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

Mulualem Eshete Mekie[1] & Girma Gezahegn[2]

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

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

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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