different issues in the CPD program teachers are participating because it is an obligation, and we need to acquire essential knowledge to enhance our profession.

The other reflection given by the interviewee on the current CPD program offered in their school was that there needs to be a trained facilitator or trainers with enough skill and knowledge on the issues included in the program. Moreover, the school directors and higher officials select and cascade the contents. In line with this, for example, some interviewees indicated that:

... there are problems in selecting trainers, which is done just haphazardly and selection by the majority of the teachers. Also, it is done without considering the teacher's competence and knowing or understanding their knowledge to proceed and to be a trainer in the program.

To summarize, the most important reflections provided by interviewees were that the current CPD program practiced in their school was not designed to help EFL teachers develop their profession, that the current program is not aligned with their needs, and that it is not subject-specific, instead focusing on general issues. In addition, the current CPD program's materials or subjects are chosen and cascaded from school directors and higher-level authorities. Furthermore, the respondents stated that the instructor chooses the trainer without regard for expertise or knowledge, and there needs to be more stakeholders for monitoring and assistance. Finally, interviewees stated that they are taking part in the present CPD program out of duty.

3.2. What are the target needs of EFL teachers for CPD?

3.2.1. *EFL teachers' lacks based on the scopes of efl teachers' CPD*

EFL teachers' difficulties, based on the scopes of EFL teachers' CPD. The questionnaire for EFL teachers was used to identify the difficulties in their teaching practices. According to the questionnaire data, the two scopes of EFL teachers' CPD, TPCK and TKL, with mean scores of 22.70 and 22.35, respectively, fell into the primary issue that EFL teachers have in CPD areas (see Table 2 above). The RK and KR finished third and fourth, respectively, with the same mean score of 20.60. The LPCK came in fifth place with a mean score of 19.85. CK and PCK placed sixth and seventh, with an equal mean score of 19.55. PK was ranked eighth, with a mean score of 18.40. Furthermore, the ninth and tenth positions were the EFL teachers' KEC and KDL difficulties, with

a mean score of 17.70 and 16.80, respectively, and fell into the less difficulty category that EFL teachers had in their CPD domains.

EFL teachers' test results on the scopes of EFL teachers' CPD. The test results of the individuals are shown in Table 2 above. The test results of the three scopes of EFL teachers' CPD, namely, LPCK, TKL, and TPCK, with the same mean scores of 3.75, appeared to rank the EFL teachers' scores in the test from first to third. The RK test result was rated fourth with a mean score of 3.63, while the CK test result was placed fifth with a mean score of 3.50. With a mean score of 3.13, the KEC was ranked sixth. The PCK and PK were ranked seventh and eighth, respectively, with the same mean score of 3.00. The KR came in tenth place, with a mean score of 2.75. Furthermore, the KDL was ranked eighth with a mean score of 2.63, which fell among the lowest test results of EFL teachers.

3.2.2. EFL teachers' wants based on the scopes of EFL teachers' CPD

Table 3 shows that most EFL teachers' goals for participating in the CPD program were "to develop my understanding of how teaching and learning are situated in different contexts" and "to develop my understanding of and assess technological tools," with the same mean score of 3.95. The third-ranked EFL teachers' objective for engaging in CPD is "to deepen my understanding of how a specific subject topic is taught and mastered," with a mean score of 3.90. With a mean score of 3.70, Item 10, "to deepen my understanding of how language is used to teach or study a subject matter," scored as the fourth motivation for EFL teachers to enroll in the program. Item 5 ("to develop my understanding of educational policy and curriculum and the relationship between the two") and Item 9 ("to develop my understanding of technological tools to teach or learn a subject matter"), both with the same mean score of 3.65, occupy the fifth and sixth purposes for EFL teachers to participate in CPD. With the same mean score of 3.60, the three items numbered 1, 6, and 7 ("to develop my understanding of subject matter knowledge," "to develop my understanding of how to research a subject," and "to develop my understanding of how to reflect on, in, and for educational practices") were ranked as the seventh, eighth, and ninth reasons for EFL teachers to participate in CPD. Furthermore, Item 2, "To enhance my understanding of how teaching and learning take place in teaching my topic," had the lowest mean score of 3.55 among EFL teachers participating in the program.

Table 3

Purposes of EFL teachers' participation in the CPD

<i>No</i>	<i>EFL Teachers' Purposes in CPD</i>	<i>Mean</i>	<i>SD</i>	<i>Rank</i>
1	To develop my understanding of subject matter knowledge	3.60	0.503	7
2	To develop my understanding of how teaching and learning take place in teaching my subject	3.55	0.510	10
3	To develop my understanding of how a particular subject matter is taught and learned	3.90	0.308	3
4	To develop my understanding of how teaching and learning are situated in different contexts	3.95	0.224	1
5	To develop my understanding of educational policy and curriculum and the relationship between the two	3.65	0.489	5
6	To develop my understanding of how to undertake research on a subject	3.60	0.503	8
7	To develop my understanding of how to reflect on, in, and for educational practices	3.60	0.503	9
8	To develop my understanding and assess technological tools	3.95	0.224	2
9	To develop my understanding of technological tools to teach or learn a subject matter	3.65	0.489	6
10	To develop my understanding of how language is used to teach/learn a subject matter	3.70	0.470	4

In addition to the questionnaire analysis, the analysis of interviews demonstrates that EFL teachers want to enhance their expertise in various topics. The data generated from these instruments, the participants want to improve their content knowledge, pedagogical competence, use of technology in a language classroom, research skills, and language teaching methodology. In response to this, Miss. T indicated during the interview that:

I want to develop my content knowledge, pedagogy knowledge, pedagogic content knowledge or language teaching methodology, technological issues, and use of technology in teaching the English language, etc.

Furthermore, in the CPD program, EFL teachers must improve their language skills to construct classroom language and teach the subject clearly and efficiently. In this regard, Miss. N stated:

I want to be included and gain knowledge in the professional development program issues, which will enable me to develop my language skills ... and develop a specific language that enables me to deliver or teach the subject clearly and effectively.

In short, EFL teachers expressed many aspirations during the interview, which should be incorporated into the CPD program. As a result, program designers and stakeholders must address teachers' desires to promote EFL teachers' professional growth and student achievement.

3.2.3. *EFL teachers' necessities, based on the scopes of EFL teachers' CPD*

Necessities are the other most significant criterion for establishing target needs. These are the needs dictated by the demands of the target scenario and what the learners or trainees must know to perform successfully in the target context. In the current study, researchers used a self-reported questionnaire to identify the needs of EFL teachers, and the results were triangulated with data from the interview. The questionnaire was used to determine the type of training they require in their CPD program. When the questionnaire responses of the participants were analyzed, it seemed that the three CPD scopes, PK (M = 22.55), CK (M = 22.50), and TKL (M = 22.50), fell into the highly recommended group that EFL teachers need to train in their CPD (see Table 2 above). The KEC (M = 22.40) and PCK (M = 22.35) occupied the fourth and fifth positions, respectively. With a mean score of 22.30, the RK was ranked sixth. The TPCK (M = 22.20) and KDL (M = 22.05) were ranked seventh and eighth, respectively. With a mean score of 22.00, KR was ranked ninth. Furthermore, the LPCK need for EFL teachers was ranked tenth, with a mean score of 21.75, falling into the least desired category that EFL teachers need to train in the CPD.

3.3. Is There a Relationship between EFL Teachers' Reflection on the Current CPD Program and their CPD Target Needs?

The third research question seeks to establish a relationship between EFL teachers' reflections on the current CPD program and their CPD target needs. To determine whether there is a relationship between the two variables, Spearman's rho correlation was used to compare the questionnaire results used to identify EFL teachers' needs with the questionnaire results used to assess EFL teachers' reflections on the current CPD program. Furthermore, the result of the interview was used for triangulation.

Table 4 shows statistically significant relationships at the 0.01 level between EFL teachers' CK needs and their reflection on the CK, KR, KEC, TKL, and TPCK (2-tailed). Furthermore, at the 0.05 level, there are statistically significant relationships between EFL teachers' needs on the CK and their reflection on the LPCK (2-tailed). However, no statistically significant relationships exist between the CK needs of EFL teachers and their reflections on the PCK, RK, PK, and KDL. Concerning EFL teachers' needs in the second scope, there are statistically significant correlations at the 0.01 level between their reflections on the CK, KR, and TKL (2-tailed). Similarly, at the 0.05 level, there are statistically significant relationships between EFL teachers' PCK needs and EFL teachers' reflections on the PCK, PK, KEC, and LPCK (2-tailed). However, there were no statistically significant correlations between EFL teachers' PCK and KDL needs. Concerning EFL teachers' RK needs, there are statistically significant correlations at the 0.01 level between their

Table 4
Spearman's rho correlation of EFL teachers' CPD target needs and their reflection on the current CPD program
EFL Teachers' Reflection on the Current CPD

	CK	PCK	RK	KR	PK	KEC	LPCK	TKL	TPCK	KDL
CK	r_s -.833**	-.218	-.355	-.568**	-.383	-.583**	-.524*	-.876**	-.963**	.168
PCK	r_s -1.000**	-.500*	-.417	-.629**	-.518*	-.541*	-.460*	-.764**	-.813**	.059
RK	r_s -.755**	-.291	-.311	-.264	-.344	-.265	-.375	-.948**	-.774**	.133
KR	r_s -.596**	-.683**	-.484*	-.901**	-.883**	-.964**	-.945**	-.406	-.502*	-.057
PK	r_s -.523*	-.991**	-.439	-.674**	-.534*	-.617**	-.615**	-.299	-.272	-.262
KEC	r_s -.491*	-.617**	-.529*	-.823**	-.853**	-.917**	-.994**	-.428	-.491*	-.064
LPCK	r_s -.417	-.389	-1.000**	-.378	-.318	-.456*	-.508*	-.256	-.328	-.246
TKL	r_s -.632**	-.620**	-.530*	-.933**	-.806**	-.951**	-.891**	-.326	-.533*	-.075
TPCK	r_s -.541*	-.552*	-.456*	-.918**	-.801**	-1.000**	-.936**	-.370	-.552*	-.024
KDL	r_s -.541*	-.552*	-.456*	-.918**	-.801**	-1.000**	-.936**	-.370	-.552*	-.024

Note. **. Correlation is significant at the 0.01 level (2-tailed); *. Correlation is significant at the 0.05 level (2-tailed).

reflections on the CK, TKL, and TPCK (2-tailed). There are, however, no statistically significant relationships between EFL teachers' RK needs and their reflection on PCK, RK, KR, PK, KEC, LPCK, and KDL.

Concerning EFL teachers' needs in the fourth scope, there were statistically significant correlations at the 0.01 level between their reflections on CK, PCK, KR, PK, KEC, and LPCK (2-tailed). Similarly, at the 0.05 level, there're statistically significant relationships between EFL teachers' KR needs and their reflections on RK and TPCK (2-tailed). However, there were no statistically significant correlations between the needs of EFL teachers on the KR and KDL. At the 0.01 level, there were statistically significant correlations between EFL teachers' reflections on the PCK, KR, KEC, and LPCK (2-tailed). Similarly, there are statistically significant relationships between EFL teachers' PK needs and their reflections on CK and PK at the 0.05 level (2-tailed). However, no statistically significant relationships existed between EFL teachers' PK needs and their reflections on RK, TKL, TPCK, or KDL. At the 0.01 level, there were statistically significant relationships between their reflections on the PCK, KR, PK, KEC, and LPCK regarding the fifth scope of CPD (2-tailed). Similarly, at the 0.05 level, there were statistically significant relationships between EFL teachers' KEC needs and their reflections on CK, RK, and TPCK (2-tailed). There were no statistically significant relationships between EFL teachers' KEC needs and their TKL and KDL reflections.

The findings in the table below reveal statistically significant connections between EFL teachers' LPCK needs and their reflections on the RK at the 0.01 level (2-tailed). However, no statistically significant relationships existed between EFL teachers' LPCK needs and their reflections on CK, PCK, RK, KR, PK, KEC, LPCK, TKL, TPCK, and KDL. Furthermore, at the 0.01 level, there were statistically significant relationships between EFL teachers' TKL needs and their reflections on the CK, PCK, KR, PK, KEC, and LPCK (2-tailed). Furthermore, at the 0.05 level, there were statistically significant associations between EFL teachers' TKL needs and their reflection on RK and TPCK (2-tailed). In contrast, no statistically significant relationships existed between the EFL teachers' needs for TKL and their reflections on TKL and KDL.

At the 0.01 level, the data in the table below revealed statistically significant connections between EFL teachers' needs for TPCK and their reflections on the KR, PK, KEC, and LPCK (2-tailed). Furthermore, at the 0.05 level, there were statistically significant relationships between EFL teachers' TPCK needs and their reflections on CK, PCK, RK, and TPCK (2-tailed). On the contrary, no statistically significant relationships existed between EFL teachers' TPCK needs and their reflections on TKL and KDL. Finally, at the 0.01 level, there were statistically significant correlations between EFL teachers' need for KDL and their reflections on KR, PK, KEC, and LPCK (2-tailed). Furthermore, at the 0.05 level, there were statistically significant relationships between EFL teachers' KDL needs and their reflection on CK, PCK, and TPCK (2-tailed). However, no statistically significant relationships existed between EFL teachers' KDL needs and their reflections on TKL and KDL.

In addition to the CPD scope analysis, the researchers utilized Spearman's rho correlation to determine the overall relationship between EFL teachers' target needs for CPD and their reflections on current CPD. Accordingly, a statistically significant negative correlation between EFL teachers' target needs for CPD and EFL teachers' reflection on current CPD ($r_s = -.961$, $n = 20$, $p = .01$).

In addition to the questionnaire data above, interview data proved that the current CPD program is not satisfying the needs of EFL teachers. However, a program or training should identify a target group's needs and include specific contents that can help trainees in their profession; the design should be based on the target group's needs. About this, for example, Miss. T said, "The CPD program that we, the EFL teachers, are taking is not aligned with my needs," and also Mr. S indicated that: "... as a result, the current CPD program is not arranged and given in line with our needs as EFL teachers, and we are not getting the expected skills and knowledge".

Additionally, Mr. D's statement supports the preceding opinion and states that:

... the program must be offered separately to EFL teachers because the CPD program that we are taking needs to be more organized by our needs as EFL teachers because the contents are selected

and cascaded from the top management. In short, the program is not subject-specific because the current CPD program is offered to all subject teachers without specifying the subject.

To sum up, among the most significant points raised by interviewees was that the current CPD program does not fulfill their needs. Therefore, even though the CPD program should be specific to EFL teachers, it should be based on a needs analysis.

4. Discussion

4.1. EFL Teachers' Reflection on the Current CPD Program

According to the result, most of the EFL teachers reflected that the pedagogical content knowledge [PCK] and technological pedagogical content knowledge [TPCK] in the current CPD program were highly ignored and followed by knowledge of reflection [KR], content knowledge [CK], and knowledge of educational contexts [KEC], respectively. According to the EFL teachers' reflections, other moderately ignored scopes were technological knowledge and literacy [TKL] and language policy and curriculum knowledge [LPCK]. However, the final and least ignored scope in the current program was knowledge of disciplinary language [KDL], which enabled them to understand how language is used to teach or learn a subject matter.

Furthermore, the majority of the respondents' reflections on the current CPD program were similar and related. For example, the majority of respondents stated that the current CPD program was never designed to help EFL teachers advance their careers. Furthermore, the curriculum was not tailored to their needs or subject-specific; the current CPD program focused on broad issues. In short, respondents reported that they were engaging in the current CPD program because of obligation and fear of failing the evaluation established by the school directors and supervisors.

In summary, the previous discussion demonstrated that EFL teachers had similar reflections on the current CPD program in which they are enrolled. As a result, if the CPD program is to achieve its goal, it should consider teachers' perspectives and be revised in response to EFL teachers' reflections. Mona and Faizah (2021) support this conclusion, and it is suggested that following training programs, teachers' attitudes be evaluated to help develop these programs to meet their views and needs.

4.2. EFL Teachers' CPD Needs

4.2.1. EFL teachers' lacks on the scopes of EFL teachers' CPD

The questionnaire findings suggested that EFL teachers lacked the TPCK and TKL in their CPD scopes. The test results also revealed that the scopes above were tough. However, using proper TPCK, teachers can motivate learners to investigate English learning material, and the model indicates that CK, which combines technology and educational capabilities, is vital for facilitating efficient and innovative classroom education (Mishra & Koehler, 2006). Moreover, Shadiev and Yang (2020) recommended incorporating technology into the teaching and learning process, where teachers could regulate their educational tasks, as well as their educational tactics, to effectively employ the present sources in the best way possible (Basirat and Taghizadeh, 2021; Tondeur et al., 2012). Simultaneously, using technology for teaching, practicing, assessing, and learning a foreign language has several advantages, particularly in EFL contexts where students have few opportunities to practice and evaluate their language abilities (Alsied & Pathan, 2013). Educators have begun explaining the task types they are preparing for their classes and effectively enhancing their learners' motivation by integrating well-prepared and ordered activities into the EFL class (Lin, 2009). Further, Harmer (2007) stated that technology in language learning classrooms can benefit both educators and students by improving collaborative language learning and allowing students to use language in conversation.

On the other hand, EFL teachers lacked KEC and KDL, respectively, although the test result revealed that EFL teachers lacked KDL. Furthermore, contrary to the questionnaire results, KR scope was indicated as the EFL teachers' minor difficulty. The RK and KR are the other two shortages of high school EFL instructors, as proven by the test results and the difficulty of the RK

being put at the same rank as stated in the questionnaire. However, RK has benefits for the professional development of teachers. Morales (2016) reviews whether one's teaching practice meets the desired outcome of their work, evaluates teaching pedagogies that have to be changed or improved, and puts a value on one's work and profession. Further, teachers identify the problem, reflect on it, and try to address it, which is one of the most important goals of reflective teaching through research. According to Hine (2013), this helps teachers to decide on the kinds of teaching styles and methods for their learners, leading to the improvement of their teaching skills and their students' learning. Teacher educators who are doing research studies can share with other educators the best practices that are important for the learners, become confident in teaching, increase their awareness and understanding of their students, and become accountable for their classroom teaching and learning (Borg, 2014; Burns, 2010; Grima-Farrell, 2017; Hong & Lawrence, 2011). However, KR posed just a modest challenge for high school EFL teachers. Even though, KR is a modest challenge for EFL teachers, it is important knowledge for language teachers and guides to self-dialogue and inquiry. Schön, as cited in Giovannelli (2003, p. 293), identified two types of reflection: "reflection in action" and "reflection on action". Teachers should start with EFL classroom assessment to self-assess their pedagogical practices, language teaching, and materials and their effect on students' learning outcomes. This will enable them to reconstruct and improve a particular teaching and/or learning situation. Further, reflective teaching or becoming critical of oneself, has become increasingly important in the professional practice of EFL teachers due to its benefits on teaching practices and teachers' professional life. Finally, the questionnaire results showed that KDL had the least amount of difficulty among high school EFL teachers, and the test results verified this.

The above data reveal that EFL teachers struggle to varied degrees or extents with the specified scopes of EFL teachers' professional growth. As a result, while designing a CPD program, planners should address the difficulties that EFL teachers confront.

4.2.2. EFL teachers' wants, based on the scopes of EFL teachers' CPD

The wants or personal needs of EFL teachers are what the EFL teachers aspire to obtain in the CPD program. However, it is regularly seen that these may differ, even clash, with needs perceived by a sponsor or employer and deficiencies identified by the EFL teacher.

Consequently, EFL teachers want to be trained for every reason or item on the questionnaire and believe they need to get an approximate mean score in the CPD program. Furthermore, the majority of EFL teachers want to be trained and placed at the first and second levels, where they believe they need to develop their understanding of how teaching and learning are situated in different contexts, as well as their understanding and assessment of technological tools in the CPD program. The other reason for EFL teachers' enrollment in the program was their desire to improve their knowledge of teaching and learning.

The preceding discussion revealed that EFL teachers have comparable desires and believe they need to grow in the CPD program. As a result, the CPD program should be tailored to the recognized needs of EFL teachers. Similarly, in Tican and Dincman's (2022) study on the professional development of Turkish preschool teachers, participants recommended that all CPD activities fit the needs of teachers, that both personal and professional development be supported, that holistic content is created, specialized instructors be recruited, that learning methods fostering active participation and alternative assessment methods be preferred, and that the expertise gained through CPD should be recognized and rewarded.

4.2.3. EFL teachers' necessity based on the scopes of EFL teachers' CPD

Consequently, the questionnaire findings show that PK, CK, and TKL are highly demanded CPD and are preferred by EFL teachers. KEC and PCK were issued in response to the demand above. In addition, the results showed that KR and LPCK were the least needed scopes, and they wanted to know how to operate well in the target situation. This finding is also echoed in Abrar & Hailu (2022), who found that EFL teachers need to improve their English language proficiency, subject

knowledge, and pedagogic and content knowledge in the CPD program. In another study, English teachers need to be trained in content like subject areas, especially in speaking, writing, grammar, and vocabulary (Getachew et al., 2019).

Furthermore, according to the interview results, EFL teachers desired CK, PK, and PCK, or language teaching methodology, technological issues, and the use of technology in teaching the English language, as well as knowledge to develop a language that allows them to deliver the subject clearly and effectively. Besides, according to the interview results, high school EFL teachers desired CK, PK, and PCK, or language teaching methodology, technological issues, and the use of technology in teaching the English language, as well as knowledge to develop a language that allows them to deliver the subject clearly and effectively.

In line with this, Guangbao et al. (2021) agreed with this result. They discovered that Australian teachers had a more robust demand for information and communication technology (ICT) use and new technology training for teaching. In contrast, Shanghai instructors needed more assistance to satisfy students' learning and pedagogical competencies. In conclusion, the results revealed that EFL teachers have nearly the same demands in terms of CPD. As a result, the CPD program should be tailored to what the identified EFL teachers need to know to perform successfully in their teaching profession or the target setting.

4.3. Relationship between EFL Teachers' Reflection on the Current CPD Program and Their CPD Target Needs

The third research question attempted to ascertain the relationship between EFL teachers' reflections on the current CPD program and their CPD target needs. Moreover, the result indicated strong, negative, and statistically significant relationships between EFL teachers' CK needs and their reflection on the CK, KR, KEC, TKL, TPCK, and LPCK according to the study results. However, no statistically significant relationships were found between EFL teachers' CK needs and their reflections on the PCK, RK, PK, and KDL. There were strong, negative, and statistically significant relationships between EFL teachers' reflections on the CK, KR, TKL, PCK, PK, KEC, and LPCK and their needs on the second scope of CPD. However, there are no statistically significant correlations between EFL teachers' PCK and KDL needs.

There were strong, negative, and statistically significant correlations between EFL teachers' reflections on the CK, TKL, and TPCK and their needs on the RK. There are, however, no statistically significant correlations between EFL teachers' RK needs and their reflection on PCK, RK, KR, PK, KEC, LPCK, and KDL. In the fourth scope, there were strong, negative, and statistically significant correlations between EFL teachers' reflections on CK, PCK, KR, PK, KEC, LPCK, RK, and TPCK. However, there are no statistically significant correlations between the needs of EFL teachers on the KR and KDL. Finally, there were strong, negative, and statistically significant relationships between EFL teachers' needs on the PK and their reflections on the PCK, KR, KEC, LPCK, CK, and PK. However, no statistically significant relationships were found between EFL teachers' PK needs and their reflections on RK, TKL, TPCK, and KDL.

Strong, negative, and statistically significant relationships existed between their reflections on the PCK, KR, PK, KEC, LPCK, CK, RK, and TPCK and the sixth scope. However, no statistically significant relationships were found between EFL teachers' KEC needs and their reflections on TKL and KDL. The data shows strong, negative, and statistically significant correlations between EFL teachers' LPCK needs and their RK reflections. However, no statistically significant correlations were found between the needs of EFL teachers for LPCK and their reflections on CK, PCK, RK, KR, PK, KEC, LPCK, TKL, TPCK, and KDL. Furthermore, there were strong, negative, and statistically significant relationships between the need for TKL among EFL teachers and their reflections on the CK, PCK, KR, PK, KEC, LPCK, RK, and TPCK. In contrast, there were no statistically significant correlations between EFL teachers' TKL needs and their reflections on TKL and KDL.

There were strong, negative, and statistically significant relationships between the need for TPCK among EFL teachers and their reflections on the KR, PK, KEC, LPCK, CK, PCK, RK, and

TPCK. On the contrary, no statistically significant relationships exist between EFL teachers' TPCK needs and their reflections on TKL and KDL. There were strong, negative, and statistically significant relationships between EFL teachers' need for KDL and their reflections on KR, PK, KEC, LPCK, CK, PCK, and TPCK about the previous scope. However, there are no statistically significant relationships between EFL teachers' KDL needs and their TKL and KDL reflections. Overall, there was a strong, negative, and statistically significant correlation between EFL teachers' need for CPD and their reflections on current CPD ($r_s = -.961$, $n = 20$, $p = .01$). As a result, the CPD program should be based on teachers' reflections on the current program and its requirements.

5. Conclusion

The following conclusions are drawn from the research findings: First, EFL teachers struggle with the ten identified scopes of CPD for EFL teachers despite their varying degrees of difficulty. The CPD program's content should bridge the gap between what EFL teachers already know and what they do not. Third, in connection to what EFL teachers want and feel they require, they have demands and skills to grow in the CPD program. "Necessities" is the final and most crucial concept for identifying the target's needs. To perform effectively in the target situation, high school EFL teachers in the current study have similar demands on the scope of their CPD program. Second, the current CPD practices of EFL teachers were adversely reflected.

Furthermore, this occurred because the program needed to be subject-specific and matched with their target needs, and the content was chosen by school directors and higher authorities. As a result, the CPD program should be revised, and stakeholders should conduct program evaluations and include teachers' feedback if it is to achieve its goal. Finally, there was a strong, inverse correlation between EFL teachers' CPD needs and their reflection on current CPD. Based on this finding; the current CPD program they are engaging in does not fulfill the CPD needs of EFL teachers. As a result, stakeholders must pay attention to teachers' reflections on the current program and revise as necessary.

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