

Identifying EFL Teachers' Training Needs for Their Professional Development

تحديد الاحتياجات التدريبية لمعلمي اللغة الإنجليزية كلغة أجنبية لتنمية مهاراتهم المهنية

By

Dr. Yasser Ahmed Eldesouky Ahmed

Assistant professor of English language

Higher Institute for Computers, Information & Management
Technology

الملخص العربي :

هدفت الدراسة إلى تحديد الاحتياجات التدريبية لمعلمي اللغة الانجليزية كلغة اجنبية بالمرحلة الثانوية خلال العام الدراسي ٢٠٢٢/٢٠٢٣. وقد تم دراسة احتياجات المعلمين في الأبعاد الآتية: إتقان اللغة الإنجليزية كلغة أجنبية ومهارات التدريس ، تطوير المواد ، مهارات البحث ، مهارات الإدارة ، تكنولوجيا التعليم ، علم النفس التربوي ، والتقييم . وقد أجرى البحث على عدد (٨٠) معلم ومعلمة من معلمي المرحلة الثانوية بمحافظة الغربية و قد تم اختيارهم بطريقة عشوائية. و قد تم اعداد ادوات البحث (استبيان ومقابلة) لهذا الغرض مشتملا على الابعاد التي تم ذكرها وقد تمت معالجة البيانات إحصائيا باستخدام برنامج SPSS . وقد أظهرت النتائج ان المعلمين كانوا بحاجة إلى التدريب على جميع الأبعاد المقترحة بمستويات مختلفة و في ضوء هذه النتائج تم تقديم التوصيات التربوية و التوصيات و المقترحات لا جراء بحوث مستقبلية على مستويات أخرى. ويمكن أن تساعد نتائج هذه الدراسة مصممي البرامج ومخططي التطوير المهني ومطوري المناهج وكذلك صانعي القرار في مراعاة الاحتياجات التدريبية لمعلمي اللغة الانجليزية كلغة اجنبية.

Abstract

The study aimed to identify the training needs of EFL secondary teachers during the 2022-2023 school year at Gharbia Governorate. A total of 80 EFL secondary teachers ranging in age from 25 to 55 (35 male and 45 female) were selected to participate in a needs assessment questionnaire while ten were interviewed. They were chosen randomly from EFL secondary teachers from different educational administrations at Gharbia Governorate. To achieve the aim of the study, The researcher adopted the mixed-method design which entailed collecting, analyzing, and synthesizing quantitative and qualitative data. The study had two phases. The first was through obtaining and gathering data via a questionnaire in order to identify the training needs of EFL teachers. The second was conducted as a next step to gain a deeper understanding of EFL teachers' training needs as well as help explain the quantitative results using an

interview. Results revealed that EFL secondary teachers were in need to be trained on all of the proposed dimensions. The level of need for all the dimensions was either moderate (research skills) or high (EFL proficiency and teaching skills, management skills, educational technology, educational psychology, material development, and assessment). In the light of the results of the study, implications, recommendations, suggestion for future research and conclusions were provided.

Keywords: *EFL Teachers, EFL Teachers' Training Needs , Professional Development*

Introduction

The modern era in which we live stands on a great volume of information through digital platforms. This state brings challenges and gives impacts on not only the cultural and social aspects, but also on education .

Teachers in general and foreign / second language teachers in specific have various needs at different times during their careers. In addition , the needs of their schools in which they work also change over time , therefore, they face several challenges and one of these intense challenges is how to learn and develop the most up-to-date areas that associated with the teaching/learning process.

Foreign / second language teachers ,who have several years of teaching experience, still need more professional assistance. They have to update, upgrade and refresh their knowledge , competencies and skills in the areas associated with the teaching/learning process in order to support their learning. For this , the pressure is intense for teachers in general and foreign / second language teachers in specific to update their knowledge , competencies and skills in areas such as foreign / second language proficiency, educational technology , material development , assessment ,and research skills.

Foreign / second language teachers might need the professional development courses/ programs for different reasons. Some of them might need fresh and new inspiration about foreign / second language teaching and learning since they have been teaching foreign / second language for many years either in the same school or in some different schools. Novice teachers need the professional development courses/ programs to find out some ways of putting their knowledge into real practice. For some teachers, updating knowledge about recent advancements and issues in foreign / second language teaching may be necessary. For some other teachers, teaching skills may become the most important in their job and they want continuously to enhance their skills and knowledge (Sitanggang , Luthan and Hamid, 2021 and Pham, 2022).

Additionally , other teachers may experience a new career path in foreign / second language such as from teaching adults to teaching young learners, or vice versa, in turn, they would need some new knowledge and skills.

Foreign / second language teachers have an essential role in the teaching/learning process of foreign / second language , and they should be well-prepared continually since knowledge is dynamic. They need to be engaged in professional development programs/ courses that make them up- to- date with the latest trends that associated with the educational system. For this, professional development programs/ courses are viewed as one of the most significant tools that can assist them in updating, upgrading and refreshing their knowledge , competencies and skills in the areas that associated with the teaching/learning process (Raud and Orekhova, 2017). This , in turn , can affect positively students' learning and their achievement (Sitanggang , Luthan and Hamid, 2021 and Pham, 2022).

Although foreign / second language supervisors, officials and administrators may have a clear image in their minds about the training needs of foreign / second language teachers, analyzing their

needs should be taken as the primary sources. Foreign / second language teachers would be more committed to be agents of their own development if they had more opportunities to say what they need . In turn , their personal and professional needs can be matched and satisfied (Raud and Orehhova, 2017; Oudah and Altalhab, 2018 and Spencer, Harrop, Thomas and Cain, 2018).

Professional development is a lifelong process that begins with the initial preparation that teachers receive and continues until retirement. It is a way to elevate teachers' ability in their work. It is a dynamic learning process aims at promoting specific job- relevant skills, competencies and knowledge . It is a concerted effort conducted to enable teachers understand and change their beliefs and practices as well as help them enhance leadership (Villegas-Reimers,2003).

Professional development prepares teachers to take a more informed and focused leadership role in fostering the implementation or improvement of the instructional program as well as strengthens teachers' performance levels ,which in turn ,raises students' achievement. It also provides occasions for teachers to genuinely address change and renewal. In addition , it provides ongoing opportunities for teachers to enhance their knowledge and skills they need to address their students' learning challenges . Moreover, it assists teachers to keep abreast of the multiple changes occurring in all areas of communication as well as guarantees them to achieve their teaching goals . Furthermore, it enables them assist their students to enhance foreign / second language proficiency and understand the cultures associated with that language (Diaz-Maggioli,2003; Villegas-Reimers,2003; Bang, 2009 and Al Asmari , 2016).

On the other hand , Little (2001) ; Richards and Farrell (2005) ; Wei et al.(2009) and Roux and Valladares (2014) explained that professional development is directed to attain teachers' personal goals (subject matter knowledge, pedagogic expertise, self-awareness, understanding of students and curriculum and career advancement)

and institutional goals (institutional development, career development and enhanced levels of student learning).

Additionally, the above researchers also stated that identifying the training needs of teachers may be tantamount to the program/course design since it provides a full understanding into the expectations of the trainees, thereby providing a pathway to craft an organized program/course. Through identifying teachers' needs, the program/course developer could set the program/course objectives as well as define the content, materials and methods to be implemented.

Therefore, it is necessary for all educational systems to conduct professional development programs/ courses for their teachers, especially foreign / second language teachers in order to help them develop their skills, competences, knowledge and practices, get solutions to the problems they face in their teaching/learning process as well as enhance their network among them and other professionals in their field. (Borko, 2009; Brady et al., 2009; McCutchen et al., 2009; Podhajski et al., 2009; Wichadee, 2011; Goldfus, 2012; Kahn-Horwitz, 2015; Darling-hammond et al., 2017; Macias, 2017 and Powell and Bodur, 2019).

The problem and its context

The identification of EFL teachers' needs for their professional development has not received enough attention. It is necessary to research and determine their training needs for their professional development continuously. Despite the significance of considering EFL teachers' training needs, unfortunately it is still being neglected and ignored from the side of all related parties (e.g., the technical supervision, etc.) working at the Egyptian Ministry of Education, especially at the secondary stage.

In addition, the consideration of EFL teachers' training needs is commonly overlooked as a first crucial step in most teacher training programs/ courses. Without the consideration of EFL teachers'

training needs , their real training needs cannot be met ,addressed or matched ,in turn , time , resources ,money and energy can be wasted .Consequently, destroying motivation and excitement of most EFL teachers involved in these programs/ courses.

It is well-known that achieving the success of the educational process begins with the enhancement of the efficiency of teachers, yet this depends to a large extent on the consideration of their training needs. Therefore, in order to have effective programs/ courses that affect EFL teachers' outcomes positively, the consideration of their training needs and dispositions should be considered in both planning and implementing of such programs/ courses.

To affirm such problem, the researcher interviewed a number of EFL supervisors, officials and administrators from different educational administrations at Gharbia Governorate and they all seemed to agree that there are several challenges and obstacles concerning EFL teachers' training needs for their professional development .They mentioned several challenges and obstacles and among them the following:

- " EFL teachers may hesitate to commit time to professional development which extends beyond the regular school day " .
- " EFL teachers may be uncomfortable in sharing their understandings and beliefs with colleagues and supervisors" .
- " It is challenging and time-consuming to design and implement professional development programs/ courses that incorporate multiple characteristics of high quality" .
- " Teachers often perceive that district reforms are fragmented and uncoordinated, and this likely impedes voluntary participation in professional development programs/ courses " .
- " High quality professional development programs/ courses are costly and expensive" .
- " There are challenges and obstacles concerning :lack of specialized periodicals and books, heavy teaching load, lack of confidence, working in isolation and uncooperative colleagues" .

- " There are challenges and obstacles concerning :the unbearable heavy teaching load, lack of time, overcrowded classes and absence of promotion " .
- " Most teachers' professional development programs/ courses that implemented are often inadequate, inappropriate, irrelevant, non-systematic, or outdated, in turn, mismatch teachers' needs".
- " There is a gap between the training content and the reality of teachers' practices".
- " Most teachers' professional development programs/ courses that implemented are designed to maximize teachers' knowledge more than develop their practices and attitudes".
- " There is a lack of understanding regarding the knowledge that teachers demand from the provided programs/ courses " .
- " Most teachers' professional development programs/ courses that implemented do not include follow-up activities. "

Moreover, the researcher held some meetings and sessions with a number of EFL secondary teachers to be aware of their desires and willingness to determine their training needs for their professional development. Most of them expressed their desires and willingness to determine their training needs for their professional development and they considered the identification of their training needs a must for their professional development .

The above mentioned factors might restrict the stream of development that teachers aim to carry out. Consequently, affect learners' language proficiency and language performance. Accordingly, there is a need for teachers to be qualified as well as a call for more improvement of EFL teacher' professional development programs/ courses with a systematic approach . One way to enhance and develop EFL teachers' professional abilities can be through identifying their training needs .

Furthermore, the researcher found a strong rationale through reviewing several previous studies that confirm and support the problem (e.g., Guefrachi and Troudi (2000) ;Locke and Latham

(2002) ; Moeini (2008); Wall (2008) ; Lemperou , Chostelidou and Griva (2011) ; Rajab (2013) ; Demir (2015) ; Stickler and Emke (2015) ; Tawalbeh (2015); Asmari (2016); Topkaya and Çelik (2016) ; Ali (2018) ; Kourkouli (2018) ; Nijakowska , Tsagari and Spanoudis (2018) ; Nugroho (2018) ; Oudah and Altalhab (2018) ; Phothongsunan (2018) ; Qian et al. (2018); Arslan , Mirici and Öz (2019) ; Karamifar et al . (2019) ; Pate (2019) ; Ibrahim and Kavlu (2020) ; Zulaiha and Mulyono (2020) ; Alzahrani and Mohamad (2021) ; Liu et al. (2021) ; Kedir and Gutema (2022) and Sayyadi (2022).

Most of these studies emphasized that the identification of foreign/ second language needs is a very important step before conducting any training program/ course in order to get the required results from these programs/ courses.

From the rationale of the necessity of the identification of EFL teachers' training needs for their professional development, it is necessary, therefore, to search for ways in order to consider and determine their training needs for their professional development in EFL settings like Egypt. In turn , the present study is an attempt to identify EFL teachers' training needs in an EFL context.

Significance of the study

Identifying EFL teachers' training needs is considered a significant source for their professional development. It provides an excellent opportunity for them to enhance their skills and attitudes to better adjust themselves to the modern methods of TEFL , in turn , become better members of the noble profession.

Also , the study is an excellent opportunity for the program designers at the Ministry of Education to explore and determine EFL teachers' training needs, in turn ,enables them offer the new methods, developments and trends in TEFL as well as design new training programs or tailor existing ones to meet the needs of EFL teachers.

In addition ,through exploring and examining EFL teachers' training needs, professional development planners , curriculum developers and educators can determine the gap between what is currently being practiced and what should be practiced .

Moreover, the study is hoped to be of significance to the decision makers at the Ministry of Education who may decide, depending on the results of this study, to reconsider the implemented courses/programs of training as a first step toward initiating a new stage of training as well as to make the necessary adaptations in the existed ones .

Furthermore , the study results may encourage administrators and department heads give more weight to EFL teachers' training needs, consider practical and effective training programs for EFL teachers and provide enough financial support for them to pursue such courses/programs.

Aim of the study

The study aimed to identify and explore EFL secondary teachers' training needs in terms of EFL proficiency and teaching skills, material development, research skills, management skills, educational technology, educational psychology, and assessment .

Question of the study

The study sought to find an appropriate answer to the following question: *what are the training needs of EFL secondary teachers that should be addressed for their professional development?*

Delimitations of the study

The study was delimited to:

- 1- EFL secondary teachers during the 2022-2023 school year.

2-The training needs in the areas of EFL proficiency and teaching skills, material development, research skills, management skills, educational technology, educational psychology, and assessment .

Definition of terms

The study has a number of terms and they are defined as follows:

-Professional development

For the present study, it is operationally defined as : Those systematic, intentional, and continuous processes and activities designed to develop EFL secondary teachers' performance, in turn , improve their students' learning .

-Needs assessment

For the present study, it is operationally defined as : A systematic procedure pursued in order to specify and prioritize EFL secondary teachers' training needs in the areas of EFL proficiency and teaching skills, material development, research skills, management skills, educational technology, educational psychology , and assessment.

Review of literature

Foreign / second language teachers and their characteristics

Foreign / second language teachers are viewed as the cornerstones of any foreign / second language program/ course as they direct actors of their own professional development, in turn , they should be educated and trained well. They should prepare themselves regularly to better respond to the ever-changing conditions of society.

Foreign / second language teachers should develop and improve their skills and abilities continuously, be strict and kind towards their classes, help their students overcome various learning problems, even if they require sacrificing their own time after classes , be always available, even on the telephone for consultations , translate the material into a digested form, be able to make several choices in terms of methodology, subjects, educational technology, attractive

aids, strategies, activities, and materials and pay special attention to their students, their materials and their teaching (Mart, 2013 and Al-Seghayer, 2017).

The above researchers also demonstrated that foreign / second language teachers should enable their students approach tasks at hand in a variety of ways, assist their students to learn from each other, develop their knowledge base through reading, reflecting, and practicing the strategies and techniques described and perfected by scholars and researchers in the specific field as well as incorporate various ways that their students can learn foreign / second language.

Sowden (2007) showed that foreign / second language teachers should make the course motivating and interesting, explain and teach foreign / second language clearly, speak foreign / second language correctly and fluently, declare the same treatment and interest in all their students, encourage students to participate effectively and have the ability to effectively relate difficult theoretical topics to real-life examples. In addition, he emphasized that they should show great patience, be friendly, give good notes, not push weak students, arouse and sustain interest and motivation among students and have the ability to operate the modern technological applications.

Ellis (2005) and Brown (2009) assumed that effective foreign / second language teachers should encourage their students' contribution during the interaction, be able to prepare their lessons well, build spontaneity into the discussion, present a range of real situations from the environment, handle their students' errors tactfully, prepare their students for habit formation and real life use of the foreign / second language and prepare, use and evaluate supplementary materials. In turn, they should function as experts, facilitators, motivators and upholders of moral standards (Sowden, 2007).

Borg (2009) presented some factors that distinguish foreign / second language teachers from those of other subjects and among them the following:

- Foreign / second language teaching is the only subject where effective instruction requires the teacher to use a means that students do not yet understand.
- Effective foreign / second language instruction requires interaction patterns such as pair work and team work that seem to be desirable, but not necessary for effective instruction in other subjects.
- Foreign / second language teachers teach and enhance communication not facts, whereas in other subjects, teachers increase and maximize students' knowledge and facts via books, but it is harder for foreign / second language teachers to do.

Foreign / second language ability is viewed as one of the most basic characteristics of good foreign / second language teachers, and it has become the basis of professional confidence for them. They also should deal with a number of related skills in order to teach effectively. In addition ,they should be proficient in listening, speaking, reading as well as writing .Furthermore, they should be aware of up-to-date assessment developments (Sullivan ,2001;Rahimi ,2008; Hamp-Lyons, 2017 and Fazel and Ali, 2022) .

Villegas- Reimers (2003) stated that foreign / second language teachers need to accomplish the developments in the field, take initiative to chase the opportunities to develop their teaching practices, allow their students to participate in conversations and discussions and keep up with the dynamic of the change in the policy related to foreign / second language teaching that requires them to update , refresh, upgrade and develop their teaching skills.

Hepp, Prats Fernández and Holgado García (2015) mentioned the following essential competences that foreign / second language teachers need: (1) subject and teaching skills, (2) the ability to link theory with practice, (3) cooperation and collaboration with other colleagues, (4) self-confidence, (5) leadership, (6) continuous learning and (7) digital knowledge .

Zhou (1999) ensured that the proficiency of foreign / second language includes the following components: the ability to speak, read and write foreign / second language, the ability to maintain and complete basic communication tasks , the ability to pronounce accurately and fluently as well as the knowledge of foreign customs and cultures.

The significant role of foreign / second language teachers in the process of their students' learning leads to the urgent idea for them to enhance and support their learning. Foreign / second language teachers should keep up with the development of the innovation and change in the area of foreign / second language teaching by attempting to upgrade, update and refresh their competencies in the target language (Supriatna, 2011 ;Goh, 2013 and Wulyani, 2017). This in turn ,enables them attract their students to be more motivated and engaged in their learning as well as assists them be more effective in their teaching (Richards ,2010).

Foreign / second language teachers should support and encourage both students and their parents. They should function as guides for their students as well as should direct them in their individual processes of development. In addition ,they should manage and organize classrooms, implement effective classroom pedagogy and work cooperatively with students (Switala, 2012). This in turn , enables students be successful in their learning (Evertson, 2006).

Effective and successful foreign / second language teachers are more than just proficient in the target language. They should possess knowledge about the process of learning as well as about language acquisition. They should have pedagogical knowledge that includes methods of teaching, lesson planning, classroom management , student evaluation as well as technology skills. In addition, they should have certain personal characteristics to teaching such as flexibility , adaptability, patience, passion, tolerance and a dedication to self-improvement (Al-Seghayer ,2017) .

Foreign / second language teachers' training

Foreign / second language teachers' training is of vital significance to both teachers and students alike in order to be up-to-date in their subject area, promote their students' participation as well as pass on the latest innovations in teaching methods/strategies , new curricula, etc.

Foreign / second language teachers should continuously gain more and more of the new developments in the foreign / second language teaching practice, and they should be assessed and evaluated objectively. So, training is a significant phase for them to acquire knowledge, develop their foreign / second language skills as well as broaden their teaching experience .Thus, it is necessary to consider training as a must for them.

The main goal of training foreign / second language teachers is to assist them in rethinking of their role in order to enable them meet and match the expectations of the classroom environment as well as to equip them with the necessary knowledge and skills they need in their daily practice. When preparing and organizing training courses or programs, a number of essential issues and concerns have to be taken into consideration such as the objectives of the training, selection of the suitable methods, techniques and resources, selection of areas to be addressed as well as decisions of organization(Pawlak ,2011).

The above researcher also adds that the general goals of training foreign / second language teachers include:

- Developing knowledge in the area of the four language skills.
- Improving proficiency in the application of the four language skills.
- Increasing awareness of how the foreign / second language works.
- Developing confidence in using the target language.
- Raising awareness of the nature of the classroom discourse.

- Devising strategies for realizing the main classroom functions in the foreign / second language.
- Declining overdependence on the teacher manual and course book.
- Enhancing ability for self-assessment of foreign / second language use.
- Developing reflection and autonomy with respect to improving foreign / second language competence.

Needs assessment

Needs assessment is a systematic set of steps and procedures that can be implemented to determine current performance or knowledge levels related to a specific activity ,identify foreign / second language teachers' needs, determine the optimal performance or knowledge level needed, upgrade and update the knowledge and skills of teachers, clarify teachers' problems and identify appropriate solutions and determine priorities for future action(Long, 2005 and Cekada, 2011) .

Moreover, it diagnoses the areas and fields for enhancement in a certain target audience as well as resolves a strategy or a plan to achieve enhancement. It is an essential step in the design of teachers' training programs and courses. It is a procedure for recognizing and determining the gap between the actual and the desired performance of foreign / second language teachers. It is a significant phase in designing foreign / second language teachers' training programs/ courses. It is a process for collecting data and information in order to identify the purposes of foreign / second language curriculum that would match students' learning needs in line with their specific context (Long, 2005 and Cekada, 2011) .

The purpose of needs assessment is to make decisions concerning the priorities of a target audience for foreign / second language programs/ courses in order to make improvements . A needs assessment should be implemented in order to reveal if training is the appropriate solution to a workplace problem (Cekada, 2011).

Needs assessment is of great significance in planning foreign / second language teachers' training programs/ courses as it reveals useful and valuable information about the contextual issues such as the details of existing situation in the institution, the deficiencies in the curriculum , practices, wants and expectations of students and the difficulties that foreign / second language teachers experience.

Teachers' professional development (Definition, Characteristics, Objectives and Design)

Definition

To many researchers and scholars, professional development is a term used in the literature to describe a process of continual intellectual, experimental and attitudinal growth on the part of teachers. It is defined in various ways and perspectives by several researchers and scholars as follows:

It is special and short-term events, including one-shot workshops, presentations, or graduate courses that teachers follow during their career to update their knowledge (Birman et al., 2000).

For Guskey (2002) , it is those processes and activities which designed to develop teachers' professional knowledge, skills and attitudes, in turn, they might improve their students' learning .

It is an on-going learning process in which teachers engage voluntarily to learn how to best adjust their teaching to their students' needs (Guskey, 2000 and Diaz- Maggioli, 2003).

It is a collaborative effort, in which teachers receive support from peer networks, local administration, teacher educators and outside experts (Schlager and Fusco, 2003).

It is an evolving process of professional self-disclosure, reflection and growth which yields the best results when sustained over time in

communities of practice and when focused on job-imbedded responsibilities (Diaz-Maggioli ,2003).

For Fletcher and Zuber-Skerritt (2008) ,it it a costly part of the government, professionals and individuals which should be paid to comply and respond to continuous changes.

Characteristics

A professional development activity is said to be effective in enhancing teachers' skills and knowledge if it forms a coherent part of a wider set of opportunities for their learning and development, builds on their previous knowledge, supports national and provincial standards and assessment and accords with the set goals. So , teachers' professional development should be a lifelong process that starts with the initial preparation which they receive and continues until retirement (Birman et al ., 2000; Villegas-Reimers, 2003 and Vien , 2017).

Guskey (2002) noticed the tendency of educators for adopting a narrow view of professional training, which does not link professional development with the day-to-day work of teachers. This implies that if professional development does not address the practices of classroom teaching, changes in learning outcomes for students and teachers' attitudes and beliefs will not be translated into good practices.

Teachers' professional development should address the needs of teachers. It also should be situated in various contexts, both in schools and offsite. In addition , it should integrate teachers' and schools' needs as well as the national demands to transfer recent international innovations in the field (Borko, Jacobs and Koellner, 2010).

Professional development is said to be effective if it shows improvements in the learning outcomes of students. These outcomes should be broadly defined to include a variety of indicators of students' achievement (i.e., portfolio evaluations, assessment results,

grades, etc.). Affective outcomes (i.e., attitudes, attendance rates, participation in school activities, etc.) should also be regarded . If a professional development course / program exerts a direct impact on students' behaviors, this will motivate teachers to view the program/course positively (Daloglu, 2004).

Effective professional development course / program should lead to changes in teachers' cognition, attitude and practice . In addition, it should enable foreign / second language teachers grow professionally in terms of how to develop effective language teaching materials, curriculum related issues and teacher collaboration (Daloglu, 2004 and Avalos, 2011).

Effective professional development builds on the past and this assists in determining opportunities for change in the present and future. It also draws on the present through encouraging a fuller awareness of the type of teacher. It is considered a continuous learning process, during which teachers participate voluntarily to learn how to best adjust their teaching to meet the learning needs of their students. It is a complex process that requires cognitive and emotional involvement of teachers individually and collectively (Daloglu, 2004 and Avalos, 2011) .

Professional development is most effective when it is part of a system-wide plan to improve and integrate teacher quality at all stages: preparation, induction, support and ongoing development (Moore and Barab ,2002; Richardson,2003 and Richards and Farrell, 2005).

Desimone (2011) suggested the following five characteristics of effective professional development that need to be considered: (1) content focus: activities that are focused on subject matter content and how students learn that content; (2) active learning: opportunities for teachers to observe, receive feedback, analyze student work, or make presentations, as opposed to passively listening to lectures; (3) coherence: goals, content and activities that are consistent with the

school curriculum and goals, teacher knowledge and beliefs, students' needs and state reforms and policies; (4) sustained duration: activities that are ongoing throughout the school year and (5) collective participation: groups of teachers from the same grade, subject, or school participate in professional development activities together to build an interactive learning community.

Hampton, Rhodes and Stokes (2004) state that professional development has the following characteristics : associated with enhancing and improving classroom performance, engaged with opportunities created by change initiatives, a tool for preparing teachers for specialist roles within the organization, a tool for preparing teachers for roles in management and leadership and a tool for enabling the sharing of good practices through networking arrangements.

Objectives

It is obvious that EFL teachers should target their development to be experts in their field as long as they remain in the teaching- learning of EFL. Professional development for them is an essential part of professional life due to its significant positive impacts on their beliefs and practices that supports students' learning.

Due to the continuous and rapid changes in the teaching of EFL, professional development helps EFL teachers continue to evolve in the use, adaptation and application of their art and craft in the classroom. EFL teachers need to be involved and engaged in continuing professional development to better satisfy and meet their students' demands as well as achieve effective learning for them (Tomlinson, 2004 and Cumming, 2011). Craft (2000) expressed the same viewpoint by saying that professional development has attracted attention because of rapid change in education which needs to attain high quality in the system, in turn , teachers seek to update and upgrade their skills through professional development .

Bayley, Curtis and Nunan (2001) demonstrated that EFL teachers' professional development is the backbone of successful foreign/second language learning and teaching. They suggested the following five rationales for this: acquiring new knowledge and skills, coping and keeping up with the pace of change, increasing one's professionalism and status, empowering oneself through increasing one's knowledge base, and combating negativity and burnout.

EFL teachers need to manage classroom activities effectively and should have a good amount of knowledge and comprehension of many variables and factors that govern and control the process of learning and teaching in the classroom. The need to enhance professionally for EFL teachers is viewed as an active engagement in the process of learning and teaching in which several activities for them have become handy for the purpose of development (Al Asmari ,2016).

Professional development helps teachers in a number of ways as follow:

1. Keeps them updated about the ability, attitude and approaches about the new ways of teaching, goals, situations and researches.
2. Keeps them updated about the recent changes of the subject.
3. Helps them utilize newness to the curricula and other sides of teaching.
4. Enables them share information and skill with each other.
5. Helps their institution use new ways of curriculum and other sides of teaching.
6. Helps those who are less efficient become more efficient.

However, as long as EFL teachers stay in the teaching profession, they should be convinced that engaging them in professional development can enhance and develop their teaching skills, knowledge and attitudes. In turn , make them highly qualified and powerful. Thus, considering and valuing the importance of continuous professional development has dominant influence to

alleviate the deteriorating EFL teachers' professional quality and enhance students' achievement.

Design

EFL teachers should always search for ways to keep pace with the rapid changes to develop and improve EFL students' skills and performance and this requires special training and skills for EFL teachers. They need to have a great amount of knowledge and comprehension of many factors and variables that may control and govern the teaching/learning process. Among such factors and variables is design.

The appropriateness of any particular course / program varies according to some variables such as the goals, content and context of implementation . Teachers' professional needs and requirements vary in the light of their identity, professional background, career stages, context conditions and dispositions. For example, EFL teachers' needs in EFL settings are different from those in monolingual English contexts. Moreover , predesigned professional development courses / programs for EFL teachers should be implemented in the light of their needs in terms of knowledge of subject matter, teaching methods, teaching strategies, EFL skills as well as students' language proficiency needs(Guskey ,2000).

It is indicated that the courses / programs of professional development that involve teachers in planning, organization, management, delivery and evaluation have more opportunities of success than those planned using a top-down approach, where administrators make decisions on behalf of teachers . Instead , the design of the courses / programs of professional development should be implemented according to teachers' needs and requirements as well as should consistent with their context. Furthermore, when implementing the courses / programs of professional development, it is significant to create a link between the various entities involved in the process (Diaz-Maggioli, 2003).

In designing the courses / programs of professional development, some issues should be regarded and considered such as ways of delivery, nature of activities that are pursued, types of tools practiced and duration of activities (Kimberly et al. 2007).

Several studies have been conducted by several researchers in various contexts in the area of identifying foreign / second language teachers' training needs for their professional development. For example, the studies of : Guefrachi and Troudi (2000) ;Locke and Latham (2002) ; Wall (2008) ; Lemperou , Chostelidou and Griva (2011) ; Rajab (2013) ; Demir (2015) ; Stickler and Emke (2015) ; Ali (2018) ; Kourkouli (2018) ; Nijakowska , Tsagari and Spanoudis (2018) ; Nugroho (2018) ; Oudah and Altalhab (2018) ; Phothongsunan (2018) ; Arslan , Mirici and Öz (2019) ; Karamifar et al . (2019) ; Pate (2019) ; Ibrahim and Kavlu (2020) ; Zulaiha and Mulyono (2020) ; Alzahrani and Mohamad (2021) ; Liu et al. (2021) ; Kedir and Gutema (2022) and Sayyadi (2022) .Some of these studies are explained below as follows:

Wall (2008) examined the support needs of a number of Thai high-school EFL teachers. Their needs were examined by conducting a questionnaire and an interview. It was found that they asked for more in-service training. They had observable needs regarding their English and their understanding of communicative lesson planning.

Lemperou , Chostelidou and Griva (2011) investigated the training needs of EFL teachers who face the challenge of teaching dyslexic students within the mainstream classroom in primary education. Participants were 94 EFL teachers employed in Northern Greece. Results of the questionnaire indicated that EFL teachers had limited awareness in dealing with dyslexic students in the EFL classroom. They declared their desire for in-service courses in order to teach dyslexic students more effectively in an inclusive way.

Demir (2015) investigated the needs and perceptions of EFL students and teachers working in the foreign languages unit at a private university in Ankara. The instruments used were a questionnaire , interviews and in-class observations for the overall analysis of the course.

Ali (2018) examined the needs and preferences of EFL teachers regarding working with special-need students. Participants were 218 in-service teachers at primary schools in Egypt .The instruments were a needs assessment questionnaire and an interview . Results indicated that EFL teachers were in need to be trained on a range of areas with different priorities(e.g., teaching methods, controlling behavioral problems ,etc.).

Nugroho (2018) investigated EFL teachers' need for language proficiency using an interview for EFL teachers who joined professional teacher training program. Results indicated that EFL teachers needed regular and continuous professional development activities ,especially for their language proficiency. The activities ranged from maintaining the four micro skills to maximizing the function of subject teacher association .

Oudah and Altalhab (2018) explored Saudi EFL teachers' needs and perceptions towards training programmes in Saudi Arabia using a semi-structured questionnaire .Results indicated that teachers had positive attitudes and viewed that the implemented training programmes were satisfied . In addition, they expressed their desire for several training needs and among them ,for example, their need for training on TEFL at the primary school level.

Phothongsunan (2018) investigated the perceptions of 30 EFL teachers working in the governmental universities in Thailand concerning challenges, needs and quality of teacher career development in their universities. The instruments were a questionnaire and an interview. For the same purpose in another

context(KSA) , Alhamami and Costello (2019) examined the needs, expectations and challenges of 79 EFL teachers at a Saudi university.

Arslan , Mirici and Öz (2019) explored the professional training needs of EFL teachers in non-formal education settings. For this, a non-formal education institution was chosen in İstanbul . A total of 105 EFL teachers who taught at this institution participated in the study. A semi-structured interview and a needs assessment questionnaire were used as the instruments of the study in order to collect data about EFL teachers' training needs. Results revealed that EFL teachers' training needs centered around vocabulary instruction, skills, material development, teaching pronunciation, teaching mixed-ability classes, use of instructional technology in ELT and classroom management. Results also revealed that they had a desire to improve their speaking skills .

Karamifar et al . (2019) investigated the current training needs and their order of priority of ESL/EFL teachers. The instrument used was an online questionnaire that was distributed in several countries . Results showed that many teachers expressed their need for post-raising. In addition ,they expressed their need in developing learning task design skills as well as exploring course management platforms (e.g., Moodle).

Pate (2019) investigated the training and professional development needs of Des Moines-area ESL teachers . The instruments were surveys and follow-up interviews administered to ESL teachers . Results indicated that ESL teachers needed training in a range of areas(e.g., teaching pronunciation and classroom management).

Zulaiha and Mulyono (2020) surveyed 147 EFL teachers in order to determine their training needs in assessment. Results indicated that EFL teachers needed continuous practical training in a range of areas and topics with different priorities.

Alzahrani and Mohamad (2021) examined EFL teachers' needs that should be incorporated in professional development programs at Taif University English Language Center (TUELC) . The instruments were a questionnaire and semi-structured interviews. Results indicated that EFL teachers needed training on most of the proposed educational skills (e.g., management skills ,teaching skills and research skills) .

Kedir and Gutema (2022) investigated the professional development needs of primary English language teachers in Addis Ababa. Mixed method was employed for gathering information . Data were collected from principals, teachers and trainers. The instruments used were interviews, questionnaires(two types) and field notes. It was found that participants were at high need of continuous professional development in English language proficiency ,especially in speaking skills and teaching methodologies.

Sayyadi (2022) investigated university EFL instructors' language assessment literacy and training needs in Iran. 68 EFL instructors who were randomly chosen through academic social networks participated in the study .The instruments were a questionnaire and an interview. Results showed that participants had received limited training, especially in practical aspects, because they had solely been exposed to assessment concepts and theories in the limited and impractical assessment courses offered to them in their universities. In addition ,they preferred to get basic assessment training due to personal and contextual constraints.

Method

Participants

A total of 80 EFL secondary teachers ranging in age from 25 to 55 (35 male and 45 female) participated in the study during the school year 2022-2023. They were chosen randomly from EFL secondary teachers from different educational administrations at Gharbia Governorate. At the time of conducting the study, they had teaching

experience in EFL ranging from six to twenty years at the secondary schools.

Design

The researcher adopted the mixed-method design which entails collecting, analyzing and synthesizing quantitative and qualitative data . The study had two phases . The first was through obtaining and gathering data via a questionnaire in order to identify the training needs of EFL teachers. The second was conducted as a next step to gain a deeper understanding of EFL teachers' training needs as well as help explain the quantitative results using an interview.

Instrumentation

Data of the study were gathered using two types of instruments which were a needs assessment questionnaire (see Appendix A) and an interview(see Appendix B). The two instruments were prepared by the researcher in order to identify the training needs of EFL secondary teachers. .

In order to prepare the items of the questionnaire, the researcher reviewed a number of questionnaires and surveys that dealt with identifying EFL teachers' training needs (e.g., Shabani, Alibakhshi, Bahremand and Karimi ,2018 and Alzahrani and Mohamad Nor,2021) . In addition, the researcher interviewed a number of specialists in the field of TEFL. Accordingly, a questionnaire with a 5-point Likert scale was prepared with five responses (Not at all Needed=1, Slightly Needed=2, Somewhat Needed=3, Fairly Needed=4, Highly Needed=5). The items were divided into seven main dimensions: EFL proficiency and teaching skills (9 items), material development (5 items), research skills (4 items) , management skills (5 items), educational technology (3 items), educational psychology (4 items), and assessment (4items).

Interviews were also used to triangulate the collected data from the questionnaire to enable the respondents extend, elaborate on, and provide details about their responses, in turn, could lead to the richness, comprehensiveness and depth of the responses given by them.

In order to prepare the questions of the interview, the researcher reviewed a number of interviews of some studies that dealt with identifying EFL teachers' training needs. In addition, the researcher interviewed a number of specialists in the field of TEFL. Accordingly, An interview with a list of questions to be asked was prepared by the researcher. The interviews were held and implemented individually face-to-face to only 10 teachers who were chosen on the voluntary basis during the first semester of the school year 2022-2023. Each interview took nearly 10 minutes.

Piloting the instruments

The instruments were administered to a number of EFL secondary teachers (N=20) from different educational administrations at Gharbia Governorate during the first semester of the school year 2022-2023. The pilot study was conducted in order to receive useful feedback from respondents, ensure the instructions' clarity, replace or delete any ambiguous items as well as calculate the required time for completing the instruments. As a result of the pilot study, some items were re-phrased and re-structured to ensure that the instruments would be administered in a right way so as to encourage respondents provide true responses and speak freely. Moreover, it was found that 30 minutes for finishing the questionnaire and 10 minutes for pursuing each interview were suitable.

Validity and reliability of the instruments

To verify the validity of the instruments, they were submitted and delivered to a number of specialists and experts in the field of TEFL for their opinions about the suitability of the instruments to the objectives of the study. According to their feedback and comments, some modifications were accomplished (e.g., the number of questions and items was lessened, the overlapping questions and items were dismissed and some items and questions were deleted). All jurors

agreed that the instruments were valid in their final form. Thus, the validity of the instruments was guaranteed.

For the reliability of the instruments, the test-retest method was applied to a group of EFL secondary teachers from EFL secondary teachers at Gharbia Governorate at the beginning of the first semester of the 2022-2023 school year. The instruments were applied to the chosen teachers (N=20) and after two weeks the same instruments was re-applied to the same teachers (N=20). The two applications were correlated using Pearson's Coefficient of Correlation. Means of scores were logged and analyzed using SPSS, version 26. The correlation coefficient between the two applications was found 0.90 for the questionnaire and 92 for the interview, which were statistically significant at 0.01 level. Thus, the reliability of the instruments was guaranteed.

Results and discussion

The research question seeks to investigate the training needs of EFL secondary teachers that should be addressed for their professional development . Data were collected via two instruments (a questionnaire and an interview) . Once data were collected, they were run on SPSS, 26. In addition, qualitative content analysis was employed to analyze data of the interview which expected to enrich and support the quantitative results. Means , standard deviations and percentages were calculated for each item of the questionnaire in measuring the needed dimensions to be trained on as shown in the following tables:

Table 1: Means and standard deviations for the items of EFL teachers' training needs

Dimensions	N	Items	Mean	SD
EFL Proficiency and Teaching Skills	1	- Productive skills (speaking and writing)	4.96	.208
	2	- Receptive skills (listening and reading)	4.89	.318
	3	- Pronunciation	4.96	.208
	4	- Phonetics , morphology and phonology	4.89	.318
	5	- Grammar and syntax	4.93	.252
	6	- Language functions	4.89	.318
	7	- Vocabulary acquisition	4.67	.674
	8	- TEFL for mixed – ability and special needs students	4.84	.475
	9	- TEFL methodology (e.g., task – based, etc.)	4.93	.252
Material Development	10	- Developing lesson plan	4.84	.475
	11	- Adopting and adapting materials	4.93	.252
	12	- Course evaluation	4.84	.475
	13	- Designing activities	4.96	.208
	14	- Using supplement materials and resources	4.84	.475
Research Skills	15	- Publishing scientific articles	2.78	1.491
	16	- Research methods and techniques	2.67	1.624
	17	- Data analysis programs (e.g., SPSS , etc.)	3.20	1.502
	18	- Presenting at conferences	2.78	1.491
Management Skills	19	- Creating relaxed atmosphere	4.89	.318
	20	- Time management	4.89	.318
	21	- Team work / Pair work	4.87	.344
	22	management	4.93	.252

	23	- Large classes management - Misbehavior management	4.89	.318
Educational Technology	24	- Using new applications for teaching EFL	4.89	.318
	25	- Using platforms (e.g. , Edmodo , etc.)	5.00	.000
	26	- Using technology – assisted language learning	4.89	.318
Educational Psychology	27	- Encouraging and motivating students	4.80	.547
	28	- Enhancing teachers' self – esteem	4.82	.535
	29	- Enhancing individual differences	4.96	.208
	30	- Enhancing multiple – intelligences	4.84	.475
Assessment	31	- Test development	4.84	.475
	32	- Formative and summative assessment	4.96	.208
	33	- Online assessment	4.93	.252
	34	- Correction techniques	4.84	.475

Table 2: Percentages for the items of EFL teachers' training needs

Dimensions	Items	H N	F N	Sw N	S N	N N
EFL Proficiency and Teaching Skills	- Productiveskills (speaking and writing)	95.6	4.4	0.00	0.00	0.00
	- Receptive skills (listening and reading)	88.9	11.1	0.00	0.00	0.00
	- Pronunciation	95.6	4.4	0.00	0.00	0.00
	- Phonetics , morphology and phonology	88.9	11.1	0.00	0.00	0.00
	- Grammar and syntax	93.3	6.7	0.00	0.00	0.00
	- Language functions	88.9	11.1	0.00	0.00	0.00
	- Vocabulary acquisition	77.8	11.1	11.1	0.00	0.00
	- TEFL for mixed – ability and special needs students	88.9	6.7	4.4	0.00	0.00
	- TEFL methodology (e.g., task – based , etc.)	93.3	6.7	0.00	0.00	0.00
Material Development	- Developing lesson plan	88.9	6.7	4.4	0.00	0.00
	- Adopting and adapting materials	93.3	6.7	0.00	0.00	0.00
	- Course evaluation	88.9	6.7	4.4	0.00	0.00
	- Designing activities	95.6	4.4	0.00	0.00	0.00
	- Using supplement materials and resources	88.9	6.7	4.4	0.00	0.00
Research Skills	- Publishing scientific articles	22.2	11.1	11.1	33.3	22.2
	- Research methods and techniques	26.7	4.4	11.1	24.4	33.3
	- Data analysis programs (e.g., SPSS , etc.)	33.3	11.1	8.9	35.6	11.1
	- Presenting at conferences	22.2	11.1	11.1	33.3	22.2
Management Skills	- Creating relaxed atmosphere	88.9	11.1	0.00	0.00	0.00
	- Time management	88.9	11.1	0.00	0.00	0.00
	- Team work / Pair work management	86.7	13.3	0.00	0.00	0.00
	- Large classes management	93.3	6.7	0.00	0.00	0.00
	- Misbehavior management	88.9	11.1	0.00	0.00	0.00
Educational Technology	- Using new applications for teaching EFL	88.9	11.1	0.00	0.00	0.00
	- Using platforms (e.g. , Edmodo , etc.)	100.0	0.00	0.00	0.00	0.00
	- Using technology – assisted language learning	88.9	11.1	0.00	0.00	0.00
Educational Psychology	- Encouraging and motivating students	86.7	6.7	6.7	0.00	0.00
	- Enhancing teachers' self – esteem	88.9	4.4	6.7	0.00	0.00
	- Enhancing individual differences	95.6	4.4	0.00	0.00	0.00
	- Enhancing multiple – intelligences	88.9	6.7	4.4	0.00	0.00
Assessment	- Test development	88.9	6.7	4.4	0.00	0.00
	- Formative and summative assessment	95.6	4.4	0.00	0.00	0.00
	- Online assessment	93.3	6.7	0.00	0.00	0.00
	- Correction techniques	88.9	6.7	4.4	0.00	0.00

Regarding the dimension of EFL proficiency and teaching skills (items 1-9) , results indicated that 95.6% of teachers highly needed productive skills (speaking and writing) and 4.4% fairly needed

them ($M=4.96$, $SD=.208$). For receptive skills (listening and reading),88.9% highly needed them and 11.1% fairly needed them($M=4.89$, $SD=.318$). Regarding pronunciation, phonetics, morphology and phonology, grammar and syntax, language functions, vocabulary acquisition , TEFL for mixed – ability and special needs students and TEFL methodology, 95.6 % , 88.9% , 93.3% , 88.9% , 77.8% ,88.9%,and 93.3% respectively highly needed them. In addition, 4.4 % , 11.1% , 6.7% , 11.1% , 11.1% , 6.7 % , and 6.7% respectively fairly needed them($M= 4.96$, 4.89 , 4.93 , 4.89 , 4.67 , 4.84 , and 4.93 ; $SD=.208$, $.318$, $.252$, $.318$, $.674$, $.475$, and $.252$). Moreover,11.1% and 4.4 % respectively somewhat needed vocabulary acquisition and TEFL for mixed – ability and special needs students .

It is shown that the mean scores for the dimension of EFL proficiency and teaching skills fall within the range of 4.67 to 4.96. The items that had the highest mean scores are items 1 and 3(productive skills and pronunciation) with an equal mean score of 4.96 and standard deviation of .208. The two items(1 and 3) signified the most needed items to be trained on and teachers' responses during the interview also revealed the same result. On the other hand, the item that had the lowest mean score is item 7(vocabulary acquisition)with a mean score of 4.67 and standard deviation of.674. This means that EFL teachers rated this item as the lowest need to be trained on and their responses during the interview also revealed the same result.

Concerning the dimension of material development (items 10-14) , results showed that 88.9% , 93.3% ,88.9% , 95.6%, and 88.9 %respectively highly needed them . In addition,6.7 % , 6.7% , 6.7% , 4.4 % , and 6.7% respectively fairly needed them ($M=4.84$, 4.93 , 4.84 , 4.96 , and 4.84 ; $SD=.475$, $.252$, $.475$, $.208$, and $.475$). Moreover, 4.4 % somewhat needed developing lesson plan , course evaluation and using supplement materials and resources .

It is shown that the mean scores for the dimension of material development fall within the range of 4.84 to 4.96. The item that had the highest mean score is item 13 (designing activities) with a mean

score of 4.96 and standard deviation of .208. So , item 13 signified the most needed item to be trained on and teachers' responses during the interview also revealed the same result. On the other hand, the items that had the lowest mean scores are items 10 ,12 and 14 (developing lesson plan, course evaluation and using supplement materials and resources) with an equal mean score of 4.84 and standard deviation of .475. This means that EFL teachers rated these items as the lowest needs to be trained on and their responses during the interview also revealed the same result.

In connection with the dimension of research skills (items 15-18), results indicated that 22.2% , 26.7% , 33.3% , and 22.2% respectively highly needed them . In addition, 11.1% , 4.4% , 11.1% , and 11.1% respectively fairly needed them . Moreover , 11.1% , 11.1% , 8.9% , and 11.1% respectively somewhat needed them . Furthermore, 33.3% , 24.4 % , 35.6% , and 33.3% respectively slightly needed them . Additionally , 22.2% , 33.3% , 11.1% , and 22.2 % selected not at all needed ($M = 2.78 , 2.67 , 3.20 , \text{ and } 2.78$; $SD = 1.491 , 1.624 , 1.502 , \text{ and } 1.491$).

It is shown that the mean scores for the dimension of research skills fall within the range of 2.67 to 3.20. The item that had the highest mean score is item 17 (data analysis programs) with a mean score of 3.20 and standard deviation of 1.502. So , item 17 signified the most needed item to be trained on and teachers' responses during the interview also revealed the same result. On the other hand, the item that had the lowest mean score is item 16 (research methods and techniques) with a mean score of 2.67 and standard deviation of 1.674. This means that EFL teachers rated this item as the lowest need to be trained on and their responses during the interview also revealed the same result.

In regard to the dimension of management skills (items 19-23), results indicated that 88.9% of teachers highly needed creating relaxed atmosphere and 11.1% selected fairly needed ($M=4.89$, $SD=.318$). For time management, 88.9% selected highly needed and 11.1% selected fairly needed ($M=4.89$, $SD=.318$). Regarding team

work / pair work management , large classes management and misbehavior management ,86.7 % , 93.3% , and 88.9% respectively highly needed them. In addition, 13.3 % , 6.7% , and 11.1% respectively fairly needed them($M= 4.87$, 4.93 , and 4.89 ; $SD=.344$, $.252$, and $.318$).

It is shown that the mean scores for the dimension of management skills fall within the range of 4.87 to 4.93. The item that had the highest mean score is item 22 (large classes management) with a mean score of 4.93 and standard deviation of .252. So , item 22 signified the most needed item to be trained on and teachers' responses during the interview also revealed the same result. On the other hand, the item that had the lowest mean score is item 21(team work / pair work management)with a mean score of 4.87 and standard deviation of .344. This means that EFL teachers rated this item as the lowest need to be trained on and their responses during the interview also revealed the same result.

With respect to the dimension of educational technology (items 24-26), results indicated that 88.9% of teachers highly needed using new applications for teaching EFL and 11.1% fairly needed them ($M=4.89$, $SD=.318$). For using platforms,100% of teachers highly needed them ($M=5.00$, $SD=.000$). Regarding using technology – assisted language learning,88.9% highly needed them and 11.1% fairly needed them($M= 4.89$, $SD=.318$).

It is shown that the mean scores for the dimension of educational technology fall within the range of 4.89 to 5.00. The item that had the highest mean score is item 25 (using platforms) with a mean score of 5. So , item 25 signified the most needed item to be trained on and teachers' responses during the interview also revealed the same result. . On the other hand, the items that had the lowest mean scores are items 24 and 26 (using new applications for teaching EFL and using technology – assisted language learning)with an equal mean score of 4.89 and standard deviation of .318. This means that EFL teachers rated these items as the lowest needs to be trained on and their responses during the interview also revealed the same result.

With regard to the dimension of educational psychology (items 27-30), results indicated that 86.7% , 88.9% , 95.6% , and 88.9% respectively highly needed them . In addition,6.7% , 4.4% , 4.4% , and 6.7% respectively fairly needed them .Moreover , 6.7% , 6.7 % , 0.0% , and 4.4% respectively somewhat needed them (M =4.80 , 4.82 ,4.96 , and 4.84 ; SD =.547 ,.535 ,.208 , and.475).

It is shown that the mean scores for the dimension of educational psychology fall within the range of 4.80 to 4.96. The item that had the highest mean score is item 29 (enhancing individual differences) with a mean score of 4.96 and standard deviation of .208. So , item 29 signified the most needed item to be trained on and teachers' responses during the interview also revealed the same result. On the other hand, the item that had the lowest mean score is item 27(encouraging and motivating students) with a mean score of 4.80 and standard deviation of .547. This means that EFL teachers rated this item as the lowest need to be trained on and their responses during the interview also revealed the same result.

As for the dimension of assessment (items 31-34), results indicated that 88.9% , 95.6% , 93.3% , and 88.9% respectively highly needed them .In addition,6.7% , 4.4% , 6.7% , and 6.7% respectively fairly needed them .Moreover , 4.4% , 0.0 % , 0.0% , and 4.4% respectively somewhat needed them (M =4.84 , 4.96 ,4.93 , and 4.84 ; SD =.475 ,.208 ,.252 , and.475).

It is shown that the mean scores for the dimension of assessment fall within the range of 4.84 to 4.96. The item that had the highest mean score is item 32 (formative and summative assessment) with a mean score of 4.96 and standard deviation of .208. So , item 32 signified the most needed item to be trained on and teachers' responses during the interview also revealed the same result . On the other hand, the items that had the lowest mean scores are items 31 and 34(test development and correction techniques) with an equal mean score of 4.84 and standard deviation of .475. This means that EFL teachers rated these items as the lowest needs to be trained on and their responses during the interview also revealed the same result.

From the above results , it can be concluded that EFL teachers prioritized their training needs as follows: educational technology(M=4.926) , management skills(M=4.894) , assessment (M =4.892) , EFL proficiency and teaching skills (M=4.884) , material development (M= 4.882) , educational psychology (M=4.855) , and research skills (M=2.857) .The following table illustrates these results :

Table 3: Mean and standard deviations of training needs' dimensions

Dimensions	Mean	SD	Rank
EFL Proficiency and Teaching Skills	4.884	0.335	4
Material Development	4.882	0.377	5
Research Skills	2.857	1.527	7
Management Skills	4.894	0.310	2
Educational Technology	4.926	0.212	1
Educational Psychology	4.855	0.441	6
Assessment	4.892	0.352	3

The above results can be visualized graphically in the following figure:

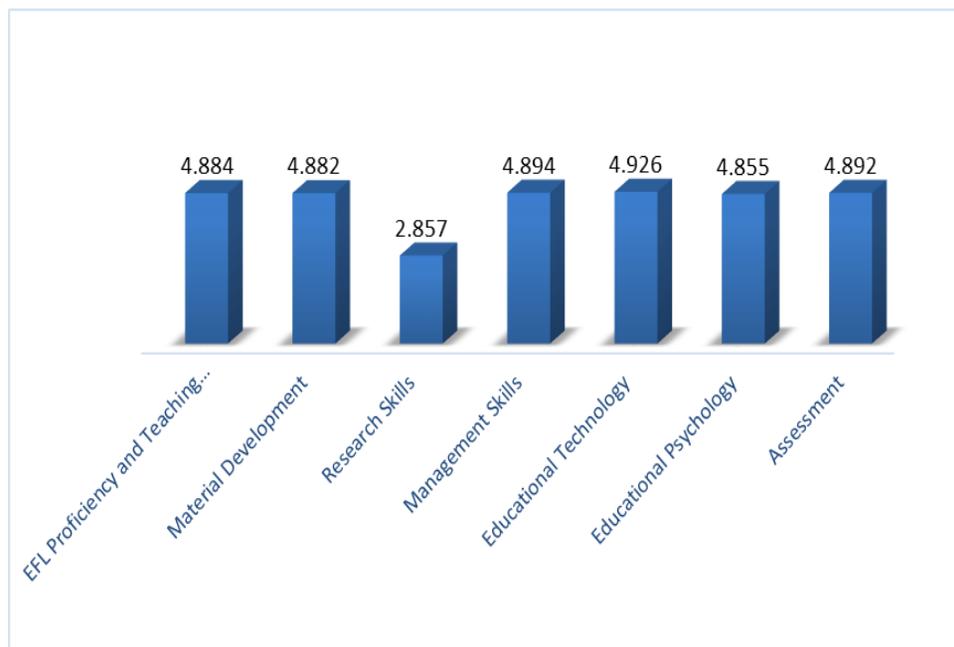


Figure 1 : Means of training needs' dimensions

Based on the above data, it could be seen that all the seven dimensions got a mean score that fall within the range of 2.857 to 4.926. This shows that the level of need for all the mentioned dimensions is either moderate or high. A comparison of the mean scores shows that teachers gave educational technology the highest overall rating with a mean score of 4.926 and standard deviation of 0.212 . This shows that EFL secondary teachers need more training on educational technology . The results obtained from the interviews support these results and teachers' responses during the interviews showed the reasons and rationales behind these results and among them the following:

- *“Educational technology training programs for EFL teachers can help enhance excellent language teaching”.*
- *“Educational technology training programs for EFL teachers are very important and they should be included in all professional development programs”.*

-“ *Educational technology training programs allow the learning to take place in a fun and stimulating environment*”.

This means that EFL teachers need to be familiar with *the uses of educational technology* and its applications that can facilitate tremendously teaching and learning EFL as well as create conditions towards students' motivation. In addition, the use of educational technology can positively affect the quality of EFL teachers' performance which , in turn , impacts positively their students' learning.

Management skills came in the second rank with a mean score of 4.894 and standard deviation of 0.310 (high level of need). This shows that EFL secondary teachers need more training on management skills. The results obtained from the interviews support these results and teachers' responses during the interviews showed the reasons and rationales behind these results and among them the following:

-“ *Management skills training programs can help me to act as an effective leader who can make good decisions*”.

-“ *Management skills training programs enable me to acquire the necessary soft skills to inspire a team*”.

-“ *Management skills training programs can help me to act as a problem-solver who can bring clarity to any situation*”.

This means that management skills can enable EFL teachers teach effectively and efficiently , create a positive motivating learning environment that is conducive to learning, prevent disruptive behaviors from happening in the first place, set clear expectations for behaviors of their students as well as reduce the amount of time spent dealing with disruptive behaviors ,in turn , implement instructional strategies easily.

Assessment came in the third rank with a mean score of 4.892 and standard deviation of 0.352 (high level of need). This shows that EFL

secondary teachers need more training on assessment. The results obtained from the interviews support these results and teachers' responses during the interviews showed the reasons and rationales behind these results and among them the following:

- “Assessment training programs can promote my classroom-assessment practices”*.
- “Assessment training programs allow me to be sure that my students learn what they want to know in order to meet the course's learning objectives”*.
- “ Assessment training programs enable me to determine students' points of strengths and weaknesses and the gaps they may have in their learning/skills”*.

This means that assessment is very important as it enables teachers track progress, plan the next steps, measure the effectiveness of their teaching through linking student performance to specific learning objectives , allow them see if their teaching has been effective , empower them and their students to improve the quality of learning in the classroom, set targets for their students as well as review and monitor teaching and learning strategies.

EFL proficiency and teaching skills came in the fourth rank with a mean score of 4.884 and standard deviation of 0.335(high level of need). This shows that EFL secondary teachers need more training on EFL proficiency and teaching skills. The results obtained from the interviews support these findings and teachers' responses during the interviews showed the reasons and rationales behind these results and among them the following:

- “ EFL proficiency and teaching skills training programs enable me be a good language model for my students and this enables them be more engaged in learning EFL ”*.
- “ EFL proficiency and teaching skills training programs enable me in giving appropriate and correct feedback on my students' performance”*.

Material development came in the fifth rank with a mean score of 4.882 and standard deviation of 0.377 (high level of need). This shows that EFL secondary teachers need more training on material development. The results obtained from the interviews support these findings and teachers' responses during the interviews showed the reasons and rationales behind these results and among them the following:

- *“ Material development training programs are a beneficent way in helping me understand and apply theories of EFL learning ”.*
- *“ Material development training programs enable me in fostering my continuing professional development ”.*
- *“ Material development training programs enable me in meeting and matching my students' needs ”.*
- *“ Material development training programs can help me assess the suitability of the course materials to the course goals and students' needs ”.*

Educational psychology came in the sixth rank with a mean score of 4.855 and standard deviation of 0.441 (high level of need). This shows that EFL secondary teachers need more training on educational psychology. The results obtained from the interviews support these findings and teachers' responses during the interviews showed the reasons and rationales behind these results and among them the following:

- *“ They can assist me understand what my students need to succeed at school and at home ”.*
- *“ They can help me identify the best strategies and methods of teaching EFL ”.*
- *“ They can help me understand students' different characteristics at various levels of growth, in turn, teach them effectively ”.*
- *“ They are very useful in creating a positive emotional climate in the classroom ”.*

Research skills came in the last rank with a mean score of 2.857 and standard deviation of 1.527 (moderate level of need). This shows that EFL secondary teachers do not need more training on research skills. The results obtained from the interviews support these findings and teachers' responses during the interviews showed the reasons and rationales behind these results and among them the following:

- "Research skills training programs are not important to me because I am a secondary teacher not a university professor, and at this level, of course, I do not need to develop and increase my research skills".

- "I do not need to be aware of the research skills as I do not want to have any post graduate studies".

Implications

Identifying, categorizing and prioritizing EFL teachers' training needs are crucial when planning and organizing. Planners and organizers of the professional development courses / programs should consider EFL teachers' knowledge, prior experience, previous training, workload and practical and financial constraints. In addition, such courses / programs should be situated in an effective and organized way. For this, the training content should be applicable and relevant to EFL teachers' current teaching contexts as well as should seek to address barriers and problems they encounter in their classes. In turn, enabling them to become more skillful in teaching.

School administrators and professional development designers should create a platform in order to plan and discuss EFL teachers' training needs, acknowledge their efforts and motivate them to achieve growth through monetary compensation and any kind of recognition system in which they are viewed as contributors to their school development. They also should motivate and encourage teachers accomplish professional development courses / programs by providing resources for them, decreasing their teaching timetable at

schools, and even covering some of their expenses to pay for professional development courses / programs . In turn , enabling them to devote their time and energy to professional development courses / programs.

Effective trainings and professional development courses / programs should stimulate and support site-based initiatives, be accessible and inclusive ,support EFL teachers' initiatives, be grounded in knowledge about teaching , offer social, intellectual and emotional engagement with materials, ideas, and colleagues , show respect for EFL teachers as professionals and as adult learners , provide enough time and follow-up support for EFL teachers to master new content and strategies and be updated continuously as the needs may change over time.

EFL teachers should be encouraged and trained to make use of technology as many new professional development models are incorporating various technology-related components such as web-based virtual learning environments, digital libraries , online conferencing , etc. These technologies are supposed to overcome time and place constraints and provide ways to reach large numbers of teachers at costs lower than those associated with the physical presence of professional development personnel .

EFL teachers should value opportunities to work together, exchange ideas, reflect on their practices, share strategies , be given opportunities to participate in decisions about the training courses / programs and be encouraged to design self-regulated activities for effective professional development . This can be done through several instruments such as surveys, interviews and group discussions.

Identifying , categorizing and prioritizing EFL teachers' training needs require considerable time, and that time should be well-organized, carefully structured and purposefully directed. In addition ,

the time should be enough in order to help them place their needs accurately .

Recommendations

Based on the results of the study, the following recommendations seem pertinent:

- 1-In identifying EFL teachers' training needs, there should be a committee in each educational administration to be in charge of this domain . This committee should be headed by experienced EFL teachers , researchers and who grasp current approaches to professional development so as to ensure the proper direction of professional development plans and policies .
- 2-Plan of effective trainings and professional development courses / programs for EFL teachers should be constructed collaboratively with the participation of all parties involved (i.e., local and foreign experts, EFL researchers, administrators and EFL experienced teachers and supervisors in the field).
- 3-There should be ongoing co-operations between local departments of education and training and local universities for identifying EFL teachers' training needs .
- 4-EFL teachers should join several kinds of seminars and workshops in order to exchange their views and experiences, in turn , they can feel more confident and comfortable .
- 5-All related parties(e.g., the Ministry of Education , the technical supervision ,etc.) should work together as well as open channels of cooperation with the relevant authorities in order to make their voices heard regarding the identification of EFL teachers' training needs for their professional development .
- 6- The issue of identifying EFL teachers' training needs and its impact on their professional development should be raised in a conference or seminar .
- 7- EFL teachers should be equipped with the necessary tools and skills to meet the needs of their students.
- 8- Those who are responsible for the training courses / programs should take into account the diversity, inclusion, and integration of

the training courses / programs in order to meet the different needs of EFL teachers.

9- All professional development courses / programs ,prepared for EFL teachers , should be evaluated and assessed regularly to provide the necessary improvements to tailor them to their needs.

Suggestions for future research

The researcher suggests the following areas to be examined and investigated for further research:

- 1- Investigating EFL teachers' training needs at other educational levels .
- 2- Attempting other instruments in identifying EFL teachers' training needs .
- 3- Investigating EFL teachers' attitudes towards the process of identifying EFL teachers' training needs.
- 4- A comparative study can be conducted between EFL secondary teachers' training needs and EFL primary teachers' training needs .
- 5- Further research is needed in the area of identifying EFL teachers' training needs using different approaches .

Conclusions

The results of the study revealed that EFL teachers were well aware of their training needs in order to enhance their professional development as well as meet and match the needs of their students. The results revealed that EFL secondary teachers were in need to be trained on all of the proposed dimensions. The level of need for all the dimensions was either moderate (research skills) or high (EFL proficiency and teaching skills, management skills, educational technology, educational psychology, material development and assessment). The study could help program designers, professional development planners , curriculum developers , administrators , department heads as well as decision-makers be aware of EFL teachers' training needs, desires, wants, lacks and shortcomings. The study can be a leading research topic for other researchers worldwide to conduct more studies at other levels .

References

Al Asmari, A. (2016). Continuous professional development of English language teachers: Perception and practices. *Advances in Language and Literary Studies*, 7(3), 117-124.

Alhamami ,M ., and Costello, H. (2019) . Pre-service EFL teachers' expectations, needs, and challenges in a language learning and technology course . *Journal of Language Teaching and Research*,10(3), 593-602 .

Ali, A. D. (2018). Identifying training needs of in-service EFL teachers in inclusive schools in Egypt. *Arab World English Journal(AWEJ)*, 9 (1), 163-183 .

Al-Seghayer, K. (2017). The central characteristics of successful ESL/EFL teachers. *Journal of Language Teaching and Research*, 8(5), 881-890.

Alzahrani, M. A. , and Mohamad Nor, F. (2021). Professional development programs and EFL teachers' training needs: A simulation study. *International Journal of Education, Psychology and Counseling*, 6 (44), 253-277.

Arslan ,S ., Mirici ,I ., and Öz ,H. (2019) . In-service training needs of EFL teachers in non-formal education settings . *SEFAD* ,42 , 223-244 .

Avalos, B. (2011).Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27, 10-20.

Bang, Y. (2009). EFL teachers' professional development: Peer coaching. *English Language & Literature Teaching*, 15(2), 1-25.

Bayley, K., Curtis, A., and Nunan, D. (2001). *Pursuing professional development: The self as source*. Boston, MA: Heinle & Heinle.

Birman, B. F., Desimone, L., Porter, A. C., and Garet, M. S. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.

Borg, S. (2009). Language teacher cognition. In A. Burns and J. C. Richards (Eds.). *The Cambridge guide to second language teacher education* (pp. 163–171). Cambridge University Press.

Borko, H. (2009). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.

Borko, H., Jacobs, J., and Koellner, K. (2010). Contemporary approaches to teacher professional development. *International Encyclopedia of Education*, 7, 548-556.

Brady, S., Gillis, M., Smith, T., Lavalette, M., Liss-Bronstein, L., Lowe, E., North, W., Russo, E., and Wilder, T.D. (2009). First grade teachers' knowledge of phonological awareness and code concepts: Examining gains from an intensive form of professional development and corresponding teacher attitudes. *Reading and Writing: An Interdisciplinary Journal*, 22, 425–455.

Brown, A.V. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *The Modern Language Journal*, 93(1), 46-60.

Cekada, T. L. (2011). Need training? Conducting an effective needs assessment. *Professional Safety*, 56 (12), 28-34.

Craft, A. (2000). *Continuing professional development: A practical guide for teachers and schools*. London: Routledge Falmer.

Cumming, C. (2011) . CPD: Support strategies for professional learning, national initiatives and major curriculum reform. *Improving Schools, 14*(2), 145-155.

Daloglu, A. (2004). A professional development program for primary school English language teachers in Turkey: Designing a materials bank. *International Journal of Educational Development, 24*, 677-690.

Darling-Hammond, L., Hyler, M. E., and Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.

Demir, M. (2015). *An analysis of the needs and perceptions of English language teachers and students in an EAP course*. Master thesis, Middle East Technical University.

Desimone, L. M. (2011). A primer on effective professional development. *Phi Delta Kappan, 92*(6), 68-71.

Diaz-Maggioli, G. (2003) . Professional development for language teachers. *Eric Digest, 3*(3), 1-4.

Ellis, R. (2005). Principles of instructed language learning. *System, 33*(2), 209-224.

Evertson, C. M., and Weinstein, C. S. (2006). *Handbook of classroom management, Research, practice, and contemporary issues*. Lawrence Erlbaum Associates, Inc.

Fazel, I., and Ali, A.M. (2022). EAP teachers' knowledge and use of learning-oriented assessment: A cross-contextual study. *System, 104*, 102685.

Fletcher, M.A., and Zuber-Skerritt, O.(2008). Professional development through action research: Case examples in South African higher education. *Systemic Practice and Action Research, 21*(1), 73-96.

Goh, C. C. M. (2013). Globalization and teacher development for spoken English instruction. *Indonesian Journal of Applied Linguistics*, 3 (1), 29-38.

Goldfus, C. (2012). Knowledge foundations for beginning reading teachers in EFL. *Annals of Dyslexia*, 62, 204–221.

Guefrachi, H., and Troudi, S. (2000). Enhancing English language teaching in the UAE. In K.E. Johnson (Eds.). *Teacher Education* (pp. 189-204). TESOL Publication, Inc.: Virginia.

Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391.

Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin .

Hamp-Lyons, L. (2017). Language assessment literacy for learning-oriented language assessment. *Papers in Language Testing and Assessment*, 6(1), 88-111.

Hampton, G., Rhodes, C., and Stokes, M. (2004). *A practical guide to mentoring, coaching and peer-networking: Teacher professional development in schools and colleges*. London: Routledge .

Hepp, P., Prats Fernández, M. À., and Holgado García, J. (2015). Teacher training: Technology helping to develop an innovative and reflective professional profile. *RUSC. Universities and Knowledge Society Journal*, 12(2), 30–43.

Ibrahim, M., and Kavlu, A. (2020). Professional development needs of private and public high schools EFL teachers in Erbil-Kurdistan . *International Journal of Social Sciences & Educational Studies*, 7(3), 191-207 .

Kahn-Horwitz, J. (2015). Organizing the mess in my mind: EFL teachers' perceptions and knowledge of English orthography. *Read Writ*, 28, 611–631.

Karamifar, B., Germain-Rutherford, A., Heiser, S., Emke, M., Hopkins, J., Ernest, P., Stickler, U., and Hampel, R. (2019). Language teachers and their trajectories across technology-enhanced language teaching: Needs and beliefs of ESL/EFL teachers. *TESL Canada Journal*, 36(3), 55–81.

kedir, A. , and Gutema, H.(2022) . Primary school EFL teachers' continuous professional development needs. *Communication and Linguistics Studies*, 8(1), 1-15.

Kourkouli ,K .(2018) . Investigating the impact of Greek EFL teachers' participation in online communities of practice as a means of professional development . *European Journal of Education* ,1(1) ,56-75 .

Lawless, K. A., and Pellegrino, J. W. (2007). Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to pursue better questions and answers. *Review of Educational Research*, 77(4), 575-614.

Lemperou, L., Chostelidou, D., and Griva, E. (2011). Identifying the training needs of EFL teachers in teaching children with dyslexia. *Procedia-Social and Behavioral Sciences*, 15, 410-416.

Little, J. (2001) . Teachers' work at the turn of the century. In J. Oelkers (Eds.). *Futures of education: Essays from an interdisciplinary symposium* (pp. 281–303). New York, NY: Peter Lang.

Liu, H., Chu, W., Fang, F., and Elyas, T. (2021). Examining the professional quality of experienced EFL teachers for their sustainable career trajectories in rural areas in China. *Sustainability*, 13, 10054.

Locke, E. A., and Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, 57(9), 705.

Long, M. H. (2005). Methodological issues in learner needs analysis. In M.H. Long (Eds.). *Second language needs analysis* (pp.19-76). Cambridge: Cambridge University Press.

Macias, A. (2017). Teacher-led professional development: A proposal for a bottom-up structure approach. *International Journal of Teacher Leadership*, 8(1), 76-91.

Mart, Ç.T. (2013). A passionate teacher: Teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 437-442.

McCutchen, D., Green, L., Abbott, R.D., and Sanders, E.A. (2009). Further evidence for teacher knowledge: Supporting struggling readers in grades three through five. *Read Writ*, 22, 401-423.

Moeini, H. (2008). Identifying needs: A missing part in teacher training programs. *Seminar.net*, 4 (1) , 1-12.

Moore, J., and Barab, S. (2002). The inquiry learning forum: A community of practice approach to online professional development. *TechTrends*, 46(3), 44-49.

Nijakowska, J., Tsagari, D., and Spanoudis, G. (2018). English as a foreign language teacher training needs and perceived preparedness to include dyslexic learners: The case of Greece, Cyprus, and Poland. *Dyslexia*, 24(4), 357-379.

Nugroho, H. M. A. (2018). EFL teachers' need of language proficiency professional development: When policy and practice collide. *International Journal of Language Education*, 2(2), 74-82.

Oudah, F., and Altalhab, S. (2018). Saudi EFL teaching training programmes: Teachers' perceptions and needs. *Theory and Practice in Language Studies*, 8(11), 1407-1414.

Pate, E.M. (2019). *Meeting the training needs of Des Moines-area adult ESL teachers*. Master thesis, SIT Graduate Institute in Brattleboro, Vermont, USA.

Pawlak, M. (2011). The role of in-service training for language teachers in the domain of language competence. *Glottodidactica*, 38, 21-30 .

Pham, A. T. (2022). What makes a good EFL teacher: A reference for language teacher education. *Journal of Language and Linguistic Studies*, 18(Special Issue 1), 150-159.

Phothongsunan, S. (2018). EFL university teachers' professional development in the Thai context. *Arab World English Journal (AWEJ)*, 9 (2), 283 -297 .

Podhajski, B., Mather, N., Nathan, J., and Sammons, J. (2009). Professional development in scientifically based reading instruction: Teacher knowledge and reading outcomes. *Journal of Learning Disabilities*, 42(5), 403–417.

Powell, C. G., and Bodur, Y. (2019). Teachers' perceptions of an online professional development experience: Implications for a design and implementation framework. *Teaching and Teacher Education*, 77, 19–30.

Qian, Y., Hambrusch, S., Yadav, A., and Gretter, S. (2018). Who needs what: Recommendations for designing effective online professional development for computer science teachers. *Journal of Research on Technology in Education*, 50(2), 164-181.

Rahimi, M. (2008). What do we want teaching-materials for in EFL teacher training programs? *Asian EFL Journal*, 31(1), 1-35.

Rajab, T. (2013). *Developing whole-class interactive teaching: Meeting the training needs of Syrian EFL secondary school teachers*. Doctoral thesis, The University of York.

Raud, N., and Orekhova, O. (2017). In-service training of teachers of English as a foreign language in Estonia: Mapping of trends and opportunities. *Problems of Education in the 21st Century*, 75(2), 194-203.

Richards, J. C. (2010). Competence and performance in language teaching. *RELC Journal*, 41(2), 101-122.

Richards, J. C., and Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.

Richardson, V. (2003). The dilemmas of professional development. *Phi Delta Kappan*, 84 (5), 401-406.

Roux, R., and Valladares, J. L. M. (2014). Professional development of Mexican secondary EFL teachers: Views and willingness to engage in classroom research. *English Language Teaching*, 7(9), 21-27.

Sayyadi, A. (2022). In-service university-level EFL instructors' language assessment literacy and training needs. *Profile: Issues in Teachers' Professional Development*, 24(1), 77-95.

Schlager, M. S., and Fusco, J. (2003). Teacher professional development, technology, and communities of practice: Are we putting the cart before the horse?. *The Information Society*, 19(3), 203-220.

Shabani, M. B., Alibakhshi, G., Bahremand, A., and Karimi, A. R. (2018). In-service professional development scale for EFL teachers: A validation study. *The International Journal of Humanities*, 25(3), 63-78.

Sitanggang, N., Luthan, P. L. A., and Hamid, K. A. (2021). Relationship between total personal quality, service quality and student satisfaction on higher education system. *International Journal of Instruction*, 14(4), 357-372.

Sowden, C. (2007). Culture and the 'good teacher' in the English language classroom. *ELT Journal*, 61(4), 304-310.

Spencer, P., Harrop, S., Thomas, J., and Cain, T. (2018). The professional development needs of early career teachers, and the extent to which they are met: A survey of teachers in England. *Professional Development in Education*, 44(1), 33-46.

Stickler, U., and Emke, M. (2015). Part-time and freelance language teachers and their ICT training needs. In R. Hampel and U. Stickler (Eds.). *Developing online language teaching: Research-based pedagogies and reflective practices* (pp. 28–44). New York: Palgrave Macmillan.

Sullivan, J. H. (2001). The challenge of foreign language teacher preparation: Addressing state teacher standards. *The Clearing House*, 74(6), 305-307.

Supriatna, A. (2011). Indonesia's issues and challenges on teacher professional development. *CICE Series*, 4 (2), 29-42.

Switala, E. S. (2012). The professional role of a teacher in the era of globalization on the example of Poland. *Educational Research*, 1(1), 61-70.

Tawalbeh, T. I. (2015). Instructors' perceived effectiveness of current professional development programs at Taif University English Language Center. *English Language Teaching*, 8(11), 117-130.

Tomlinson, H. (2004). *Educational leadership: Personal growth for professional development*. London: Sage Publications Ltd.

Topkaya, E., and Çelik, H. (2016). Non-native English language teachers' perceptions of professional development: Implications for career stages. *Procedia-Social and Behavioral Sciences*, 232, 5-11.

Vien, T. (2017). In search of effective professional development of EFL teachers in Vietnam. *VNU Journal of Foreign Studies*, 33(3), 157-166.

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris: UNESCO, International Institute for Educational Planning.

Wall, U. (2008). A needs assessment interview: The professional development needs of non-native speaking EFL teachers in Thailand. *Innovation in Language Learning and Teaching*, 2(1), 47-64.

Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., and Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the U.S. and abroad. Technical report. *National Staff Development Council*.

Wichadee, S. (2011). Professional development: A path to success for EFL teachers. *Contemporary Issues in Education Research (CIER)*, 4(5), 13-22.

Wulyani, A. N. (2017). *Professional development of English language teachers in Malang, Indonesia: Institutional and individual perspectives*. Doctoral thesis, Victoria University of Wellington.

Zhou, J. (1999). *How can a Chinese teacher of English succeed in oral English classes?*. Retrieved May 10, 2022, from <http://iteslj.org/Articles/Zhou-SuccessulTeacher.html>.

Zulaiha, S., and Mulyono, H. (2020). Exploring junior high school EFL teachers' training needs of assessment literacy. *Cogent Education*, 7(1), 1772943.

Appendix (A) : EFL Teachers' Training Needs Questionnaire

Dimensions	Items	H N	F N	Sw N	S N	N N
EFL Proficiency and Teaching Skills	<ul style="list-style-type: none"> - Productive skills (speaking and writing) - Receptive skills (listening and reading) - Pronunciation - Phonetics , morphology and phonology - Grammar and syntax - Language functions - Vocabulary acquisition - TEFL for mixed – ability and special needs students - TEFL methodology (e.g., task based , etc.) 					
Material Development	<ul style="list-style-type: none"> - Developing lesson plan - Adopting and adapting materials - Course evaluation - Designing activities - Using supplement materials and resources 					
Research Skills	<ul style="list-style-type: none"> - Publishing scientific articles - Research methods and techniques - Data analysis programs (e.g., SPSS , etc.) 					

	<ul style="list-style-type: none"> - Presenting at conferences 					
Management Skills	<ul style="list-style-type: none"> - Creating relaxed atmosphere - Time management - Team work / Pair work management - Large classes management - Misbehavior management 					
Educational Technology	<ul style="list-style-type: none"> - Using new applications for teaching EFL - Using platforms (e.g. , Edmodo , etc.) - Using technology – assisted language learning 					
Educational Psychology	<ul style="list-style-type: none"> - Encouraging and motivating students - Enhancing teachers' self – esteem - Enhancing individual differences - Enhancing multiple – intelligences 					
Assessment	<ul style="list-style-type: none"> - Test development - Formative and summative assessment - Online assessment - Correction techniques 					

Appendix (B) : Interview Questions

1-What training needs do you think EFL teachers should have in the aspects of : EFL proficiency and teaching skills , material development, research skills , management skills , educational technology, educational psychology , and assessment ?

2-Would you like to get training programs/courses concerning EFL proficiency and teaching skills? Why?

3-In your opinion , are material development training programs/courses important to you? If yes, how?

4-How important are research skills training programs/courses to you?

5-Are management skills training programs/courses important to you? Why?

6-Are educational technology training programs/courses important to EFL teachers? If yes, how?

7-How are educational psychology training programs/courses beneficial to EFL teachers?

8-To what extent are assessment training programs/courses necessary for you in TEFL?

9- Rank the following training needs according to their relative importance to you: EFL proficiency and teaching skills, material development, research skills, management skills , educational technology, educational psychology, and assessment.