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EFL TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT: REFLECTIONS ON AND TARGET NEEDS

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

Key words: Continuous Professional Development; EFL Teachers; Reflections on; Target Needs.

INTRODUCTION

Science and technology are advancing and changing quickly today. This rapid development and change process affect many crucial areas, including social life, work-life balance, and educational institutions. Education systems, however, are distinct from other fundamental factors in terms of their participation in this change process because they are intended to provide both the orientation and the development of this process (Liu, Jehng, Chen, & Fang, 2014). To live up to these expectations, education systems must prepare their structural components (curriculum, infrastructure, teachers, students, etc.) for growth and change. In this context, it is essential to improve education quality through structural changes such as curriculum creation, teacher quality enhancement, ensuring educational opportunity equity, and offering guidance and counseling

services (Yüksel, 2000). Furthermore, because teachers have the most significant influence on student accomplishment, it is well known that their quality is one of the most crucial factors in raising the standard of education (Darling-Hammond, 2000; OECD, 2009; Santiago, 2002; Yaylac, 2013). For this reason, the education and growth of teachers are crucial (Seferolu, 2004).

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

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

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

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

The contents covered in the CPD are often chosen by the instructors, administrators of the school, or trainers. Therefore, it is assumed that the content typically represents the interests of the trainers or is selected from current concerns in the industry. Teachers' opinions on the CPD

program they are using and their target needs should be discovered to build an effective CPD program. It is also a good idea to determine whether the CPD program meets teachers' needs. Therefore, CPD programs must be created.

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

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

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

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

1. What are EFL teachers' reflections on the current CPD?
2. What are the target needs of EFL teachers for CPD??
3. Is there a relationship between EFL Teachers' reflection on the current CPD program and their CPD target needs?

METHOD

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

Participants. Twenty high school EFL teachers from two secondary schools in Goffa Zone participated in the study. Furthermore, the samples were chosen using purposive and comprehensive sampling techniques. They were also experienced in teaching English and thought they had sufficient expertise to explore reflection on and target needs for the CPD program.

Instruments. Three instruments were used to triangulate this study's data: a test, a questionnaire, and an interview. The goal of the test was to determine the current position of high school EFL instructors in terms of areas of CPD and the difficulties they face when teaching English. According to Widodo (2018), there are 10 CPD areas for EFL teachers. In addition, content knowledge (CK), pedagogical knowledge (PK), pedagogical content knowledge (PCK), Knowledge of educational contexts (KEC), language policy and curriculum knowledge (LPCK), research knowledge (RK), reflection knowledge (KR), technical knowledge and literacy (TKL), technological pedagogical content understanding (TPCK), and knowledge of the disciplinary language are also required (KDL). Furthermore, the test comprised 60 multiple-choice questions and was classified according to the CPD above scopes for EFL teachers. Each of these domains was represented by a unique set of multiple-choice questions (ranging from 4 to 10). Before performing CPD programs, these areas of expertise were stated in the exam in the EFL instructors' needs assessment.

Regarding the questionnaire, five separate portions of a self-reporting questionnaire were used. These questionnaires had fifty (50) items and were organized into ten (10) sections based on Widodo's designated CPD areas for EFL teachers. Furthermore, these sections of the questionnaires were organized in the form of a Likert scale. Further, this study used a semi-structured interview to allow respondents to express their opinions and collect information that would not have been gained using other tools. Finally, the data obtained from the test and questionnaires were analyzed using descriptive statistics (mean) and inferential statistics (Spearman's rho Correlation). Further, the interviews were audiotaped, transcribed, and assessed and analyzed thematically.

Reliability. Dornyei (2003) defines dependability as the degree to which data-collection instrument ratings are error-free. In this instance, internal consistency is used to determine dependability. It may be measured using the Cronbach Alpha coefficient, which ranges between zero and one. Instruments must have a minimum score of 0.60 to be deemed trustworthy (Dornyei, 2003). To assess the instrument's dependability, Cronbach Alpha was determined using SPSS version 21. The instrument's reliability is shown in Table 1. Given that a good

dependability of at least 0.60 is required, the six instruments listed in Table 1 below can be deemed dependable.

Table 1

Instruments Reliability

№	Instrument		№ of Items	Cronbach's Alpha	Measurement
1	Questionnaires	EFL Teachers' Difficulties on CPD Areas	50	0.908	5- Point Likert Scale
		EFL Teachers' Needs on CPD Areas	50	0.968	5- Point Likert Scale
		EFL Teachers' Perception on the Current CPD	50	0.958	5- Point Likert Scale
		EFL Teachers' Purposes to Participate in CPD Program	10	0.850	4- Point Likert Scale
2	Test	Test on EFL Teachers' CPD Areas	60	0.750	Multiple Choice

Developed by authors

FINDINGS AND DISCUSSION

What are EFL teachers' reflections on the current CPD program? The reflections of EFL instructors on the current CPD program questionnaire were used to determine the EFL teachers' reflections on the program. When the replies to the questionnaire indicated above were evaluated, it seemed that the PCK scope of CPD came into the first group that EFL teachers reflected with a mean score of 22.55 (see Table 2 below). With a mean score of 22.50, the TPCK ranked second. The KR came in third place with a mean score of 22.37. The CK and KEC were rated fourth and fifth, respectively, with an identical mean score of 22.35. TKL and LPCK were ranked sixth and seventh, with mean scores of 22.30 and 22.05, respectively. Furthermore, with mean scores of 21.95 and 21.75, the PK and RK were rated seventh and ninth, respectively. Finally, the KDL came in tenth place with the lowest mean score ($M = 19.55$).

Table 2

EFL teachers' Lacks, Necessity, and Perceptions on the Current CPD Program

№	Scopes of PD	Difficulty of EFL Teachers on CPD Scores						EFL Teachers Needs on CPD Scores			EFL Teachers' Perception on the Current CPD Program		
		Questionnaire Result			Test Result			Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank
		Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank						
1	CK	19.55	2.305	5	3.5	0.535	5	22.50	2.19	2	22.35	2.478	4
2	PCK	19.55	2.665	6	3.0	0.926	7	22.35	2.47	5	22.55	2.089	1
3	RK	20.60	1.729	3	3.63	0.518	4	22.30	1.98	6	21.75	1.517	9

4	KR	20.6 0	1.729	4	2.75	1.035	9	22. 00	2.18	9	22.3 7	2.56	3
5	PK	18.4 0	3.118	8	3.0	0.926	8	22. 55	2.09	1	21.3 5	1.747	8
6	KEC	17.7 0	1.838	9	3.13	0.991	6	22. 40	1.93	4	22.0 5	2.433	5
7	LPCK	19.8 5	2.455	5	3.75	0.463	1	21. 75	1.51	10	22.0 5	1.986	7
8	TKL	22.3 5	1.565	2	3.75	0.463	2	22. 50	2.56	3	22.3 0	1.976	6
9	TPCK	22.7 0	1.559	1	3.75	0.463	3	22. 20	2.35	7	22.5 0	2.188	2
1 0	KDL	16.8 0	3.813	10	2.63	0.916	10	22. 05	2.53	8	19.5 5	2.305	10

Developed by authors

In addition to the above-mentioned questionnaire data, the interview results show that EFL teachers' reflections on the current CPD program were comparable and connected to others. Miss. T's remark below, for example, demonstrates that the present CPD program materials are not subject-specific and are not intended particularly for EFL teachers, showing that the program is not successful:

The current CPD program that we are taking is unable to help us become effective EFL teachers, and it emphasizes the general concepts of teaching. Farther, the program is not specific to EFL teachers, so the result is different than expected.

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

Surprisingly, the current CPD program needs to be aligned with my need as an EFL teacher. I participate in the program to complete the top administrators' duty and not fail in the evaluation done by the directors and supervisors.

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

Nevertheless, we have taken and been trained on different issues in the CPD program teachers are participating because it is an obligation, and we need to acquire essential knowledge to enhance our profession.

The other reflection given by the interviewee on the current CPD program offered in their school was that there needs to be a trained facilitator or trainers with enough skill and knowledge on the issues included in the program. Moreover, the school directors and higher officials select and cascade the contents. In line with this, for example, some interviewees indicated that:

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

To summarize, the most important reflections provided by interviewees were that the current CPD program practiced in their school was not designed to help EFL teachers develop their

profession, that the current program is not aligned with their needs, and that it is not subject-specific, instead focusing on general issues. In addition, the current CPD program's materials or subjects are chosen and cascaded from school directors and higher-level authorities. Furthermore, the respondents stated that the instructor chooses the trainer without regard for expertise or knowledge, and there needs to be more stakeholder monitoring and assistance. Finally, interviewers stated that they are taking part in the present CPD program out of duty.

What are the target needs of EFL teachers for CPD?

Lacks EFL Teachers' Based on the Scopes of EFL Teachers' CPD.

EFL Teachers' Difficulty Based on the Scopes of EFL Teachers' CPD. The questionnaire for EFL teachers was used to identify the difficulties in their teaching practices. According to the questionnaire data, the two scopes of EFL teachers' CPD, TPCK and TKL, with mean scores of 22.70 and 22.35, respectively, fell into the primary issue that EFL teachers have in CPD areas (see Table 2 above). The RK and KR finished third and fourth, respectively, with the same mean score of 20.60. The LPCK came in fifth place with a mean score of 19.85. CK and PCK placed sixth and seventh, with an equal mean score of 19.55. PK was ranked eighth, with a mean score of 18.40. Furthermore, the ninth and tenth positions were the EFL teachers' KEC and KDL difficulties, with a mean score of 17.70 and 16.80, respectively, and fell into the less difficulty category that EFL teachers had in their CPD domains.

EFL Teachers' Test Results on the Scopes of EFL Teachers' CPD. The test results of the individuals are shown in Table 2 above. The test results of the three scopes of EFL teachers' CPD, namely, LPCK, TKL, and TPCK, with the same mean scores of 3.75, appeared to rank the EFL teachers' scores in the test from first to third. The RK test result was rated fourth with a mean score of 3.63, while the CK test result was placed fifth with a mean score of 3.50. With a mean score of 3.13, the KEC was ranked sixth. The PCK and PK were ranked seventh and eighth, respectively, with the same mean score of 3.00. The KR came in tenth place, with a mean score of 2.75. Furthermore, the KDL was ranked eighth with a mean score of 2.63, which fell among the lowest test results of EFL teachers.

EFL teachers' Wants Based on the Scopes of EFL Teachers' CPD. Table 3 shows that most EFL teachers' goals for participating in the CPD program were «to develop my understanding of how teaching and learning are situated in different contexts» and «to develop my understanding of and assess technological tools,» with the same mean score of 3.95. The third-ranked EFL teachers' objective for engaging in CPD is «to deepen my understanding of how a specific subject topic is taught and mastered,» with a mean score of 3.90. With a mean score of 3.70, Item 10, «to deepen my understanding of how language is used to teach or study a subject matter,» scored as the fourth motivation for EFL teachers to enroll in the program. Item 5 («to develop my understanding of educational policy and curriculum and the relationship between the two») and Item 9 («to develop my understanding of technological tools to teach or learn a subject matter»), both with the same mean score of 3.65, occupy the fifth and sixth purposes for EFL teachers to participate in CPD. With the same mean score of 3.60, the three items numbered 1, 6, and 7 («to develop my understanding of subject matter knowledge,» «to develop my understanding of how to research a subject,» and «to develop my understanding of how to reflect on, in, and for educational practices») were ranked as the seventh, eighth, and ninth reasons for EFL teachers to participate in CPD. Furthermore, Item 2, «To enhance my understanding of how teaching and learning take place in teaching my topic,» had the lowest mean score of 3.55 among EFL teachers participating in the program.

Table 3

Purposes of EFL Teachers' Participation in the CPD

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

Developed by authors

In addition to the questionnaire analysis, the analysis of interviews demonstrates that EFL teachers want to enhance their expertise in various topics. The data generated from these instruments, the participants want to improve their content knowledge, pedagogical competence, use of technology in a language classroom, research skills, and language teaching methodology. In response to this, Miss. T indicated during the interview that:

I want to develop my content knowledge, pedagogy knowledge, pedagogic content knowledge or language teaching methodology, technological issues, and use of technology in teaching English language, etc.

Furthermore, in the CPD program, EFL teachers must improve their language skills to construct classroom language and teach the subject clearly and efficiently. In this regard, Miss. N stated:

I want to be included and gain knowledge in the professional development program issues, which will enable me to develop my language skills ... and develop a specific language that enables me to deliver or teach the subject clearly and effectively.

In short, EFL teachers expressed many aspirations during the interview, which should be incorporated into the CPD program. As a result, program designers and stakeholders must address teachers' desires to promote EFL teachers' professional growth and student achievement.

EFL Teachers' Necessity Based on the Scopes of EFL Teachers' CPD. Necessities are the other most significant criterion for establishing target needs. These are the needs dictated by

the demands of the target scenario and what the learners or trainees must know to perform successfully in the target context. In the current study, researchers used a self-reported questionnaire to identify the needs of EFL teachers, and the results were triangulated with data from an interview. The questionnaire was used to determine the type of training they require in their CPD program. When the questionnaire responses of the participants were analyzed, it seemed that the three CPD scopes, PK ($M = 22.55$), CK ($M = 22.50$), and TKL ($M = 22.50$), fell into the highly recommended group that EFL teachers need to train in their CPD (see Table 2 above). The KEC ($M = 22.40$) and PCK ($M = 22.35$) occupied the fourth and fifth positions, respectively. With a mean score of 22.30, the RK was ranked sixth. The TPCK ($M = 22.20$) and KDL ($M = 22.05$) were ranked seventh and eighth, respectively. With a mean score of 22.00, KR was ranked ninth. Furthermore, the LPCK need for EFL teachers was ranked tenth, with a mean score of 21.75, falling into the least desired category that EFL teachers need to train in the CPD.

Is there a relationship between EFL Teachers' reflection on the current CPD program and their CPD target needs? The third research question seeks to establish a relationship between EFL teachers' reflections on the current CPD program and their CPD target needs. To determine whether there is a relationship between the two variables, Spearman's rho correlation was used to compare the questionnaire results used to identify EFL teachers' needs with the questionnaire results used to assess EFL teachers' reflections on the current CPD program. Furthermore, the result of the interview was used for triangulation.

Table 4 shows statistically significant relationships at the 0.01 level between EFL teachers' CK needs and their reflection on the CK, KR, KEC, TKL, and TPCK (2-tailed). Furthermore, at the 0.05 level, there are statistically significant relationships between EFL teachers' needs on the CK and their reflection on the LPCK (2-tailed). However, no statistically significant relationships exist between the CK needs of EFL teachers and their reflections on the PCK, RK, PK, and KDL. Concerning EFL teachers' needs in the second scope, there are statistically significant correlations at the 0.01 level between their reflections on the CK, KR, and TKL (2-tailed). Similarly, at the 0.05 level, there are statistically significant relationships between EFL teachers' PCK needs and EFL teachers' reflections on the PCK, PK, KEC, and LPCK (2-tailed). However, there were no statistically significant correlations between EFL teachers' PCK and KDL needs. Concerning EFL teachers' RK needs, there are statistically significant correlations at the 0.01 level between their reflections on the CK, TKL, and TPCK (2-tailed). There are, however, no statistically significant relationships between EFL teachers' RK needs and their reflection on PCK, RK, KR, PK, KEC, LPCK, and KDL.

Concerning EFL teachers' needs in the fourth scope, there were statistically significant correlations at the 0.01 level between their reflections on CK, PCK, KR, PK, KEC, and LPCK (2-tailed). Similarly, at the 0.05 level, there're statistically significant relationships between EFL teachers' KR needs and their reflections on RK and TPCK (2-tailed). However, there were no statistically significant correlations between the needs of EFL teachers on the KR and KDL. At the 0.01 level, there were statistically significant correlations between EFL teachers' reflections on the PCK, KR, KEC, and LPCK (2-tailed). Similarly, there are statistically significant relationships between EFL teachers' PK needs and their reflections on CK and PK at the 0.05 level (2-tailed). However, no statistically significant relationships existed between EFL teachers' PK needs and their reflections on RK, TKL, TPCK, or KDL. At the 0.01 level, there were statistically significant relationships between their reflections on the PCK, KR, PK, KEC, and LPCK regarding the fifth scope of CPD (2-tailed). Similarly, at the 0.05 level, there were statistically significant relationships between EFL teachers' KEC needs and their reflections on

CK, RK, and TPCK (2-tailed). There were no statistically significant relationships between EFL teachers' KEC needs and their TKL and KDL reflections.

The findings in the table below reveal statistically significant connections between EFL teachers' LPCK needs and their reflections on the RK at the 0.01 level (2-tailed). However, no statistically significant relationships existed between EFL teachers' LPCK needs and their reflections on CK, PCK, RK, KR, PK, KEC, LPCK, TKL, TPCK, and KDL. Furthermore, at the 0.01 level, there were statistically significant relationships between EFL teachers' TKL needs and their reflections on the CK, PCK, KR, PK, KEC, and LPCK (2-tailed). Furthermore, at the 0.05 level, there were statistically significant associations between EFL teachers' TKL needs and their reflection on RK and TPCK (2-tailed). In contrast, no statistically significant relationships existed between the EFL teachers' needs for TKL and their reflections on TKL and KDL.

At the 0.01 level, the data in the table below revealed statistically significant connections between EFL teachers' needs for TPCK and their reflections on the KR, PK, KEC, and LPCK (2-tailed). Furthermore, at the 0.05 level, there were statistically significant relationships between EFL teachers' TPCK needs and their reflections on CK, PCK, RK, and TPCK (2-tailed). On the contrary, no statistically significant relationships existed between EFL teachers' TPCK needs and their reflections on TKL and KDL. Finally, at the 0.01 level, there were statistically significant correlations between EFL teachers' need for KDL and their reflections on KR, PK, KEC, and LPCK (2-tailed). Furthermore, at the 0.05 level, there were statistically significant relationships between EFL teachers' KDL needs and their reflection on CK, PCK, and TPCK (2-tailed). However, no statistically significant relationships existed between EFL teachers' KDL needs and their reflections on TKL and KDL.

Table 4

Spearman's rho Correlation of EFL Teachers' CPD Target Needs and Their Reflection on the Current CPD Program

		EFL Teachers' Reflection on the Current CPD										
		CK	PCK	RK	KR	PK	KEC	LPCK	TKL	TPCK	KDL	
EFL Teachers' CPD Needs	CK	r_s	-.833**	-.218	-.355	-.568**	-.383	-.583**	-.524*	-.876**	-.963**	.168
	PCK	r_s	-1.000**	-.500*	-.417	-.629**	-.518*	-.541*	-.460*	-.764**	-.813**	.059
	RK	r_s	-.755**	-.291	-.311	-.264	-.344	-.265	-.375	-.948**	-.774**	.133
	KR	r_s	-.596**	-.683**	-.484*	-.901**	-.883**	-.964**	-.945**	-.406	-.502*	-.057
	PK	r_s	-.523*	-.991**	-.439	-.674**	-.534*	-.617**	-.615**	-.299	-.272	-.262
	KEC	r_s	-.491*	-.617**	-.529*	-.823**	-.853**	-.917**	-.994**	-.428	-.491*	-.064
	LPCK	r_s	-.417	-.389	-1.000**	-.378	-.318	-.456*	-.508*	-.256	-.328	-.246
	TKL	r_s	-.632**	-.620**	-.530*	-.933**	-.806**	-.951**	-.891**	-.326	-.533*	-.075
	TPCK	r_s	-.541*	-.552*	-.456*	-.918**	-.801**	-1.000**	-.936**	-.370	-.552*	-.024
	KDL	r_s	-.541*	-.552*	-.456*	-.918**	-.801**	-1.000**	-.936**	-.370	-.552*	-.024

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

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

Developed by authors

In addition to the CPD scope analysis, the researchers utilized Spearman's rho correlation to determine the overall relationship between EFL teachers' target needs for CPD and their reflections on current CPD (see table 5).

The table below shows a statistically significant negative correlation between EFL teachers' target needs for CPD and EFL teachers' reflection on current CPD ($r_s = -.961$, $n = 20$, $p = 0.01$).

Table 5

Spearman's rho Correlation on the General EFL Teachers' Target Needs of CPD and Their Reflections on the Current CPD Program

		EFL Teachers' CPD Target Need	EFL Teachers' Reflections on Current CPD
EFL Teachers' CPD Need	r_s	1.000	-.961**
	Sig. (2-tailed)	.	.000
	N	20	20
EFL Teachers' Reflection on the Current CPD	r_s	-.961**	1.000
	Sig. (2-tailed)	.000	.
	N	20	20

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

Developed by authors

In addition to the questionnaire data above, interview data proved that the current CPD program is not satisfying the needs of EFL teachers. However, a program or training should identify a target group needs and include specific contents that can help trainees in their profession; the design should be based on the target group's needs. About this, for example, Miss. T said, «The CPD program that we, the EFL teachers, are taking is not aligned with my needs,» and also Mr. S indicated that:

... as a result, the current CPD program is not arranged and given in line with our needs as EFL teachers, and we are not getting the expected skills and knowledge.

Additionally, Mr. D's statement supports the preceding opinion and states that:

...the program must be offered separately to EFL teachers because the CPD program that we are taking needs to be more organized by our needs as EFL teachers because the contents are selected and cascaded from the top management. In short, the program is not subject-specific because the current CPD program is offered to all subject teachers without specifying the subject.

To sum up, among the most significant points raised by interviewees was that the current CPD program does not fulfill their needs. Therefore, even though the CPD program should be specific to EFL teachers, it should be based on a needs analysis.

DISCUSSION

EFL Teachers' Reflection on the Current CPD Program. According to the result, most of the EFL teachers reflected that the PCK and TPCK in the current CPD program were highly ignored and followed by KR, CK, and KEC, respectively. According to the EFL teachers' reflections, other moderately ignored scopes were TKL and LPCK. However, the final and least ignored scope in the current program was KDL, which enabled them to understand how language is used to teach or learn a subject matter.

Furthermore, the majority of the respondents' reflections on the current CPD program were similar and related. For example, the majority of respondents stated that the current CPD program was never designed to help EFL teachers advance their careers. Furthermore, the curriculum was not tailored to their needs or subject-specific; the current CPD program focused on broad issues. In short, respondents reported that they were engaging in the current CPD program because of obligation and fear of failing the evaluation established by the school directors and supervisors.

In summary, the previous discussion demonstrated that EFL teachers had similar reflections on the current CPD program in which they are enrolled. As a result, if the CPD program is to achieve its goal, it should consider teachers' perspectives and be revised in response to EFL teachers' reflections. Alzahrani & Nor (2021) support this conclusion, and it is suggested that following training programs, teachers' attitudes be evaluated to help develop these programs to meet their views and needs.

EFL Teachers' CPD Needs

EFL teachers' Lacks on the Scopes of EFL Teachers' CPD. The questionnaire findings suggested that EFL teachers lacked the TPCK and TKL in their CPD scopes. The test results also revealed that the scopes above were tough. On the other hand, EFL teachers lacked KEC and KDL, respectively, although the test result revealed that EFL teachers lacked KDL. Furthermore, contrary to the questionnaire results, KR scope was indicated as the EFL teachers' minor difficulty. The RK and KR are the other two shortages of high school EFL instructors, as proven by the test results and the difficulty of the RK being put at the same rank as stated in the questionnaire. However, KR posed just a modest challenge for high school EFL teachers. Finally, the questionnaire results showed that KDL had the least amount of difficulty among high school EFL teachers, and the test results verified this.

The above data reveal that EFL teachers struggle to varied degrees or extents with the specified scopes of EFL teachers' professional growth. As a result, while designing a CPD program, planners should address the difficulties that EFL teachers confront.

EFL Teachers' Wants Based on the Scopes of EFL Teachers' CPD. The wants or personal needs of EFL teachers are what the EFL teachers aspire to obtain in the CPD program. However, it is regularly seen that these may differ, even clash, with needs perceived by a sponsor or employer and deficiencies identified by the EFL teacher.

Consequently, EFL teachers want to be trained for every reason or item on the questionnaire and believe they need to get an approximate mean score in the CPD program. Furthermore, the majority of EFL teachers want to be trained and placed at the first and second levels, where they believe they need to develop their understanding of how teaching and learning are situated in different contexts, as well as their understanding and assessment of technological tools in the CPD program. The other reason for EFL teachers' enrollment in the program was their desire to improve their knowledge of teaching and learning.

The preceding discussion revealed that EFL teachers have comparable desires and believe they need to grow in the CPD program. As a result, the CPD program should be tailored to the recognized needs of EFL teachers. Similarly, in Tican and Dincman's (2022) study on the professional development of Turkish preschool teachers, participants recommended that all CPD activities fit the needs of teachers, that both personal and professional development be supported, that holistic content is created, specialized instructors be recruited, that learning methods fostering active participation and alternative assessment methods be preferred, and that the expertise gained through CPD should be recognized and rewarded.

EFL Teachers' Necessity Based on the Scopes of EFL Teachers' CPD. Consequently, the questionnaire findings show that PK, CK, and TKL are highly demanded CPD and are preferred by EFL teachers. KEC and PCK were issued in response to the demand above. In addition, the results showed that KR and LPCK were the least needed scopes, and they wanted to know how to operate well in the target situation.

Furthermore, according to the interview results, EFL teachers desired CK, PK, and PCK, or language teaching methodology, technological issues, and the use of technology in teaching English language, as well as knowledge to develop a language that allows them to deliver the subject clearly and effectively. Besides, according to the interview results, high school EFL teachers desired CK, PK, and PCK, or language teaching methodology, technological issues, and the use of technology in teaching the English language, as well as knowledge to develop a language that allows them to deliver the subject clearly and effectively.

In line with this, Fang et al. (2021) agreed with this result. They discovered that Australian teachers had a more robust demand for information and communication technology (ICT) use and new technology training for teaching. In contrast, Shanghai instructors needed more assistance to satisfy students' learning and pedagogical competencies. In conclusion, the results revealed that EFL teachers have nearly the same demands in terms of CPD. As a result, the CPD program should be tailored to what the identified EFL teachers need to know to perform successfully in their teaching profession or the target setting.

Relationship between EFL Teachers' Reflection on the Current CPD Program and Their CPD Target Needs. The third research question attempted to ascertain the relationship between EFL teachers' reflections on the current CPD program and their CPD target needs. Moreover, the result indicated strong, negative, and statistically significant relationships between EFL teachers' CK needs and their reflection on the CK, KR, KEC, TKL, TPCK, and LPCK according to the study results. However, no statistically significant relationships were found between EFL teachers' CK needs and their reflections on the PCK, RK, PK, and KDL. There were strong, negative, and statistically significant relationships between EFL teachers' reflections on the CK, KR, TKL, PCK, PK, KEC, and LPCK and their needs on the second scope of CPD. However, there are no statistically significant correlations between EFL teachers' PCK and KDL needs.

There were strong, negative, and statistically significant correlations between EFL teachers' reflections on the CK, TKL, and TPCK and their needs on the RK. There are, however, no statistically significant correlations between EFL teachers' RK needs and their reflection on PCK, RK, KR, PK, KEC, LPCK, and KDL. In the fourth scope, there were strong, negative, and statistically significant correlations between EFL teachers' reflections on CK, PCK, KR, PK, KEC, LPCK, RK, and TPCK. However, there are no statistically significant correlations between the needs of EFL teachers on the KR and KDL. Finally, there were strong, negative, and statistically significant relationships between EFL teachers' needs on the PK and their reflections on the PCK, KR, KEC, LPCK, CK, and PK. However, no statistically significant relationships were found between EFL teachers' PK needs and their reflections on RK, TKL, TPCK, and KDL.

Strong, negative, and statistically significant relationships existed between their reflections on the PCK, KR, PK, KEC, LPCK, CK, RK, and TPCK and the sixth scope. However, no statistically significant relationships were found between EFL teachers' KEC needs and their reflections on TKL and KDL. The data shows strong, negative, and statistically significant correlations between EFL teachers' LPCK needs and their RK reflections. However, no statistically significant correlations were found between the needs of EFL teachers for LPCK and

their reflections on CK, PCK, RK, KR, PK, KEC, LPCK, TKL, TPCK, and KDL. Furthermore, there were strong, negative, and statistically significant relationships between the need for TKL among EFL teachers and their reflections on the CK, PCK, KR, PK, KEC, LPCK, RK, and TPCK. In contrast, there were no statistically significant correlations between EFL teachers' TKL needs and their reflections on TKL and KDL.

There were strong, negative, and statistically significant relationships between the need for TPCK among EFL teachers and their reflections on the KR, PK, KEC, LPCK, CK, PCK, RK, and TPCK. On the contrary, no statistically significant relationships exist between EFL teachers' TPCK needs and their reflections on TKL and KDL. There were strong, negative, and statistically significant relationships between EFL teachers' need for KDL and their reflections on KR, PK, KEC, LPCK, CK, PCK, and TPCK about the previous scope. However, there are no statistically significant relationships between EFL teachers' KDL needs and their TKL and KDL reflections. Overall, there was a strong, negative, and statistically significant correlation between EFL teachers' need for CPD and their reflections on current CPD ($r_s = -.961$, $n = 20$, $p = 0.01$). As a result, the CPD program should be based on teachers' reflections on the current program and its requirements.

CONCLUSION

The following conclusions are drawn from the research findings: First, EFL teachers struggle with the ten identified scopes of CPD for EFL teachers despite their varying degrees of difficulty. The CPD program's content should bridge the gap between what EFL teachers already know and what they do not. Third, in connection to what EFL teachers want and feel they require, they have demands and skills to grow in the CPD program. «Necessities» is the final and most crucial concept for identifying the target's needs. To perform effectively in the target situation, high school EFL teachers in the current study have similar demands on the scope of their CPD program. Second, the current CPD practices of EFL teachers were adversely reflected.

Furthermore, this occurred because the program needed to be subject-specific and matched with their target needs, and the content was chosen by school directors and higher authorities. As a result, the CPD program should be revised, and stakeholders should conduct program evaluations and include teachers' feedback if it is to achieve its goal. Finally, there was a strong, inverse correlation between EFL teachers' CPD needs and their reflection on current CPD. Based on this finding; the current CPD program they are engaging in does not fulfill the CPD needs of EFL teachers. As a result, stakeholders must pay attention to teachers' reflections on the current program and revise as necessary.

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БЕЗПЕРЕРВНИЙ ПРОФЕСІЙНИЙ РОЗВИТОК ВИКЛАДАЧІВ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ: РОЗДУМИ ТА ЦІЛЬОВІ ПОТРЕБИ

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У дослідженнях з питань освіти все більше уваги приділяється безперервному професійному розвитку вчителів, оскільки він може вплинути на якість викладання. Незважаючи на це, дослідження потреб вчителів англійської мови як іноземної у безперервному професійному розвитку були обмеженими. Щоб подолати цю прогалину, у цій статті досліджувалися роздуми вчителів англійської мови як іноземної щодо цільових потреб безперервного професійного розвитку. У цьому роботі використовувався змішаний метод дослідження, який включає як кількісний, так і якісний підходи для відповіді на завдання дослідження. Учасники дослідження включали 20 викладачів англійської мови як іноземної, які викладають у державних середніх

школах, а дані збирали за допомогою тесту, анкет та інтерв'ю. Висновки показали, що вчителі англійської мови як іноземної мають різні погляди на свої професійні недоліки, бажання та потреби. Крім того, вчителі англійської мови як іноземної зазначили, що поточна програма безперервного професійного розвитку, яка практикується в їхній школі, ніколи не проводилася з метою допомоги їм розвинути свою професійні уміння. На двосторонньому рівні 0,01 спостерігалася сильна негативна кореляція між цільовими потребами вчителів англійської мови як іноземної у безперервному професійному розвитку та їхніми рефлексіями щодо поточного безперервного професійного розвитку ($r_s = -0,961$, $n = 20$, $p = 0,01$). Нарешті, дослідження рекомендує переглянути програму безперервного професійного розвитку; зацікавлені сторони повинні провести оцінку програми, а потім включити в неї міркування вчителів і цільові потреби для безперервного професійного розвитку.

Ключові слова: безперервний професійний розвиток; викладачі англійської мови як іноземної; роздуми; цільові потреби.