

# Teachers' Voice: A Needs Analysis of Teachers' Needs for Professional Development with the Emergence of the Current English Textbooks

Hind M. AL-Qahtani<sup>1</sup>

<sup>1</sup> Curriculum and Instruction Department, King Saud University, Riyadh, Saudi Arabia

Correspondence: Hind M. AL-Qahtani, Curriculum and Instruction Department, King Saud University, Riyadh, Saudi Arabia. E-mail: Hind-matesol@hotmail.com

Received: April 24, 2015 Accepted: June 28, 2015 Online Published: July 26, 2015

doi:10.5539/elt.v6n8p128 URL: <http://dx.doi.org/10.5539/elt.v6n8p128>

## Abstract

The study attempts to reveal the attitudes' of the English teachers toward teachers' professional development, to identify the needs of English teachers for Teachers' professional development, to clarify the challenges that faced by English teachers throughout their teachers' professional development. The study uses a descriptive methods to describe and analyse the needs of English teachers for TPD. In the present study, the sample population consists of 40 EFL teachers chosen randomly, both female and male English teachers working in AL-Quwayiyah town in Saudi Arabia during the academic year 2014-2015. In order to achieve the goals of the study, two main data collection instruments are used: (1) a questionnaire and (2) semi-structured interviews. The questionnaire is consisted of three dimensions each demission has 17 multiples statements while interviews are conducted with eight English teachers both male and female English teachers in order to identify the quality of TPD they attended, their satisfaction toward the teachers' professional development, their expectations as well as their suggestions for better teachers' professional development. The findings of the study clarifies that TPD is essential and effective with the emergency of the current English textbooks. TPD increases teachers learning, achievement and improves teaching quality. As a result, teachers' professional development results in improving students' success and achievement.

**Keywords:** attitude, challenge, needs anlysis, professional development, teacher's need, teacher's voice

## 1. Introduction

### 1.1 Background

Saudi English language teachers struggle with the emergence of the new English textbooks, they cannot figure out what and how to teach the new English textbooks and cannot negotiate the curriculum frameworks, pre-packed program, district guidelines that they find in their new positions as facilitates. The need of teachers' professional development emerries because of the need of change in the way of teaching English language and because of the teachers needs of more care, more professional development, more training courses, and the need to get to know about the future goals of the new Saudi English language textbooks. Therefore, the research seeks to find a models for preparing teachers to determine how best to teach content and then equip those teachers with knowledge and skills that will enable them to do so. Thus, the research aims to increasing the quality of in-service teachers, enhancing the proficiency and professionalism of teaching and teachers.

The professional development's needs can be approached from two perspectives: the target language needs which stands for improving and maintaining teacher English proficiency and the pedagogical needs which stands for gaining knowledge and skills for language teaching. Hayes Mizell (2010) clarifies that Professional development yields three levels of results: (a) educators learn new knowledge and skills because of their participation; (b) educators use what they learn to improve teaching and leadership; and (c) student learning and achievement increase because educators use what they learned in professional development.

The reason behind choosing the topic of the research is the awareness of raising the teaching quality which is one of the most important factors that arises students achievement this can be achieved through professional developments for teachers. Hayes Mizell (2010) clarifies that professional development provides ongoing opportunities for educators to continue to improve their knowledge and skills so that, they can help students achieve what is supposed to be achieved. When educators learn, students learn more. Nevertheless, anyone

concerned about their students' futures will want to support a cycle of continuous professional growth for educator.

The research is beneficial to the Ministry of Education English department, to the English language development project, to English language supervisors, to English language teachers, and researchers in language learning and language teaching.

This research is a kind of useful study for Saudi English teachers. It would picture the needs for teachers' professional development, draw lines for preparing English teachers to improve their language levels of proficiency as well as their ways of teaching quality to grow up as professional teachers. The research gives the opportunities for English teachers to express their attitudes towards their needs for professional development and to express some challenges they may face throughout the process of the professional development.

### *1.2 The Context of the Study*

Saudi English teachers with the emergence of the current curriculum, feel that they are under pressure because they cannot figure out which activity, method should be applied or where or how it should be carried out, they don't know how to apply the new methods and strategies. As a result, King Abdallah for development of English program aims to improve the effectiveness of teaching English through curriculum development. The program aims to prepare English teachers and administrators of English to cope with the development of English language and curriculum. The public administration in the eastern region carried out a test of language skills versant for 600 teacher of English in schools in the eastern region and in the light of the results will determine the training needs to be targeted in the developmental training courses in the field of language by the development of educational services internally and externally company.

English language curriculum has witnessed substantial developments over the past decades. The process of curriculum development is a dynamic process involving interrelated elements of needs analysis, goals placement, implementation, and program evaluation (Richards, 2011). Thus, the information of the research that will be collected from the needs analysis will be focused on What effective professional development should be. The effective professional development is designed to foster the growth of teachers that can be used for their further development. Richards argues that in some contexts, textbooks may provide the ground for the content of the lessons, and the type of linguistic practice the learners engage in

Professional development can barge the gap between the teachers, students, and textbooks.

Cohen and Ball (1999, 2000) The Figure above shows a model of instruction as a dynamic activity that occurs over time and through multiple interactions of teachers, students, and curricular materials within a specific school context. For professional development to lead to substantial instructional changes and improvements in student learning, it needs to (1) address all aspects of the instructional triangle and their interactions in context, (2) be implemented in a highly aligned manner and (3) include time for teachers to collaborate during the change process.

According to Hutchinson and Torres (1994), the significance of the textbook becomes more vivid in periods of change. Textbooks may act as go-betweens and possible agents for change during educational innovation because of many reasons; first textbooks act as a tool for teacher and learner training, textbooks provide a picture of how the renewal will look like and they provide the psychological support to instructors.

### *1.3 The Importance of the Research*

Teachers are part of the educational process and their place are at the center of the development of education. So, it is important to revise teacher preparation in order to provide an effective teacher education and an effective and suitable professional development to foster the growth of teachers that can be used for their further development. Saudi EFL teacher's preparation should be shifted from only focusing on training teachers to focusing on teacher development.

Pesola (1994) suggested that foreign language teachers today demand a combination of competencies and background which may be unprecedented in the preparation of language teachers. They suggested that strong professional development is essential. Thus, professional development program contributes to the development of the teaching quality of the English language teachers.

The research aims to raise students' achievements, to improve the quality of teaching., to provide pedagogical content knowledge and skills for applying and using them for teaching the new current textbooks, to prepare English teachers for negotiating the needs of the students, to decide what to teach and how to teach these, to prepare English teachers to grow up as professional teachers.

#### *1.4 The Statement of the Problem*

Nelson Graff (2011) conveys that a lot of studies show that many new teachers struggling with curriculum either on a basic level—figuring out what and how to teach—or on a more conceptual level—negotiating the curriculum frameworks, pre-packaged programs, and district guidelines that they find in their new positions.

Thus, nowadays and with the emergence of the current Saudi English textbooks and with the new position of teachers, there is a need of change in the language teaching and language learnings because teachers are ultimately in a crucial position in language teaching and learning. They have a great effect on student's achievement as well as their future.

Saudi English teachers seem to have emotional difficulties and they got tired, stress, suffering, feeling disappointment and scared, with the emergence of the new English textbooks because the new curriculum is student-centered and teachers could not understand with which approach the curriculum is prepared for teachers. Thus, English teachers continue using very traditional teaching methods his is because English teachers lack of an adequate and effective in-service training, professional development and teachers' preparation to teach the new English textbooks as well as the misunderstanding of EFL teachers' new roles in the process of the application of the new curriculum.

#### *1.5 Research Questions*

The current study aims to answer the following questions:

- 1- What are teachers' attitudes towards teacher's professional development provided by the Ministry of Education?
- 2- What are the professional needs of Saudi English foreign language teachers?
- 3- What challenges do teachers face throughout the professional development?
- 4- Are there any differences between teachers according to (A) age, (B) qualification, (C) marital status, (D) years of experience variable, (E) the stage teachers teach as well as (F) teachers attending of TPD?

## **2. Review of Literature**

### *2.1 Professional Development*

Professional development is understood and described in different ways. Humammed N. K. (2011) clarifies that Professional Development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively.

Hayes Mizell (2010) Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities.

Lino (2014) clarifies that the professional activity should: a) have good knowledge and good relationship with content subject; b) know in depth the curriculum and be able to recreate it according to the work situation; c) meet the learner and learning needs; d) master the processes of education, the various methods and techniques and relating them to the objectives and curriculum content; e) be familiar with the work context, namely the school and the education system; f) know himself/herself as a professional. To accomplish these competencies requires an ongoing training which leads to a process of professional development throughout the professional cycle.

### *2.2 Teachers Education*

Teachers' Professional development for experienced teachers is essential to improve students' learning. It is important to take into consideration the period of reform of education to shed light into professional development. Due to the developments that occur in language teacher preparation with the emergence of the current textbooks. Language teacher education has started to consider the professional development of the English language teachers for reasons that have to do with the need to equip students with a high The professional needs of English language teachers represents an area worthy of investigation as such needs are subject to constant changes and modifications in the Ministry of Education

Oliveira-Formosinho (2013) stated that professional development is a more experiential and more integrated process thus steadily moving away from the purely individual aspect towards valuing development in context. This model of in-service training is conceptualized as an ecological model of professional development, where

teachers and their work contexts influence each other on the development of early childhood quality practices.

Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce. As OECD's comparative review on teachers noted (OECD, 2005).

### *2.3 Teachers' Professional Development and Materials Development*

Textbooks services as a kind of tools for teachers' training by giving teachers ideas on how to teach lessons and provide them for the content of the lessons so that through the current textbooks, the teachers' professional development can be possible.

Masuhara (2006) argues that materials development is one of the most effective approaches to teachers development and that can be help teachers become more aware, able, critical, creative and effective in their teaching. As Masuhara (2006) points out After a teacher training course, teachers have knowledge and skills. After a materials development course, teacher not only have knowledge and skills but also martials they can use tomorrow.

Sahin, S. (2013) emphasized in the new curriculum, the teacher is assigned the role of organizer, director and facilitator instead of teacher. Teachers must believe the curriculum's philosophy and use the various teaching methods and techniques properly through use of the instructional technologies.

Tan (2006) describes how a group of student teachers developed themselves through a materials development project as part of a teacher education program.

### *2.4 Teachers Reflectiveness and Reflective Practice*

It is important for teachers during the professional development to consider how best to refresh their practice, to get better at what they do, to benefit from good practice that they may have seen in others, or to avoid aspects of their own practice that students or others have told them needs correction because if teachers do what they always did, then they will always get what they always got.

Richards and Farrell (2005) assert that teacher development involves teachers in understanding themselves and their teaching; in analyzing their teaching practices, beliefs, values and principles; in keeping up-to date with theories and trends; and in sharing their experiences with colleagues.

Donald Schon (1983) identified "Reflective Practice" as the capacity to reflect on action so as to engage in a process of continuous learning. John Dewey (1938) mentioned that learning must be based upon the actual life experiences of an individual that are interactive, experimental, and purposive in nature. Donald Schon (1983) expanded upon Dewey's model by focusing further upon the importance of reflective practice in the learning process. Schon was a proponent of using reflection in teacher education and other professions to guide learning through reflection on past experiences to guide future learning and practice. Reflective practice can be an important tool in practice-based professional learning settings where teachers learn from their own professional experiences, rather than from formal teaching or knowledge transfer.

Reflection on and about action is a central dimension of teachers' professional development widely cited in the literature of teacher education (Shön, 1983; Zeichner, 1993; Alarcão, 2002)

### *2.5 Teachers' Voice and Teachers' Change*

Any professional development might not attain its purposes unless teachers' voices are considered. Eisner (1991) claimed that teachers' voices were important educational resources. The researcher agrees that the voices of teachers are of upmost importance when deciding on the key components of PD; as they are not only the ones participating first-hand in these activities, but they are also those responsible for translating this knowledge into effective classroom teaching. Therefore, in an effort to more clearly define what makes an "effective" PD program, the researcher in this study has explored teacher perspectives of key components of PD programs.

When considering the topic of teacher change, it is important first to understand the literature related to teacher effectiveness. Teachers are assumed to be effective if students achieve and learn better.

Most of the studies reviewed explore the effectiveness of programs on personal changes of teachers' cognitions, beliefs and practice as well as pupil change and teacher satisfaction. Most researchers agree that, for teacher change to happen, professional development should: Be of longer duration. Professional development is more effective in changing teachers' practice (at least as self-reported) when it is of longer duration (Porter et al., 2000). Longer-term professional development permits more time for teachers to learn about their own practice, especially if it includes follow-up (Joyce & Showers, 1995; Stein et al., 1999). Make a strong connection

between what is learned in the professional development and the teacher's own work context. This is especially relevant if the professional development is organized outside of the school.

### *2.6 Time as a Factor of Professional Development*

There is never enough time in the school day (or year) for teachers to do all of the things that need to be done, but time is a necessary component for learning to occur. It takes extended time to implement changes in practice and classroom culture (Supovitz & Turner, 2000). Yoon et al. (2007) examined nine controlled studies of professional development efforts to determine how much time is necessary for an impact. Of course, in general, the more time invested, the better the results. Yoon and colleagues noted that when efforts were less than 30 hours, they showed no significant effects on student learning. Efforts that ranged between 30 and 100 hours, with an average of 49 hours, showed positive and significant effects on student achievement. Saxe et al., (2001) focused on increasing students' conceptual understanding of fractions through increasing teachers' pedagogical and content knowledge and providing time for collegial support. Hayes Mizell (2010) clarified that School system administrators must encourage and support each school in taking responsibility for professional development and must provide the time and facilitation for educators to learn what they need to know to address students' learning problems. Educators who organize and facilitate professional development must understand what student learning needs.

### *2.7 Students' Achievements as Results of Teachers' Development*

John Merrow (2001) describes teaching as "the noblest profession" and "the heart and soul of a school. Most researches show that teaching quality is one of the most important factors in raising student achievements. Teachers must have help in the form of "more intensive teacher training, more meaningful licensing systems, and more thoughtful professional development." In other words, the systems that support teacher development need to be improved and to be taken into considerations to have better results. Wei et al. (2009) clarified that Effective professional development focuses on improving instructional practice by giving teachers new knowledge and techniques for assessing learning with the ultimate goal of improving the learning of students. So, as a result, improved student performance is the result of improved teaching skills. We cannot expect students to change what they do if we are content for teachers to continue doing what they have always done, as an old adage puts it "if you do what you've always done, you will get the results you've always gotten". Through review of the literature it is good to know that the effective professional development for teachers will be effective and successful if it takes place over time, more than one session, focus on helping teachers to acquire new methods and put what they learned into practice not just acquire new information and behavior, the successful teachers professional development should change teachers assumptions and their ways of thinking.

## **3. Methodology**

### *3.1 Research Design*

This is a descriptive qualitative study with a randomly selected sample to reveal the attitudes' of the English teachers toward teachers' professional development, to identify the needs of English teachers for Teachers' professional development and to convey the attitudes of English teachers' toward the teachers professional development. The current study uses qualitative methods that describe and analyse the needs of English teachers for teachers' professional development. The study design constructed here is based on the study of questions. These questions have been raised from the researcher's knowledge and the conducted literature review.

### *3.2 Population and Sample of the Study*

In the present study, the sample population consists of EFL teachers. They were chosen randomly. The participants are 40 both female and male English teachers working in AL-Quwayiyah town in Saudi Arabia during the academic year 2014-2015.

### *3.3 The Instruments of the Study*

The main instruments used for the purpose of data collection are a questionnaire as well as a semi-structure interview. The questionnaire is distributed among English teachers at AL-Quwayiyah town both female and male English teachers. The questionnaire is consisted of three dimensions each demission has 17 multiples statements. A survey questionnaire is used to elicit the perspectives of teachers toward their need for teachers' professional development. In order to achieve the goals of this study, two main data collection instruments were used: (1) a questionnaire and (2) semi-structured interviews. The questionnaire is consisted of three items. It is divided into three parts. The first part is related to teachers' perspectives toward TPD, a 5-point rating scale starting by strongly agree, agree, strongly disagree, disagree. The Second part is related to challenges teachers face throughout the TPD, a 6-point rating scale. The third part is related to teachers' professional needs a 6-point

rating scale. In addition to the questionnaire, 7 semi-structured interviews are conducted with the eight participants.

Table 1. Cronbach's Alpha Coefficient A. Cronbach's correlation coefficient is used to verify the construct validity of the questionnaire

NO.	The Axis	Cronbach's Alpha
1	Teachers' attitudes Towards TPD	0.873
2	Challenges Teachers Face throughout the TPD	0.618
3	Teachers' Professional Needs	0.816
The Total		0.761

Table 1 declares that the study scale has statistically acceptable reliability as the value of the overall reliability coefficient (Alpa) is 0.761 and it is a high degree of reliability as the stability coefficients ranged between (0.618-087) and they are high rates of reliability that can be trusted in the current study. Therefore, the questionnaire is valid to be applied on the sample of the study.

#### 4. Results

**First Question:** What are teachers' attitudes towards teacher's professional development provided by the Ministry of Education?

Table 2. Frequencies, percentages, means, SDs of the first axis (Teachers' Attitudes Towards TPD)

	Teachers' Attitudes Towards TPD	Response Degree										Mean	Standard Deviation	Rank
		Strongly Agree		Agree		Neutral		Strongly Disagree		Disagree				
		F	%	F	%	F	%	F	%	F	%			
1	Teachers' Professional development is essential with the emergency of the new textbooks.	28	70.0	11	27.5	1	2.5	0	0	0	0	4.68	0.526	4
2	Need assessment is necessary before launching teachers' professional development.	24	60.0	13	32.5	2	5.0	0	0	1	2.5	4.48	0.816	2
3	Teachers' professional development increases teachers learning and achievement.	23	57.5	15	37.5	2	5.0	0	0	0	0	4.53	0.599	3
4	Professional development improves teaching quality.	23	57.5	15	37.5	2	5.0	0	0	0	0	4.53	0.599	3
5	Professional development results in improving student success.	20	50.0	15	37.5	4	10.0	0	0	1	2.5	4.33	0.859	1
Overall Mean												4.51	0.56	

The study results in Table 2 showed that

1- The first rank of item (1) which states: Teachers' Professional development is essential with the emergency of the new textbooks with the mean 4.68 and SD 0.526 and strongly agree of appreciation.

2- The second rank of item (2) which states: Need assessment is necessary before launching teachers' professional development. With the mean 4.48 and SD 0.816 and strongly agree of appreciation.

3- The third rank of item (3) which states: Teachers' professional development increases teachers learning and achievement with the mean 4.53 and SD 0.599 and strongly agree of appreciation.

4- The fourth rank of item (4) which states: Professional development improves teaching quality with the mean 4.53 and SD 0.599 and strongly agree of appreciation.

5- The fifth rank of item (5) which states: professional development improves teaching quality with the mean 4.33 and SD 0.859 and strongly agree of appreciation.

The overall mean is 4.51 and with SD 0.56 and strongly agree of appreciation.

**Second Question:** What are the professional needs of Saudi English foreign language teachers?

Table 3. Frequencies, percentages, means, standard deviations of the second axis (Professional Needs)

No	Challenges Teachers Face throughout the TPD	Response Degree										Mean	Standard Deviation	Rank
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree				
		F	%	F	%	F	%	F	%	F	%			
1	Attending teachers' professional development is obligatory.	5	12.5	16	40.0	6	15.0	7	17.5	6	15.0	3.15	1.331	4
2	Teachers' professional development addresses all teachers' needs and wants.	3	7.5	13	32.5	12	30.0	5	12.5	7	17.5	3.05	1.154	5
3	Teachers face personal problems when attending in-service training.	8	20.0	18	45.0	9	22.5	3	7.5	2	5.0	3.65	1.099	2
4	Teachers are involved in the process of teacher professional development.	7	17.5	15	37.5	7	17.5	3	7.5	8	20.0	3.38	1.213	3
5	The duration of teachers' professional development is suitable.	5	12.5	20	50.0	13	32.5	2	5.0	0	0	3.65	.893	2
6	Teachers' Professional development is effective.	13	32.5	19	47.5	8	20.0	0	0	0	0	4.13	.723	1
<i>Overall Mean</i>												3.50	0.67	

The study results in Table 3 showed that

1- The first rank of item (1) which states: Attending teachers' professional development is obligatory with the mean 3.15 and SD 1.331 and neutral of appreciation.

2- The second rank of item (2) which states Teachers' professional development addresses all teachers' needs and wants With the mean 3.05 and SD 1.154 and neutral of appreciation.

3- The third rank of item (3) which states Teachers face personal problems when attending in-service training with the mean 3.65 and SD 1.099 and agree of appreciation.

4- The fourth rank of item (4) which states: Teachers are involved in the process of teacher professional development with the mean 3.38 and SD 1.213 and neutral of appreciation.

5- The fifth rank of item (5) which states the duration of teachers' professional development is suitable with the mean 3.65 and SD 0.93 and agree of appreciation.

6- The sixth rank of item (6) which states Teachers' Professional development is effective with the mean 4.13 and SD 0.723 and agree of appreciation.

7- The overall mean is 3.50 and with SD 0.67 and agree of appreciation.

**Third Question:** What challenges do teachers face throughout the professional development?

Table 4. Frequencies, percentages, means, standard deviations of the third axis (challenges faced by teachers)

No.	Teachers' Professional Needs	Response Degree										Mean	Standard Deviation	Rank
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree				
		F	%	F	%	F	%	F	%	F	%			
1	Improving and maintaining teachers' English proficiency.	14	35.0	14	35.0	5	12.5	2	5.0	2	12.5	3.83	1.196	6
2	Gaining knowledge and skills for language teaching quality.	22	55.0	14	35.0	4	10.0	0	0	0	0	4.45	.677	1
3	Curricular guidance.	14	35.0	21	52.5	4	10.0	0	0	1	2.5	4.20	.723	3
4	Training on formation of tests and quizzes.	15	37.5	17	42.5	6	15.0	0	0	2	5.0	4.13	.853	4
5	Training on Classroom discipline and management.	21	52.5	14	35.0	5	12.5	0	0	0	0	4.40	.709	2
6	Training on using technology.	16	40.0	14	35.0	6	15.0	1	2.5	3	7.5	4.03	1.050	5
Overall Mean												4.173	0.64	-

The study results in Table 4 showed that

1- The first rank of item (1) which states: improving and maintaining teachers' English proficiency with the mean 3.83 and SD 1.19 and agree of appreciation.

2- The second rank of item (2) which states Gaining knowledge and skills for language teaching quality with the mean 4.45 and SD 0.677 and strongly agree of appreciation.

3- The third rank of item (3) which states Curricular guidance with the mean 4.20 and SD 0.723 and agree of appreciation.

4- The fourth rank of item (4) which states: Training on formation of tests and quizzes with the mean 4.13 and SD 0.853 and agree of appreciation.

5- The fifth rank of item (5) which states Training on Classroom discipline and management with the mean 4.40 and SD 0.709 and strongly agree of appreciation.

6- The sixth rank of item (6) which states Training on using technology with the mean 4.03 and SD 0.105 and agree of appreciation.

The overall mean is 4.173 and with SD 0.64 and agree of appreciation.

**Fourth Question:** Are there any differences between teachers according to (A) age, (B) qualification, (C) marital status, (D) years of experience variable, (E) the stage teachers teach and (F) teachers attending of TPD.

Table 5. Kruskal Wallis Test analysis for differences between the means of teachers' attitudes towards TP according to age variable

Age	N	Mean Rank	Chi-Square	Df	Sig.
26- 30	22	17.77			
31- 35	10	21.65	2.217	2	0.330
36- and more	7	24.64			
Total	39	64.06			

Table 5 illustrates that there are no statistically significant differences between the mean responses of the sample of the study depending on the age variable. as the value of the significance level (0.330) greater than (0.05) which is statistically significant.

Table 6. Kruskal Wallis Test analysis for differences between the means of teachers' attitudes towards TPD according to qualification variable

Qualification	N	Mean Rank	Chi-Square	df	Sig.
Bachelor	6	18.25			0.840
Bachelor of education	28	20.63	.349	2	
Master	6	22.17			
Total	40	61.05			

Table 6 illustrates that there are no statistically significant differences between the mean responses of the sample of the study depending on the qualification variable

Table 7. Kruskal Wallis Test analysis for differences between the means of teachers' attitudes towards TPD attitudes according to marital status variable

Status	N	Mean Rank	Chi-Square	df	. Sig.
Married female	25	21.66	1.991		0.370
Non -married female	8	15.31		2	
Married male	7	22.29			
Total	40	59.26			

Table 7 illustrates that there are no statistically significant differences between the mean responses of the sample of the study depending on the marital status variable.

Table 8. Kruskal Wallis Test analysis for differences between the means of teachers' attitudes towards TPD according to teaching stage variable

Stage they teach	N	Mean Rank	Chi-Square	Df	Sig.
Primary	8	24.63	4.653		0.098
Intermediate	8	12.88			
Secondary	24	21.67		2	
Total	40	59.18			

Table 8 illustrates that there are no statistically significant differences between the mean responses of the sample of the study depending on the teaching stage variable.

Table 9. Kruskal Wallis Test analysis for differences between the means of teachers' attitudes towards TPD according to years of experience variable

Years of experience	N	Mean Rank	Chi-Square	df	Sig.
1 – 5	21	19.55	1.221		0.748
6 – 10	9	19.33			
11 – 14	5	25.60		3	
15 - and more	5	21.50			
Total	40	85.98			

Table 9 illustrates that there are no statistically significant differences between the mean responses of the sample of the study depending on the years of experience variable.

Table 10. Kruskal Wallis Test analysis for differences between the means of teachers' attitudes towards TPD according to attendance of TPD variable

Attendance of teachers professional development	N	Mean Rank	Chi-Square	df	Sig.
1 – 5	21	19.40	2.948		.400
6 – 10	13	21.19			
11 – 14	3	15.33		3	
15 - and more	3	30.33			
Total	40	86.25			

Table 10 illustrates that there are no statistically significant differences between the mean responses of the sample of the study depending on the years of experience variable.

## 5. Discussion

### 5.1 Discussion of First Question

The first question in the study is aimed to identify the teachers' perspectives of teachers' needs for teachers' professional development. The findings to this question have revealed that Teachers' Professional development is essential with the emergency of the new textbooks. This result is consistent with Borko (2004) "teachers' professional development is essential to efforts to improve our schools". In addition, the finding of the study clarifies that teachers' professional development increases teachers learning, students' achievement and improves teaching quality. This finding is consistent with, Hirsh (2001) has consistently found that the professional development of teachers is the best way to affect their quality of teaching. On the other hand, the findings have shown that need assessment is necessary before launching teachers' professional development.

### 5.2 Discussion of Second Question

The second question in the study aimed to identify the importance of taking into consideration the professional needs of Saudi English foreign language teachers. This finding is consistent with Adem Bayar (2014), who clarifies "that the teachers define any professional development activity as effective if it is organized based on teachers' needs and provided for a long time" (p. 322). Results of the study gaining from answer of the second question revealed that English teachers expect that the teachers' professional development to improve and maintain teachers' English proficiency, gain knowledge and skills for language teaching quality. As far as the professional needs of English language teachers are concerned, Also, the findings of the study show that the teachers' professional development expected to provide curricular guidance, training on classroom discipline and management. Training on formation of tests and quizzes are necessary needs of English teachers. The study rises the importance of using technology in teaching English. As a result, training on using technology is important especially with the emergent of the current textbooks.

### 5.3 Discussion of Third Question

The third question in the study aimed English language teachers face multiples challenges. One of them is that the majority of the teachers' professional development is somehow is not obligatory, although the sample of the

study agree that the duration of teachers' professional development is suitable and TPD is an effective program. This finding is coherent with the results of Hirsh (2001), and Hodkinson and Hodkinson (2005), who argued the inefficiencies of short-term engagement in professional development activities and found that long-term engagement in professional development activities, have a deep and lasting influence on teachers' learning.

The finding of the study clarifies that teachers face personal problems and challenges specially from female teachers such as timing, attending the professional development and the transportation. The results of the study revealed that not always teachers' professional development addresses all teachers' needs and wants. The finding is consistent with the results of Harris et al. (2005), who found that when professional development programs directly meet individual needs of teachers, they are the most effective type of programs. The finding of the study reveals that teachers are considered to be involved in the process of teachers' professional development. This finding is consistent with the results of Sandholtz and Scribner (2006) and Starkey et al. (2009), who found the importance of teacher involvement in the design/planning of professional development activities and declared that teachers should be included in developing and approving of professional development activities

#### *5.4 Discussion of Fourth Question*

The results revealed after using Kruskal Wallis Test that there are no significant difference between the sample of the study according to (A) age, (B) qualification, (C) marital status, (D) years of experience variable, (E) the stage teachers teach and (F) teachers attending of TPD.

4)-Are there any differences between teachers according to (A) age, (B) qualification, (C) marital status, (D) years of experience variable, (E) the stage teachers teach and (F) teachers attending of TPD.

#### *5.5 Discussion of Interview*

In their answers to the questions of the interview the results revealed that the majority of teachers attending the teachers' professional development for two reasons, to grow up as a professional, through having great knowledge in the methods of teaching and get the quality of teaching, having rich background knowledge and basics in teaching English language to their students as well as to enrich their CV and get respectful certificates for future job and life. It is clear from their responses that some of the TPD introduces them to how to manage the classroom, as well as class discipline. Some skills they gain are as cooperative learning which is useful for the students, and problem solving strategy which increase the students' ability to speak and think in English, the recent TPD introduces them to curriculum guidance especially with the emergence of the current English Textbooks. In their responses to the questions of the interview, teachers names some programs and courses they attended during the development of English Language programs. There are some programs provides by the Ministry of Education such as cooperative learning, class management, problem solving strategy. Language Acquisition, Learners' Differences, Teaching Methods, Classroom Management, Lesson Planning, Listening, Speaking, Reading, Writing, Assessment, "The Professional Development Project for English Language Supervisors and Teachers" An example of a workshop held by the publishers of the English curriculum such as MM publications, this kind of workshop aim to give teachers a picture on how to teach this publication.

On the other hand, teachers' responses to other questions of the interview with negative responses, teachers reveal that the majority of English teacher clarifies that the teachers' professional development they have attended so far has nothing to do increasing their English. Teachers express that not all teachers' professional development programs introduce them to the formation of designing tests and quizzes, or to using technology. Teachers explain that the TPD doesn't not provide them with researches. Teachers express that not all not all TPD provides them with all the information English teachers need to grow up as professional teacher. On the other hand, the majority of female English teachers clarify that they have challenges attending each teachers' professional development they have difficulties with transportation, other mentioned that the timing and the location are a sort of challenge to them on the other hand, there are some challenges after attending the teachers' professional development such as how to get the certificate, how to apply what they have learned because most of the program are not practical and actually, there is no practical application, some other teachers explain that application is not possible due to the numbers of periods and students. As a result, most of female and male English teachers are not fully satisfied with the quality of the teachers' professional development, they mentioned that they are somehow good, good so far and to some extent they are good, the reasons behind their lack of satisfactions is that teachers are not informed about the topics of the program . They don't take all teachers' needs into considerations, and teachers are not be expected to be involved in the teachers' professional development designing and formation. Most of teachers are looking forward to having more beneficial teachers' professional development in the future.

## 6. Conclusion

English language teachers today demand a combination of competencies and background. So teachers' professional development is essential. Teachers' professional development program can contribute to the development of the teaching quality of the English language teachers. Raising the teaching quality is one of the most important factors that arises students achievement. Improving students' performance is the results of improved teaching skills we cannot expect students to change what they do if we are content for teachers to continue doing what they have always done, as an old adage puts it if you do what you have done, you will get the results you have always gotten. Therefore, Saudi EFL teacher's preparation should be shifted from only focusing on training teachers to focusing on teacher development

It is important to revise teachers' preparation and take teachers' voices into consideration in order to provide an effective teacher education and an effective and suitable professional development. The needs of teachers' professional development emerges because of the need of change in the way of teaching English language. Thus, the research aims at increasing the quality of in-service teachers, enhancing the proficiency and professionalism of teaching and teachers.

The findings of the study clarifies that teachers' Professional development is essential and effective with the emergency of the current English textbooks. Teachers' professional development increases teachers learning, achievement and improves teaching quality. As a result, teachers' professional development results in improving students' success and achievement.

## 7. Recommendations

In respect to the research conducted and the results obtained the following recommendations can be drawn in relation to the class development, Teachers' professional development should provide English teachers with time, necessary teaching resources and link to continue to learn how to teach to improve their quality of teaching and train them on e-learning. Teachers' professional development should not only provided skills and knowledge to teachers but also improve and maintain teachers' English proficiency. Training on formation of making Quizzes tests should be provide during the teachers' professional development Teachers' professional development should seek some solutions to some challenges that English teachers face especially female English teachers such as difficulties with transportation, timing and locations. Teachers' professional development should be more practical and should contain a practical application .Teachers should be involved in teachers' professional development process, designing and formation. Teachers should be informed about the topics of the program in advance Teachers' professional development should take into consideration teachers' needs and wants. Linkage between pre-service teacher education and in-service teacher education should be guaranteed for that some teachers feel a gap between what they received at university and school teaching.

## Acknowledgements

First of all I would like to praise Allah, Almighty, who has given me the ability to accomplish this study. I would like to thank my parents who supported me during my journey of my study. I would like to offer Special thanks to my supervisor Dr. Reem Al-Qarni, & Professor Dr. Yousef AL-Smaummar. Many thanks to my husband Faisal, to my brothers and sisters for caring. Warm thanks to my unborn baby for brining happiness into my life.

## References

- Alarcão, I. (2002). Escola reflexiva e desenvolvimento institucional. *Quenovasfunçõessupervisiva?* In J. Oliveira-Formosinho (Org.), *Asupervisãonaformação de professores I – Da sala à escola* (pp. 217-238). Porto: Porto Editora.
- Bayar, A. (2014). The Components of Effective Professional Development Activities in terms of Teachers' Perspective. *International Online Journal of Educational Sciences*, 6(2). <http://dx.doi.org/10.15345/iojes.2014.02.006>
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(3), 3-15. <http://dx.doi.org/10.3102/0013189X033008003>
- Cohen, D. K., & Ball, D. L. (2000). Instructional innovation: Reconsidering the story. Paper presented at the meeting of the American Educational Research Association, *New Orleans*.
- Dewey, J. (1938). *Experience & Education*. New York, NY: *Kappa Delta Pi*.
- Eisner, E. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Englewood Cliffs, NJ: *Prentice-Hall*.

- Hayes, M. (2010). Why Professional Development Matters, *Learning Forward, 2010 available online for free download* www.learningforward.org/advancing/whypdmatters.cfm
- Hirsh, S. (2001). We're growing and changing. *Journal of Staff Development, 22*(3), 255-258.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal, 48*(4), 315. <http://dx.doi.org/10.1093/elt/48.4.315>
- Lino, D. (2014). Early Childhood Teacher Education: How to Enhance Professional Development. *Journal Plus Education / Educatia Plus, 11*(2), 200-209.
- Masuhara, H. (2006). Materials as a teacher development tool. In J. Mukundan (Ed.), readings on ELT Materials ii. Petaling Jaya; pearson Malaysia.
- Meister, D. M. (2010). Experienced secondary teachers' perceptions of engagement and effectiveness: A guide for professional development. *The Qualitative Report, 15*(4), 880- 898.
- Morrow, J. (2001). Choosing excellence. *Lanham, MD: Scarecrow*.
- Nelson, G. (2011). An Effective and Agonizing Way to Learn: Backwards Design and New Teachers' Preparation for Planning Curriculum. *Teacher Education Quarterly, Summer 2011*.
- OECD. (2005). *Teachers matter. Attracting, developing and retaining effective teachers*. Paris: OECD.
- Oliveira-Formosinho e J. Formosinho (Orgs.), (2001). *Associação Criança: Um contexto de formação em contexto*. Braga: Livraria Minho.
- Richards, J. C. (2011). Curriculum development in language teaching. *Cambridge: Cambridge University Press*.
- Richardson, V. (2003). The dilemmas of professional development. *Phi Delta Kappan, 84*(5), 401-406. <http://dx.doi.org/10.1177/003172170308400515>
- Şahin, S. (2013). Education supervisors' views on the new curriculum and its implementation in primary schools. *Egitim Arastirmalari-Eurasian Journal of Educational Research, 53*, 1-20. <http://dx.doi.org/10.14689/ejer.2013.53.1>
- Saxe, G., Gearhart, M., & Nasir, N. S. (2001). Enhancing students' understanding of Mathematics: A study of three contrasting approaches to professional support. *Journal of mathematics teacher education, 4*, 55-79. <http://dx.doi.org/10.1023/A:1009935100676>
- Shön, D. (1983). *The reflective practitioner*. New York: Basic Books.
- Tan, B. T2006. Student teacher-made language teaching materials; A development approach to materials development. In J. Mukundan (ed.), focus on ELT materials. *Malaysia: Petaling Jaya: person*.
- Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. L. (2007). Reviewing the evidence on how teacher professional development affects student achievement. (Issues & Answers Report, REL 2007- No. 033). *Washington, DC: US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest*.
- Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. *Dallas, TX: National Staff Development Council*.

## Appendix (A)

### Questionnaire

Dear teachers: Your cooperation is appreciated since you are the core of the research. Please, spare few minutes of your valuable time to answer the questionnaire. Do not forget that your sincere and real answers are of great value.

NO	Teachers' attitudes Towards TPD	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	Teachers Professional development is essential with the emergency of the textbooks.					
2	Need assessment is necessary before launching teachers' professional development.					
3	Teachers' professional development increases teachers learning and achievement.					
4	Professional development improves teaching quality.					
5	Professional development results in improving student success.					
NO	Challenges Teachers Face throughout the TPD	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	Ending teachers' professional development is obligatory.					
2	Teachers' professional development addresses all teachers' needs and wants.					
3	Teachers face personal problems when attending in-service training.					
4	Teachers are involved in the process of teacher professional development.					
5	The duration of teachers' professional development is suitable.					
6	Teachers' Professional development is effective.					
NO	Teachers' Professional Needs	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	Improving and maintaining teachers' English proficiency.					
2	Gaining knowledge and skills for language teaching quality.					
3	Curricular guidance.					
4	Training on formation of tests and quizzes.					
5	Training on Classroom discipline and management.					
6	Training on using technology.					
NO	Teachers' Perspectives after Attending TPD	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	The purpose of the training is clear and achievable.					
2	TPD Provides knowledge about standards and curriculum teachers' use.					
3	TPD Provides a strong foundation in the pedagogy of particular discipline					
4	TPD Provides sufficient time and support and resources to enable teachers to master new content and pedagogy.					
5	Teachers Professional development provides you with information you need To gain professionally.					
6	TPD deepens and broadens knowledge of content of the current textbook.					
7	TPD engages and addresses the complexity of teaching.					
8	Teachers' Professional development changes teachers' belief.					
9	TPD helps teachers to integrate the pedagogy and the content into practice.					
10	TPD Contributes to measurable improvement in student achievements.					

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).