

Teachers' Perception on Professional Development Needs of Primary EFL Teachers

Nirwana¹, Anisa Rizky Ananda², Pamastu Narpaduita³, Iin Inawati⁴

Universitas Ahmad Dahlan, Indonesia

¹ 2207042006@webmail.uad.ac.id, ² 2207042010@webmail.uad.ac.id,

³ 2207042013@webmail.uad.ac.id, ⁴ iin.inawati@mpbi.uad.ac.id

Abstract

This qualitative study investigates the professional development needs of primary school English as a Foreign Language (EFL) teachers in Yogyakarta, Indonesia. The research aims to explore teachers' perceptions regarding their language proficiency, pedagogical strategies, and subject knowledge needs through semi-structured interviews. Participants included two EFL teachers selected based on their teaching experience. Data were collected via recorded interviews, transcribed, and analyzed using thematic analysis to identify key themes related to teachers' professional development needs. Findings indicate a strong demand among teachers for continuous development in language skills, innovative pedagogical approaches, and deeper subject knowledge. The study underscores the importance of tailored professional development programs that address these needs to enhance teaching effectiveness and student learning outcomes in primary EFL education. The study's discussion highlights the implications for future research on the professional development (PD) needs of primary EFL teachers.

Keywords: Teachers' Perception; Professional Development Needs; Primary EFL Teacher

INTRODUCTION

In the dynamic landscape of English as a Foreign Language (EFL) education, primary school teachers play a pivotal role in shaping young learners' linguistic competence and cultural understanding. There is increasing awareness that teachers must be carefully recruited and developed professionally throughout the course of their careers to be effective (Billingsley, 2004; Burns & Lawrie, 2015). Developing an effective means of supporting and retaining teachers is crucial to creating a quality learning environment for students and a supportive work environment for teachers (Evers & Kreijns, 2016; Polly et al., 2015). Professional development is necessary to fill in the gaps in the skill sets of new teachers, and to continue to develop the expertise of teachers (Evers et al., 2016). Professional development is necessary to keep the teacher up-to-date with the continuously changing practices, and student needs. Since teachers are indispensable in the implementation of the policies, calls for enhancing their instructional practice through professional development (PD) have mounted (see Hamid 2010, Emery 2012, Copland and Garton 2014, Enever 2014). However, ensuring their continuous professional development remains a cornerstone for sustaining effective teaching practices. Despite this, identification of teachers' needs as they relate to PD has not received sufficient attention.

Teachers' perception of their professional development needs serves as the compass guiding educational reforms and initiatives (Zepeda, 2019). Understanding these needs is essential for designing tailored training programs that resonate with teachers' aspirations and challenges. As expressed by Darling-Hammond (1995), professional development is not about trying to fix teachers, it's about creating a context in which they can develop their own expertise. This sentiment underscores the importance of acknowledging teachers' agency in their growth journey. Although English proficiency is a fundamental requirement, teachers often seek opportunities to improve their language skills, especially in specialized areas such as academic

vocabulary and language for specific purposes (Brown, 2016). Moreover, with the increasing emphasis on communicative competence and cultural sensitivity, teachers aspire to develop their cross-cultural communicative competence to foster meaningful language learning experiences (Mostafaei & Nosrati, 2018). Moreover, pedagogical needs form another cornerstone of the professional development of primary level EFL teachers (Wildan & Porsch, 2017). Beyond traditional teaching methodologies, educators aspire to enrich their pedagogical repertoire with innovative strategies that cater to diverse learning styles and promote learner autonomy (Paniagua & Istance, 2018). In addition, there is a growing demand to integrate technology-enhanced learning tools and encourage digital literacy among teachers and students. Empowering teachers with a deeper understanding of language acquisition theories, assessment practices, and curriculum design principles will equip them to navigate the complexities of EFL education with confidence and success (Heng, 2014).

Previous studies have focused on elaborating the kinds of challenges that teachers encounter in their classrooms (for example, Chen and Cheng 2010, Copland et al. 2014) and identified a number of pedagogical concerns, including implementing communicative approaches (for example, Butler 2005, Hamid and Honan 2012), assessing learning outcomes (for example, Wang 2002), incorporating corrective feedback (for example, Zhao 2009), utilizing code-switching for instruction (Qian et al. 2009) and examining the practical knowledge of teachers (for example, Chou 2008). Research that identifies teachers' PD needs in teaching EFL to primary school children is necessary to further elucidate an improved practice of PD that can help enhance teachers' instructional practice. This study is a response to the absence of such research. Therefore, this article will discuss teachers' perceptions of professional development needs at the primary level, which include the needs of teachers in terms of language, pedagogy, and knowledge. The study reported in this article is presented in the following order. First, the article elaborates the background of the study. Second, the article reviews the literature on PD and teacher needs. Third, it outlines the methodology used to collect and analyze the data by focusing on the research design, participants, instruments, data collection, and data analysis. Next is a section that presents the findings of the study. Finally, the discussion section discusses the findings and draws implications for future research and PD programs.

Afshar et al. (2017) stated that meeting teachers' PD needs is necessary for the lifelong professional development of in-service teachers and should be the focus of professional development courses, workshops, and other professional development programs. They explained that PD needs can be categorized into needs for teacher pedagogical knowledge and skills, teacher personal and interpersonal qualities, and teacher pedagogical knowledge needs. Therefore, teachers who want to improve their teaching-related knowledge and skills should focus on lesson planning, integrating language skills and subskills, teaching grammar in context, emphasizing form and meaning in grammar teaching, teaching pronunciation, and developing an effective pronunciation focus following instructions. Used in conjunction with listening activities, designing and implementing activities to improve students' speaking skills, designing and monitoring partner and group work activities, providing corrective feedback to students, creating a more student-centered classroom environment, Recognizing and Addressing Individual Differences in the Classroom, Assessment Formative, Vocabulary Teaching Strategies, and Effective Use of Reading Activities (d Afshar et al. , 2017).

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context, emphasizing form and meaning in grammar teaching, teaching pronunciation, and developing an effective pronunciation focus following instructions. Used in conjunction with listening activities, designing and implementing activities to improve students' speaking skills, designing and monitoring partner and group work activities, providing corrective feedback to students, creating a more student-centered classroom environment, Recognizing and Addressing Individual Differences in the Classroom, Assessment Formative, Vocabulary Teaching Strategies, and Effective Use of Reading Activities (Afshar et al. , 2017).

Professional Development is one element of improving the quality of education. Priajana (2017) stated that Professional Development (PD) is an academic framework that effectively and efficiently improves the quality of education. Chan (2004) divides teacher professional development into two aspects: cognitive and affective. The cognitive dimension refers to the acquisition of pedagogical knowledge and the improvement of teaching skills. Furthermore, teacher dedication and commitment to the teaching profession is an important emotional factor in teacher development. Craft (2000) quoted in Rahman (2016) refers to forms of teacher professional development activities. For example action research, independent study, use of distance learning materials, on-site coaching, mentoring or tutoring, in-school and out-of-school courses, job shadowing and rotation, peer networks, work group or work group membership. , learning partnerships, school cluster projects, personal reflection, experiential “challenges”, collaborative learning, and information technology-based learning.

According to Richards (2015), there are three models of language teacher PD. The first is the top-down model, also known as expert-driven processes. This is usually done by 4. 444 institutions or schools with little input from teachers. This type of training aims to identify the needs of educational institutions, not teachers. In other words, it is the institution that identifies needs, presents training programs, and decides how teachers will meet those needs. The clear difference with this model is the bottom-up model, where training is entirely driven by the individual teacher himself. The third model, called interactive PD, emphasizes the organizational and personal needs of teachers and is based on interactive collaboration between teachers and institutions (Richards, 2015).

Professional teachers must encourage their students to grow into superior individuals who are able to survive and compete with others (Yulanto, Sudira, and Aristya, 2018). Currently, teachers are expected to play various roles (Bautista & Ortega-Ruiz, 2017). Ball and Forzani (2009) argue that the main task of a teacher is to develop students' cultural competence, communication skills, and interpersonal sensitivity. Makovec (2018) further defines professional teachers as experts in their profession and in the fields of pedagogical and psychological knowledge. Surya (2016) stated that teacher professionalism is a combination of all the qualities possessed by an educated, trained and qualified teacher. Hermans, Sloep, and Kreijns (2017) stated that teacher quality is correlated with student achievement. In other words, teachers play a role in accelerating educational development.

METHOD

Design

The type of this research is descriptive qualitative research. Qualitative research aims at gaining an in-depth understanding of ideas, experiences, and perception using non-numeric data. This research focuses on obtaining data through open communication and conversation and involves non-numeric data to understand teachers' perception on professional development of primary EFL teachers. Qualitative researchers also use and collect various empirical materials such as case studies, personal experiences, introspection, life stories, interviews, observational, historical, interactional, and visual texts that can describe moments, routine activities, and problems in a person's life (Aspers & Corte, 2019).

Participant

This research is conducted in two Private elementary schools in Yogyakarta. The participants in this research are EFL teachers. Semi-structured interview was conducted with 2 teachers. The selection of teachers in this research was focused on research needs which included teacher needs in terms of language, pedagogy and knowledge. To find out the teacher's perception in this case the researcher took two participants. One participant or coded as teacher 1 is a teacher with more than 5 years of teaching experience, and teacher 2 with less than 5 years of teaching experience. This is used to see how teachers perceive professional development needs which are adjusted to the teacher's experience in teaching.

Instrument

Researchers conducted semi-structured interviews with English teachers by asking questions contained in the interview guide regarding teachers' perception on professional development of primary EFL teachers. Constructing an interview guide ensures that each participant receives the coverage they need, while ensuring flexibility and enhancing trust during the interview process (Gerson, 2020). The questions will be about three aspects of the professional development needs of EFL teachers, such as teachers' needs in terms of language, teachers' needs in terms of pedagogy, and teachers' needs in terms of knowledge. Every question consists of 5 questions related to each aspect we are looking for.

Data Collecting Technique

The researcher conducted semi-structured interviews with English teachers by asking questions contained in the interview guide regarding teachers' needs in terms of language, teachers' needs in terms of pedagogy, and teachers' needs in terms of knowledge to find out teachers' perception on professional development of primary EFL teachers. Semi-structured interviews require a relational focus and facilitation skills to ensure quality data collection and understanding of individuals' thoughts, beliefs, and experiences (DeJonckheere & Vaughn, 2019). The researcher will listen carefully to the answers from the teachers based on the first question asked by the researcher. Then continue by asking other questions related to the previous teachers' answers until no new information is found. Researchers use a voice recorder so that information or data from teachers is not missed. After all the data is collected, the researchers then transcribed the teachers' recordings containing the teachers' answers to the questions asked by the researchers during the interview, that is by listening to the recording repeatedly and writing it down. Interviews will be conducted online according to the conditions between researchers and EFL teachers.

Data Analysis Technique

After the researchers collected research data through interviews, then the researchers analyzed the research data by summarizing and simplifying the data to be interpreted and drawn conclusions. Creswell (2007) stated that data analysis in qualitative research consists of preparing and organizing research data for analysis, then data is reduced to themes through the process of coding and code compression, and finally research data is represented in the form of pictures, tables, or discussions. In this research, the researcher rereads, listens to, and reviews the research data from the recordings obtained from the teachers. Then the researcher reduces data that is not relevant to teachers' perception on professional development needs discussed in the study. Then the researcher does coding by distilling it into main themes. The researcher also interpreted all the data collected from the research to answer research questions in the form of narratives related to teachers' perception on professional development of primary EFL teachers. Lastly, the researcher combines all the ideas and results into a final conclusion.

RESULTS AND DISCUSSION

Results

From the results of this interview, results were obtained related to teacher needs, which in this research were based on three aspects, the needs of teachers in terms of language, pedagogical and knowledge. These results will be explained according to the results of the interview and aspects of the teacher's needs.

Needs of teachers in terms of language

In the results of this interview, the researcher obtained data from teacher 1 relating to aspects of teacher needs in terms of language. This aspect relates to the teacher's ability as a teacher to reflect on his skills, the specific aspects mastered, the importance of language proficiency, specific language skills or competencies that are important in language proficiency as well as appropriate professional development opportunities to address language proficiency needs. Below is teacher 1 explanation regarding the teacher needs in terms of language for and the points of explanation.

"I am an English teacher at a Muhammadiyah school in Yogyakarta, and for my own language proficiency requirements I am at a general level which is not too high. This is because it relates to the students I teach. The use of English itself is not universal in the classroom. Apart from that, the specific aspect that I have of myself is in general. Where I can freely convey material to children. However, of course the aspects that need to be developed could be related to child psychology. For language skills and special competencies, I usually deliver material according to student needs. "And for professional development, what I think is quite good to do is to use English in everyday life, train students with vocabulary first, then it can be practiced slowly by students and the most important thing is that students have the courage to speak." (teacher 1).

Based on the statement from teacher 1, the results obtained are related to language proficiency needs where the teacher reflects that his language proficiency is relatively general and at the same language level as teachers in general. Teacher 1 said that language proficiency is very influential in teaching activities where the teacher provides material in English. However, because this is still at the elementary school level, the use of English is not fully used by teacher 1. Teacher uses two languages, namely Indonesian and English, to make it easier for students to understand the instructions. Apart from that, it is related to the special aspects that teacher 1 has, where teacher 1 has enough confidence in teaching and is related to aspects that need to be developed, namely related to child psychology. Teacher 1 feels this is important because by understanding child psychology, teachers can easily understand the different characters of students.

As for the special skills that are important for teacher 1, they relate to how the language can be conveyed well to students. And for good and usable professional development opportunities related to language use. Teacher 1 realizes that vocabulary is the main thing in understanding English. So students need to be trained in vocabulary first. Then, from students' understanding of vocabulary, students can slowly practice their language skills. And another important thing emphasized by teacher 1 is that students must have high self-confidence so that they dare to speak in front of the class. Apart from that, teacher 2 also has the following opinion.

"In terms of language skills here, I'm still in elementary school, so when teaching material to students, it doesn't really matter what material we want to convey to them. But students are more concerned with how we convey it as teachers to students. So far, what I think needs to be

developed is pronunciation, so they seem more interested in how I convey it to them in English. Then what needs to be developed is the pronunciation, so it's more about practicing how to say it. Things that need to be developed, such as reading, are important because they are the basis of our teaching and the basis for students to learn English, then writing in elementary school is to get used to it first so that they are not stiff in writing and get used to what they hear in English. , then know how to write it and so on because some of them use Javanese as their mother tongue. So, from what they hear in English, they become familiar with these languages. Then, good professional development to meet the language proficiency needs of EFL teachers is for me personally because I am also a new teacher teaching at this elementary school. So, my basic need is how to deliver the material according to their level." (Teacher 2)

Based on interviews with teacher 2, students are more concerned with how the teacher teaches students than the material presented. Then, teacher 2 is also more confident in his pronunciation skills because with these skills, students are interested in the teacher's pronunciation in English. Apart from that, the linguistic skills that need to be developed are reading, writing and listening because these skills are basic for learning English and as a habit for students. Furthermore, good professional development to address the language proficiency needs of EFL teachers is knowing how to teach language according to the level of students.

Needs of teachers in terms of pedagogy

The next aspect is related to the teacher's pedagogical needs. In this aspect there are several points related to the teacher's pedagogical needs such as how the teacher describes the pedagogical approach in teaching, what challenges are faced and what pedagogical strategies are applied in the classroom, what techniques or methodologies can improve EFL instruction, how to balance traditional teaching methods with a student-centered approach and what kind of resources can help teachers improve pedagogical skills. Below is teacher 1 explanation regarding the teacher needs in terms of language for and the points of explanation.

"For my own pedagogical needs, I take an approach by adapting the vision and mission of the school and also adapting it to the needs of students. Apart from that, the challenge in implementing my own pedagogical strategy is that not all students easily understand the material so I need to have many methods and approaches. This is so that students can focus and understand what I am saying. If it is related to the technique that I use myself, namely seeing and understanding the student's character and how to convey it to the student. Then, to balance traditional teaching methods with an approach to students, I usually start the class with a lecture method and then continue with an approach to students. Then the most useful support and resources are of course fellow teachers. Both in terms of friendship, environment and supporting facilities." (teacher 1)

Based on the teacher's explanations, teacher 1 said about her own pedagogical needs. Teacher 1 takes an approach by adapting the vision and mission of the school and also adapting to the needs of students. Teacher 1 also added the challenge in implementing the pedagogical strategy that not all students easily understand the material. Teacher 1 needs to have many methods and approaches, and hopes that students can focus and understand the teacher 1 explanation. The next point is related to the teacher's technique of seeing and understanding the student's character and how to convey it to the student. Then, to balance traditional teaching methods with an approach to students, they usually start the class with a lecture method and then continue with an approach to students. Then the most useful support and resources are of course fellow teachers. Both in terms of friendship, environment and supporting facilities.

In this aspect, teacher 2 explained several points related to the need for pedagogy in teaching English in elementary schools. As explained by teacher 2 as follows.

"In learning, the pedagogical approach that I use is more about adapting to the situation in the field, such as how the students are, what they want, what their mood is when they are in class at that time. The challenge I face is time constraints. At my elementary school, there are only two hours of lessons a week, so we really have to adapt to what we make in the teaching module. Then, in my current situation, a pedagogical methodology that might be suitable is one that focuses on students by creating interesting material that students can work on in groups or alone. As for how to balance traditional teaching with a more student-centered approach, maybe I will try to give it according to portions. Then, what I currently need is to take part in training because with training we can be up to date with the way we teach, whether it is correct or still there. shortcomings, so that it refreshes the mind if, for example, the delivery of material is not just that." (Teacher 2)

The pedagogical approach used is more adaptable to the field and students' circumstances. Then the challenge faced by teachers in implementing pedagogical strategies is limited teaching time. Meanwhile, the innovative pedagogical methodology used to improve EFL teaching is that teachers create interesting teaching materials that focus more on students, whether for groups or individuals. Furthermore, to balance traditional teaching methods with a more student-centered approach, teachers continue to teach using traditional and student-focused approaches but still according to their portions. For support or resources that can improve students' pedagogical skills, currently what teachers need is to take training related to how to teach as an English teacher.

Needs of teachers in terms of knowledge

The next aspect is related to the teacher's needs in terms of knowledge. In this aspect there are several points, including the subject areas of knowledge should be prioritized, how teachers can stay up to date with developments in linguistic theory and curriculum design principles. Apart from that, other important points relate to specific challenges such as what are faced in deepening knowledge, a deeper understanding of language acquisition theory and what kind of resources and training opportunities are effective in addressing the knowledge needs of teachers. Below is teacher 1 explanation regarding the teacher needs in terms of language for and the points of explanation.

"For knowledge of this subject, the thing that must be prioritized first is related to vocabulary. So that from understanding this vocabulary, students can practice speaking little by little in simple ways related to daily activities. Then when it comes to teachers who have to stay up to date with current developments, I myself have to be able to keep up. Plus we have guidelines, namely the curriculum. so that teachers can access the independent curriculum for learning. Apart from that, Muhammadiyah schools have their own science curriculum so they can keep up with educational developments. As for the challenge of deepening my knowledge of this subject, I sometimes have difficulty because there is only one English teacher. So it is difficult to discuss with fellow subject teachers. Then, for a deeper understanding, language acquisition theory is usually related to the behavior and behavior and cognition of each student. In terms of resources and training opportunities, what I think is quite necessary is training on how to teach EFL well, and understanding the various characteristics of children." (teacher 1)

Based on the statement from teacher 1 related to the teacher's professional needs in terms of knowledge, the teacher realized that the first thing that has to increase related to the vocabulary.

With vocabulary, students can practice speaking step by step in simple ways related to their daily activities. Another of them, teacher 1 added her statement related to the teacher staying up to date with current developments. Teacher 1 said that she must be able to keep up. Teacher 1 said that she already has access to *Merdeka Kurikulum*. Apart from that, teacher 1 added that Muhammadiyah schools have their own curriculum or *Ismuba Kurikulum* so they can keep up with educational developments. As for the challenge of deepening knowledge of this subject, teacher 1 states that sometimes she has difficulty because there is only one English teacher. So it is difficult to discuss with fellow subject teachers. Then, for a deeper understanding, language acquisition theory is usually related to the behavior and behavior and cognition of each student. In terms of resources and training opportunities, teacher 1 thinks it is quite necessary to train on how to teach EFL well, and to understand the various characteristics of children. Teacher 2 was also stated as follows.

"Maybe the basic module is because I think that is our basic way of teaching. When we are fluent in the basics, we can be creative in the way we convey it to students. If it's up to date, if it's linguistics itself, in the Curriculum Merdeka, there is PMM, so there are lots of modules in my school. I am encouraged to keep updating PMM, so I look more at videos and practices from other people. In terms of curriculum and assessments, I actually update them because of the school too. So, at my school, the assessment is adjusted to the Curriculum Merdeka and so on. We also socialize the curriculum, so the school conveys the curriculum to us. This is a challenge in deepening subject knowledge, it can be difficult to manage the time and the limited information that I have. So I might need to find out more other sources because so far what I know is probably very little. Then, for the most effective training in addressing subject knowledge needs, the first is training on how to create differentiated material. Then secondly, maybe training on how to teach. Thirdly, maybe what I need is training in making interactive and innovative teaching materials or teaching modules or teaching materials." (Teacher 2)

Based on the results of the interview with teacher 2, the module is the most basic learning resource, so if the teacher really understands the module, it will be easy for the teacher to convey it to students. Teachers also stay up to date with developments in linguistics, language assessment practices, and curriculum design principles. For linguistic developments, teachers can stay up to date with the PMM available from the independent curriculum. Meanwhile, the practice of language assessment and the principles of teacher curriculum design remain up to date from the school which always provides socialization to teachers at the school. Then, the challenges teachers face in deepening subject knowledge are the difficulty of managing time to deepen subject knowledge and the limited information that teachers have. The most effective training in addressing subject knowledge needs is training on how to create differentiated materials, training on how to teach, and finally training on creating interactive and innovative teaching materials or teaching modules or teaching materials.

Discussion

Needs of teachers in terms of language

The need for professional development in terms of language skills, teacher 2 stated that students are more concerned with the way the teacher teaches students than the material presented. Language proficiency in English is necessary for effective teaching and has implications for language assessment and language enhancement programs for language teachers (Richards, 2017). Thus, language proficiency is very important in conveying material. With good language skills, the delivery of material to students will be good so that it is easy for students to understand.

The professional needs of teachers in language skills conveyed by the teacher are the expected understanding of child psychology. This is intended so that teachers can know the character of students. Early childhood teachers need continuous professional development to provide high-quality education, and educational psychology provides guidance and support through learning, development, and environmental factors (Wang, 2023). Therefore, teachers can convey language skills that are adapted to children's diverse characters.

There are several linguistic skills that according to teachers are important for EFL teachers in primary schools to have. Based on the results of interviews with teachers, the linguistic skills that need to be developed are reading, writing and listening because these skills are the basis for learning English and become students' habits. Reading, writing, listening, and speaking are important linguistic skills for learning English, and oral language skills become increasingly important for writing outcomes over time (Pae & O'Brien, 2018). So, these four skills are considered important for teachers to master in order to deliver the material well.

Good professional development to address the language proficiency needs of EFL teachers is knowing how to teach language according to the level of students. EFL teachers need regular and continual professional development activities for language proficiency, including maintaining four micro skills and maximizing subject teacher association functions (Nugroho, 2018). So by taking part in language proficiency training, teachers can maximize the way they deliver material to students with language skills that students can understand well. Apart from that, in this language proficiency English vocabulary training needs to be given so that it can be understood and learned more easily. Teaching English vocabulary effectively requires incorporating context, relevant practice, and considering the age of students (Wang, 2021). Therefore, the vocabulary skill must be done for the teacher with the relevant age students.

Needs of teachers in terms of pedagogy

In implementing pedagogical strategies, teachers face challenges, one of which is limited teaching time. English teachers face challenges in teaching English, such as short time allocation, media use, student inactivity, and changes in student behavior (Sallata, Arrang, & Tombi, 2021). Limited teaching time is one of the challenges faced by teachers, whether it is from students who delay studying or teachers who need time to prepare teaching materials. So, teachers need to arrange teaching time according to the situation of students and the class, but the material must still be delivered to students according to the targets that have been set by the teacher.

Meanwhile, the innovative pedagogical methodology used to improve EFL teaching is that teachers create teaching materials that are interesting and more focused on students. Creating interactive activities based on supplementary materials can lower learning barriers and adapt materials, textbooks, and activities to students' needs for effective teaching in EFL contexts (Harizaj & Hajrulla, 2018). If students are interested in learning during class, then students will also become more focused in learning. English learning prioritizes student activity in the learning process. The active and engaging learning strategy, which involves oral presentations, can be an effective learning tool in anatomy and improve student engagement and performance (Singh, et.al 2019).

In the realm of pedagogical skills, the teacher conveyed the need for traditional teaching to be combined with an approach to students, namely the lecture method, so teachers must understand this method. Combining traditional and modern pedagogical technologies can provide a comprehensive and quality educational experience, and enrich students' competencies (Bekturov, 2023). The teacher approaches students by asking questions after the lecture, which students can then answer and conduct discussions about the lesson.

For support or resources that can improve students' pedagogical abilities, what teachers currently need is related to collaboration between fellow teachers and supportive learning facilities. Facilities that are met can help teachers in the learning process. Facilitation in primary school teacher training enhances subject-subject interaction, supports self-improvement, and fosters creative thinking in students (Riabets, 2022). Therefore, good facilities can influence student outcomes. Apart from that, currently what teachers need is to take training related to how to teach as an English teacher. New teacher training is needed, which emphasizes pedagogical thinking, teaching skills, and personal growth, while encouraging lifelong learning and personal development (Tovkanets, 2022). So, training is very important for teachers to develop their teaching skills in the classroom.

Needs of teacher in terms of knowledge

The challenges faced by teachers in deepening subject knowledge are the difficulty of managing time to deepen subject knowledge and the limited information teachers have. Teachers face challenges in time management and collaboration between group members in lesson study (Ariffin & Iksan, 2022). So, teachers only have a little time to teach in the classroom, but they also have a large teaching schedule.

Teachers also explained that they needed training on how to create different materials, training on how to teach, and training on creating interactive and innovative teaching materials or teaching modules or teaching materials. Teachers feel they have to develop learning and teaching activities in the classroom that are interesting and innovative. Innovative teaching methods and material design can improve learning outcomes and adapt to social and technological developments (Miao, 2023). So, by participating in these trainings, teachers hope that they will be able to continue to develop English language teaching in a way that is fun and can be understood easily by students.

In relation to resources and training that can help teachers in terms of knowledge, namely by carrying out training to teach students well and appropriately. Apart from that, the training can also include training related to understanding the character and nature of the students. Professional training significantly improves early education teachers' knowledge, skills, motivation, and self-efficacy, leading to improved teaching practice and children's early learning experiences (Duraku., et.al 2022).

CONCLUSION

In conclusion, this study highlights three critical areas of need among teachers: needs of teachers in terms of language, pedagogy, and knowledge. Firstly, enhancing language proficiency, particularly in English as a Foreign Language (EFL), is essential for effective teaching and student comprehension. Continuous professional development in reading, writing, listening, and speaking skills is crucial to facilitate clear and comprehensive delivery of educational content. Secondly, addressing pedagogical challenges such as limited teaching time and varying student engagement requires innovative teaching methods that cater to diverse learning needs. Integrating interactive and student-focused approaches enhances classroom dynamics and fosters a more engaging learning environment. By combining traditional teaching techniques with modern methodologies, educators can effectively meet educational objectives while enhancing student participation and understanding. Lastly, improving subject knowledge through targeted professional training is vital for educators to create differentiated and effective learning materials. Understanding student psychology and adapting teaching strategies accordingly enhances teachers' ability to tailor education to individual student needs. Investing in ongoing professional development not only enhances teaching competencies but also strengthens teachers' motivation and effectiveness in promoting student learning and academic

success. In essence, addressing these three fundamental needs-language proficiency, pedagogical strategies, and subject knowledge-equips teachers with the necessary tools to deliver high-quality education and support student learning effectively. By prioritizing continuous professional development in these areas, educational institutions can cultivate a supportive environment that fosters both teacher growth and student achievement.

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