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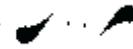
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## The Needs on Professional Development of English Language Faculty Members at Saudi University

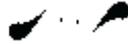
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### Abstract

Well-designed, Professional Development (PD) planning has become a dire need for effective English Language Teaching (ELT) and learning at higher education. English as Foreign Language (EFL) faculty members at Preparatory Year of Najran University have to improve themselves to meet individual and institutional PD needs. A conceptual framework was developed for Continuing Academic Professional Development (CAPD). This paper aims to explore the needs of these faculty members on CAPD, and to identify the effective ways to implement such needs. The data was collected from the faculty members through a google form close and open questionnaire. While the close items were analyzed through SPSS 20, the open questions were analyzed through thematic analysis. The analysis reveals that the highest need is related to teaching and learning activities (M=3.90). Such need can be best implemented through workshops, short courses, webinars and emails. Research activities are also in high need (M=3.85) that can be implemented through research groups. Activities on university and community service were the lowest need (M=3.66) that can be implemented through outdoor cultural activities and exhibitions. The study recommends implementing such needs based on the priority of needs.

**Keywords:** Professional Development; ELT; need analysis; higher education



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## **Introduction**

With vision 2030, Saudi universities have put great emphasis on improving the quality of its resources including faculty members. At Preparatory Year of Najran University, over thirty faculty members are working in the department of English language skills. They come with various teaching backgrounds, qualifications and experiences. As the coordinator of the development unit, the researcher has to plan and coordinate continuing activities on Professional Development (PD) in English Language Teaching (ELT). The current training practices focus only on topics in teaching and learning through two training activities: workshops and peer observations. These activities are to be conducted by the faculty members themselves, but they are busy with their work duties and seem to be demotivated to conduct such activities.

For developing language teacher competencies, PD programs are very important. Many researchers emphasized the significance of PD in ELT (Anderson, 2018; Bal-Gezegin & Solak, 2016; Davidson, Dunlop, Soriano, Kennedy, & Phillips, 2012; Ekşi, 2010; Eksi & Aydın, 2013; Guskey, 2002; Lee, 2005). To meet the 21<sup>st</sup> century literacies for foreign language teaching, PD has become a dire need for promoting effective language teaching and learning. Faculty members should discuss current issues in ELT through PD programs (Eksi & Aydın, 2013). They should continue their learning while they are teaching to be able to face ELT challenges.

However, the topics that the PD programs concentrate are usually top-down which are not decided by the faculty members themselves. Faculty members have a passive role in training programs (Kennedy, 2005). Designers of PD programs need to “personalize professional growth plans” (Lee, 2005, p. 39). In fact, need assessment is very important before designing a PD program (Ekşi, 2010). Such assessment can focus on two important elements: needs of faculty members and the effective ways to implement such needs.

Previous research calls for well-designed PD program in ELT at Saudi universities. (Ahmed, Nordin, Shah, & Channa, 2018; Al Mohsen, 2014; Alaqeeli, 2014; Assalahi & Rich, 2016; Ekşi, 2010; Halim, Wahid, & Halim, 2018). These studies call for an integrated sociocultural approach in PD. Such approach can promote English language academic staff’s continuous learning in the Saudi higher education context. Accordingly, the researcher has integrated the concept of Continuing Academic Professional Development (CAPD) in ELT based on an integrated bottom-up and top-down approaches. An empirical action research can offer a comprehensive lens to achieve professional autonomy. Such program has to meet a Saudi university’s three tasks: a) teaching and learning, b) research, c) and university and community service.

Several studies examined needs on PD through different tools. Some studies examined PD using questionnaires (Ekşi, 2010; Eksi & Aydın, 2013; Hismanoglu, 2010; Macalister, 2018) and semi-structured interviews (AL-Qahtani, 2015; Joshi, Gnawali, & Dixon, 2018). Other studies used minutes of meetings, observations, tape recorded meetings, self-assessment forms and face to face interviews (Alshehry, 2018; Mora, Trejo, & Roux, 2014; Piedrahita, 2009). This paper develops a google form close and open questionnaire. As part of empirical action research, this paper aims to achieve the following research objectives:

- 1) to explore the needs of faculty members on CAPD in ELT; and
- 2) to identify the effective ways to implement such needs.

## **Research Questions**

- 1) What type of CAPD do faculty members need to develop for ELT?
- 2) How to implement such needs?

## **Literature Review**

This section highlights the theoretical framework that guides this study. It also reviews the literature on PD in the Saudi context; it shows the existing gap of the previous research.

## **Theoretical Framework**

Professional Development (PD) is an ongoing process in which faculty members empower themselves to achieve work goals and ELT challenges. Bal-Gezegin and Solak (2016) defined PD as EFL teachers' empowering themselves, maintaining and enhancing their quality. They summarized that PD is a life-long, inquiry-based, collaborative decision making process. EFL teachers need a wide variety of research and needs-based opportunities to improve skills relevant to real teaching context. Davidson et al. (2012) defined continuing PD as a process which helps faculty members challenge and achieve ELT goals. Richards and Farrell (2005) stated that PD is a long term process which aims to assist the growth of faculty members to reflect on their teaching practices. Ekşi (2010) pointed out that PD seeks to make faculty members "more competent in their profession" (p.10). It is added that unlike teacher training, PD is "flexible, continuous, individualized, reflective, internally motivating, based on trainers' needs and expectations, controlled by the trainers, long term, focus on insights and self directed" (p.14).

The literature reveals a number of approaches and frameworks to PD for language teachers. PD can be seen as bottom-up (Richards & Farrell, 2005), top-down (Davidson et al., 2012), integrated approach (Anderson, 2018) and socio-cultural approach (Assalahi & Rich, 2016). Kennedy (2005) compared nine models for PD and presented a framework in which those models were categorized in terms of professional autonomy as well as transformative practice. These approaches concentrate on two dimensions in professional development of a faculty member: teaching and learning, and action research.

Richards and Farrell (2005) examined PD for language teachers and grouped them based on how they are implemented. These activities are: Conferences, Workshops, Self-monitoring, Teacher support groups, Observation (Peer observation), Teaching portfolios, Analysis of critical incidents, Peer Coaching (Mentoring), Reflective practice, Action research. Davidson et al. (2012) presented a framework of six stages of a language teacher's career: starting, newly qualified, developing, proficient, advanced and specialists. These approaches reflect bottom-up and top-down approaches to PD of faculty members.

Assalahi and Rich (2016) presented a socio-cultural meaning of PD to enhance ongoing learning of faculty members at Saudi universities. They suggested conducting empirical research. It is argued that such theoretical framework can present guidelines to uncover the dimensions of PD in the Saudi higher context. It will achieve the pursuit of professional autonomy.

Anderson (2018) investigated teacher PD and recommends five Ps integrated approach to teacher development. PD is approached with purpose, personalization, priority, passion, and professional learning communities. Personalization and priority can be applied in terms of need analysis. Passion stands for motivation; professional learning community service refers to group of teachers meet regularly to plan, solve problems and learn together.

Experts advocate activities to develop more effective PD programs (Lee, 2005; Macalister, 2018; Moncada, 2009; Piedrahita, 2009; Richards & Farrell, 2005; Scott & Scott, 2009). These activities include conferences, networking, membership, monitoring, observation, research, training, workshops, online courses, webinars and emails.

This study uses an action empirical research framework for PD. An action empirical research model clearly has significant capacity for transformative practice and professional autonomy (Kennedy, 2005). As the coordinator, and part and parcel, of the development unit; the researcher adapted list of activities from Richards and Farrell (2005). The advanced stage of PD (Davidson et al., 2012) is close to the context of the present study. Most of the participants hold Masters. Their needs include job security and getting a higher level of qualification. They need to develop skills such as training, monitoring, syllabus writing, team management and research skills as well as delivering workshops. PD often involves examining different dimensions of a teacher's practice. In line with Anderson's (2018) integrated approach, PD has three fold purpose in higher education: teaching and learning, research, and university and community service (Al Mohsen, 2014; Altbach, 2008). As for the other Ps, teachers' voice begins with their need analysis. In this framework, teachers themselves are the subjects and objects of PD which meets the socio-cultural context (Assalahi & Rich, 2016).

Based on the present framework, Continuing Academic Professional Development (CAPD) is operationalised as the ongoing activities that faculty members empower themselves to achieve work goals and challenges on a) English language teaching and learning, b) research, c) and university and community service. This definition is reflected in a google form close and open questionnaire of three parts. The first part deals with demographic information such as age, teaching experience, latest qualifications. The second part is closed statements that classify professional activities into three areas: 1) teaching and learning, 2) research, and 3) university and community service. The third part is open questions about needs and ways to implement such needs on the same three areas.

### **Professional Development in Saudi Context**

Previous research calls for well-designed PD program for EFL faculty members at Saudi universities. Al-Seghayer (2014) stated that Saudi EFL teachers' training and development need to be greatly considered. ur Rahman and Alhaisoni (2013) problematized lack of professional training in ELT in Saudi Arabia.

Other studies scrutinized PD in the Saudi higher education. Roy, Rahim, and Khojah (2018) explored the benefit of EFL teachers PD in train the trainer course at King Abdulaziz University. It was found that the course was beneficial and recommended further analysis to evaluate the longer-term effects of the course on teaching and learning. Alaqeeli (2014) questions "Is there a program for developing faculty to support preparatory year students?"(p.54) Hussain, Albasher, and Salam (2016) argued that the English language unit of preparatory year program should think seriously for the arrangement of professional training during the academic session that will definitely improve teaching techniques. A good educational organization caters for the needs of its students and teachers and arranges such programs that are beneficial for them. To enhance the PD of language teachers, it is important to introduce pedagogical training and workshops from time to time. For this purpose, trained and qualified people can be chosen from the faculty who can play a role in mentoring the less qualified teachers so that they can improve their teaching skills. PD programs help the employees to apply their skills perfectly in the classroom to motivate the students to grab the maximum academic achievements.

Several studies investigated EFL school teachers' PD. Ahmed et al. (2018) explored the perceptions of EFL teachers about peer observation as a tool for PD. AL-Qahtani (2015) identified EFL school teachers' attitudes' toward PD, their needs and challenges. Halim et al. (2018) highlighted the importance of classroom observation as an activity for PD. They argued that classroom observation can help teachers in their continuous PD. The findings of the study clarify that teacher PD is essential and effective with the emergency of the current English textbooks. PD increases teachers learning, achievement and improves teaching quality. As a result, teachers' PD results in improving students' success and achievement.

Another study examined PD of science teachers. Alshehry (2018) examined Saudi science teachers' PD needs. She focused on skill needs, training programs, factors affecting teacher performance, and teacher's control of their own PD. The study recommends the Saudi educational system should provide further PD opportunities for science teachers and involve teachers in decision-making regarding teaching practices, training programs, and available resources.

So far, the purpose of PD is not well designed to meet university needs. The need of PD in higher education should address the function of university in terms of teaching and learning, research, and university and community service (Al Mohsen, 2014). Although universities differ in the load of these three pillars, Najran University devotes 60% for teaching and learning, 30% for research and 10 % for university and community service. Accordingly, this study fills in this existing gap in the literature.

### **Method**

This paper employs a mixed-method research design. A close and open questionnaire was administered to male faculty members at the Preparatory Year of Najran University.

Thirty-two male faculty members deliver six English courses to about 30 sections in the department of English language skills at Preparatory Year of Najran University. As the coordinator of the development unit, the researcher organizes teacher training workshops. He has to schedule peer

observation visits, organize scholarly and creative activities to enhance and strengthen the faculty performance. He has to initiate, coordinate and promote faculty development activities, based on institutional as well as department needs. He has to propose a specific agenda of faculty development projects and activities for every academic session and make recommendations for the future development. He has to plan faculty development and related activities.

Faculty members come with different educational levels (BA, Master and Ph.D.), various teaching experiences (1- more than 10 years), and different statuses of English language (native speakers/ ESL/ EFL) (see table 1). These faculty members participate in their own CAPD.

**Table 1.** Participants' Background Information

Age	%	Teaching Experience	%	Qualification	%	Status of English	%
25-29	10%	1-5 years	50%	BA	6.7%	Foreign Language	58%
30-39	46.7%	6-9 years	33.3%	Master	80%	Second Language	36%
+40	43.3%	10+	16.7%	Ph.D	13.3%	Native Language	6%

Based on the literature review and the researcher's experience in PD, the researcher designed the first version of a five Likert-scaled questionnaire as well as open questions, piloted and sent it to experts before its administration to the target participants. In addition to the comments and suggestions of the experts, the questionnaire was also validated through Cronbach's Alpha. The value was (0.929) which indicates that the questionnaire was reliable and fit to conduct the study. The questionnaire consisted of three parts: background information, close questions and open questions. The questionnaire was distributed online through google forms. After preparing the questionnaire, it was sent via the email addresses. Thirty faculty members responded to the questionnaire.

The close items of the questionnaire were statistically analyzed using SPSS (Statistical Package for Social Science 20). Tables represent the appropriate statistic, independent and dependent variables. The answers to the open questions were analyzed through thematic analysis. A coding system was created for faculty (F) members (M) with sequence number (1-30). For example FM3 stands for Faculty Member number 3 and so on.

### Results and Discussion

This paper reports the needs on CAPD in ELT. CAPD is operationalised as three dimensions: Teaching and Learning Activities; Research Activities; University and Community Service Activities. For each dimension, two issues are discussed: needs and ways to implement such needs.

#### Teaching and Learning Activities

The analysis shows that teaching and learning activities reflect the most common needs (M = 3.89). The highest need is related to English material development, and the lowest need is related to peer observation (see table 2).

**Table 2.** Teaching and learning activities

Teaching and Learning Activities	N	Mean	Std. Deviation
On Self-monitoring of English class	30	3.8667	.97320
On Peer Observation of English class	30	3.6333	1.03335
On Teaching Portfolios	30	3.8333	1.05318
On English Material Development	30	4.3000	.74971
On Course Specifications and Reports	30	4.2000	.76112
On Academic Advising in English	30	3.7667	.97143
On Online English Teaching	30	3.6667	.99424
Total	30	3.8952	.93374

Material development reflects the highest need ( $m= 4.3$ ). This item was suggested by one of the faculty members to be added in the questionnaire. It reflects the real needs that faculty members need. This finding is in agreement with Alghamdi (2017) who found that EFL instructors at preparatory year of Saudi university need to rethink traditional, conventional conceptions of EFL curriculum, teaching, and learning to improve teaching and learning outcomes. Similarly, other studies found need on content-area and instructional strategies (Gómez Palacio, Álvarez Espinal, & Gómez Vargas, 2018; Karabenick & Noda, 2004).

The responses to the open questions confirmed these results. To support the theme of material development, the analysis confirmed the need on teaching and learning strategies as it is evident in the following excerpt:

*Excerpt 1*

*recent teaching strategies (FM1)*

*Teaching approaches (FM17)*

*creative unique ways to keep students engaged in learning. (FM16)*

*Teachers need a variety of PD skills along with knowledge of their subject matter and experience in order to be an effective teacher. (FM20)*

*teacher's guides, additional books etc. (FM26)*

*Teaching to lecturing graded styles (FM29)*

In this excerpt, the faculty members reported need on recent teaching approaches and strategies. They also need teacher's manual as some textbooks are introduced without these manuals. It is reported that these activities will be helpful for effective teaching and students' motivation.

Course specifications and report is the second-high need ( $m= 4.2$ ); it reflects what faculty members practice every semester. While course specifications are distributed among the faculty members, a compiled course report is written by the course coordinator every semester. Other faculty members need to be trained and involved in a course planning and reporting. This finding is in agreement with Erişen, Çeliköz, Kapıcıoğlu, Akyol, and Ataş (2009) who found that academic staff in Turkey need training on the process of quality and accreditation at education.

Faculty members also showed high need on self-monitoring ( $m= 3.9$ ) and on developing teaching portfolios ( $m= 3.8$ ). These two activities indicate the potential for transformative autonomy. Faculty members can be trained in these two areas to develop self-monitoring and evolution. This finding is in agreement with Gómez Palacio et al. (2018). Similarly, Joshi et al. (2018) found that EFL teachers have benefited from self-directed, profession related, peer-supported activities. Academic advising ( $m= 3.8$ ) and online teaching ( $m= 3.7$ ) meet the administrative emphasis on advising fresh students and youth's use of technology. Peer observation report the lowest need ( $m= 3.6$ ). As peer observation is the most active activity every semester, it seems that the faculty members feel of no priority for this need.

The analysis also shows that faculty members need activities on online teaching and technology as it is evident in the following excerpt:

*Excerpt 2*

*Training also on how to get the advantage of new technologies... (FM5)*

*New technologies are developed every day that can change the way students learn, and the way teachers teach. (FM 7)*

*Learning new technological skills (FM23)*

*I need to improve my knowledge in computer' programs (FM30)*

In excerpt 2, online and technological teaching is emphasized. This need reflects the importance of technology in ELT as it is flexible in terms of time and place. To save teachers' time, technology in

ELT has potential for professional development. This finding is in agreement with Erişen et al. (2009) found that academic staff in Turkey need use of technology.

The analysis also show the need on specific courses as it is evident in the following excerpt:

*Excerpt 3*

*More specialized courses (FM9)*

*Refresher courses (FM18)*

*CELTA, TESOL, TEFL (FM22)*

*CELTA (FM24)*

*ELT (FM28)*

In this excerpt, some faculty members need special courses in ELT. Although taking a course is time consuming and demanding, online free courses can be recommended for these faculty members. This finding is in agreement with Richards and Farrell (2005) who stated that teachers need to keep up with the ongoing changes occurring both around them locally and in the field of education globally.

To answer the question on how to implement such needs on teaching and learning activities, the participants reported that they can be implemented through workshops and other activities as it is evident in the following excerpt.

*Excerpt 4*

*By attending Workshop, discussion, and refresher courses and conducting classroom research. (FM14)*

*Team work is essential, workshops in context of integrated course teaching (FM15)*

*a training course on the integration of technology in teaching English skills. (FM4)*

*-In this modern, digital age, teachers need to be flexible and be able to adapt to whatever is thrown their way. (FM21)*

*Workshops on real problem faced by the faculty (FM12)*

*Through reading (FM11)*

*Attending conferences and seminars (FM13)*

*Collaborate with a foreign university and send staff on academic exchange program. (FM19)*

Excerpt 4 show different types of activities including team work, workshops and conferences. The faculty members also recommend technology of communication such as online courses, emails. A very interesting recommendation was to collaborate with other university through teacher exchange program. These findings are in line with previous research. Piedrahita (2009) concluded that the use of study groups can be an effective strategy for the professional development of teachers. Hussain et al. (2016) recommended introducing pedagogical training and workshops for English faculty members at preparatory year of Qassim University. They added that trained and qualified people can be chosen from the faculty who can play a role in mentoring the less qualified teachers that they can improve their teaching skills and motivate their students. Ferman (2002) revealed that lecturers found a wide range of strategies useful in developing their professional expertise, with a predominance of those strategies being collaborative in nature. The paper suggests some practical ways in which universities can support professional development activities which lecturers identify as valuable.

### **Research Activities**

The analysis shows high level of need on research activities (m= 3.9). The need order is: attending and presenting at conferences, action research and journal publication (see table 3).

**Table 3.** Research activities

Research Activities	N	Mean	Std. Deviation
On Action Research	30	3.8667	1.04166
On Attending/ presenting at Conferences	30	3.9667	.99943
On Journal Publications	30	3.7333	1.17248
Total	30	3.8555	1.07119

Table 3 shows that faculty members are in need to attend and present at conferences (m= 4). Faculty members also need activities on action research (m= 3.9). The responses to the open questions confirmed these results. The participant report need on research methodology as it is evident in this excerpt:

*Excerpt 5*

*research methods and methodology, data analysis, anti plagiarism machine should be available. (FM2)*

*by organizing and attending lectures and workshop on research methodology. (FM13)*

*Research basics tools, academic discussions, research methodologies, data analysis, elevation of anti-plagiarism methodology (FM14)*

*Research methodology (FM26)*

*Thesis conducting -research techniques - Types of research. (FM28)*

*how to write research proposal and build relationship with research groups. (FM30)*

In this excerpt, research methodology is reported as an important need for activities on research. Faculty members are eager to conduct research. They either would improve their teaching based on research findings or they can improve research skills for them to pursue Ph.D studies or promotion. This finding is in agreement with Gómez Palacio et al. (2018). Hussain et al. (2016) also recommended that research is the best tool for professional development in ELT at Qassim university. Hey added that the continuation of research activities is very essential for the development of an organization. Piedrahita (2009) found that EFL teachers developed research skills and knowledge about research. Moreover, they developed skills such as research skills, critical thinking and collaborative work.

Faculty members see journal publications to be less important. This finding could be attributed to the fact that faculty members need first to learn the basics of action research the findings of which could be best presented in the form of conferences or shared among themselves to improve ELT teaching and learning.

The analysis also show need on academic writing and publishing as it is evident in the following excerpt:

*Excerpt 6*

*training courses on academic writing and conducting research (FM4)*

*recent on research and academic journals (FM7)*

*You should enlighten yourself by checking theoretical works and Scientific approaches which concern this field of great value of course. (FM10)*

*Search techniques, how to find and know [research] sources (FM5)*

*Need to deal with the library which's considering the most important issue, beside using other means of education. (FM29)*

This excerpt shows that the participants are in need for academic writing and publishing. They also need to learn strategies to collect information based on recent publications. They need some training

on how to deal with digital library. The use of the reflexive pronoun (yourself) also indicates a sense of learning autonomy. Erişen et al. (2009) found that academic staff in Turkey need writing an international article, the skills of research.

The participants reported that for research activities, they can be implemented through workshops as it is evident in the following excerpt.

*Excerpt 7*

*Research workshops, academic discussions,*

*More time for workshops. (FM3)*

*Workshops (FM5)*

*Attending sessions and participate in workshops (FM12)*

*by organizing and attending lectures and workshop on research methodology. (FM13)*

*Get training. Attend a workshop (FM16),*

*through workshop (FM17)*

In this excerpt, the participants reported that workshops are the best activity to raise awareness about research culture among faculty members. Ferman (2002) found that strategies which are collaborative in nature are valuable for university lecturers such as group discussion. Similarly, Hismanoglu (2010) found that ELT teachers improve PD through strategies as participatory practitioner research, professional development portfolios, study groups, and so on.

Taking online short courses is another activity that is needed for creating research awareness among faculty members as it is evident in the following excerpt.

*Excerpt 8*

*online courses on academic writing and conducting research (FM4)*

*Provide teachers with ongoing support and webinars(FM6)*

*More specialized courses and webinars (FM8)*

*take a course, (FM16)*

*technologies and the Internet, libraries can help such as webinars. (FM9)*

Learning autonomy is a self-directed activity that the participants find useful as research activity as excerpt 9 shows.

*Excerpt 9*

*read an article or book, observe someone who excels at the skill. (FM16)*

*Continuous Learning: research is a lifelong learning process. (FM15)*

*Reading (FM23)*

*developing skills, knowledge and experience (FM24)*

*Join a research group (FM11)*

*Need to broaden your mind by reading much in the subject's matter. (FM11)*

This excerpt shows that the participants themselves could improve research skills through personal reading and long-term research journey. Research groups seem to be an interesting research activity that can be activated among faculty members. Siddiqui (2006) found the interest of Pakistani faculty members in different areas including instructional skills during different levels of teaching, assessment, research and personal skills. It also found that PD programs need to be flexible enough to address the needs of the group attending the program.

Attending conferences is another self-directed activity that the participants find useful as research activity as it is evident in the following excerpt.

*Excerpt 10*

*International conferences, university journals etc. (FM18)*

*and seminars (FM12)*

*seminars etc. (FM25)*

In this expert, the participants reported that attending conferences and seminars would be active activities for them to develop research skills. A university journal is another chance for the participants to report their findings. Macalister (2018) found that reading a book or journal was the single most commonly reported activity, and overall more than 80% of respondents had read a journal article within a year for academic and teaching purposes.

### **University and Community Service Activities**

The analysis shows high level of need on university and community service activities (m= 3.66) as it is evident in table 4.

**Table 4.** University and community service activities

University and community service Activities	N	Mean	Std. Deviation
On Partnership with community in ELT	30	3.6333	.76489
On how to conduct a workshop in ELT	30	3.7000	.98786
Total	30	3.6666	.87637

In line with the space given to university and community service, two activities were included in the questionnaire. The participants reported that they need activities on how to conduct workshops in ELT. This activity can be considered university service activity. On the other hand, the participants need orientation about partnership with community in ELT. The idea of partnership suggests a two way strategy. In other words, it is not only the university that serves the community, but it also indicates some possible ways to enhance community service to university. The participants need more activities to enlighten them with the concept of community partnership and its manifestations.

The responses to the open questions confirmed these results. The participants reported that they need more activities on partnership with community as it is evident in the following excerpt.

*Excerpt 11*

*sharing responsibility and reciprocal process whereby university and other community agencies and organizations engage the community in meaningful and culturally appropriate ways, and take initiative to actively supporting learning process. (FM17)*

*-Fundamentally, community service projects should take place in ways that allow students to have significant community impact. This means that the service component should meet a public good as determined by an open and thoughtful collaboration between faculty and community partners (FM20)*

*Working with communities. (FM22)*

*More social engagement through community (FM23)*

*peer, colleagues and students interactions (FM26)*

*how to train teachers at school with recent teaching strategies (FM30)*

*Awareness of the importance and nature of community service (FM12)*

This excerpt shows two ways interaction with society. It is not only the task of the university to serve society, but it is also the task of community to participate with the university. This is manifested in words such as sharing, reciprocal.

The participants also report need on outdoor cultural activities as it is evident in this excerpt:

*Excerpt 12*

*cultural activities, inter-cultural exchange programs, volunteer work, impact of  
diverse nature culture and social work (FM2)*

*Things that improve college culture and community image through exhibitions and  
performances that help “shine the light” on students whose talents. (FM8)*

*Through the Community Services which consider as a part of the college, one can create good  
and mutual relationship between the staffs and the community. (FM11)*

*Organizing and participate in community service (FM13)*

*by involving in Community work. (FM14)*

Excerpt 12 shows an important activity that faculty members can participate in community service. As language and culture are intertwined, the participants highlighted their role in terms of intercultural communication.

Teaching materials are another tool for effective community service. The participants stated that once the curriculum is close to the local community, it indirectly serve the community as excerpt 13 shows.

*Excerpt 13*

*curriculum connected to real world experiences (FM7)*

*Forming a sustainable relationships with the local community to improve students’ learning  
and assist students to understand their role in the broader community. (FM16)*

*Communicative skills (FM18)*

*Becoming a better teacher (FM25)*

*we need to change the conditions in which we live, and change people's behavior and more  
distant outcomes (FM10)*

*-Exposure to diversity has an impact on students, particularly personal outcomes, such as  
identity development and cultural understanding (FM21)*

*Situational methods on how to quip students with sufficient knowledge to assist families on  
everyday life activities. (FM29)*

*To practice type of communication with them, to help them developing public Education.*

This excerpt shows that teaching is part and parcel of community service. The teaching materials serve the society provided that these materials are close to the local cultural context. Community service is reflected in improving students’ learning culture through certain strategies and distant outcomes. González M, Montoya A, and Sierra O (2002) suggested that EFL teachers as learners, they need better language proficiency and networking.

The participants reported that for university and community service activities, they can be implemented through outdoor and other activities as it is evident in the following excerpt.

*Excerpt 14*

*More interaction with community. (FM3)*

*competitions, outdoors activities (FM4)*

*Training (FM5)*

*A workshop (FM6)*

*More specialized courses (FM9)*

*excellent communication skills education and training (FM10)*

*Courses and training (FM19)*

*community service projects (FM20)*

*workshops (FM27)*

This excerpt shows that the identified needs on university and community service can be implemented through direct interaction with the society outdoor activities. The participants also can conduct such needs through traditional means such as workshops and courses. All in all, the common activity is related to conducting workshops. Korkmaz and Cesur (2018) found that EFL teachers believe that volunteering is essential for community service. Faculty administration should support the works of the prospective teachers, solve the problems they faced, and meet their needs.

### **Conclusion**

This paper reports the needs on professional development in ELT at a Saudi higher education context. In doing so, this paper classified these needs in three dimensions: teaching and learning, research, and university and community service. It is found that the faculty members need to enhance certain activities on teaching and learning such as material development, course specifications and reports. Such need can be best implemented through traditional workshops and technological tools such as emails and webinars because they are busy with work duties. Research activities include research methodology, action research, academic writing and presenting at conferences. Outdoor activities are important tools to enhance community service.

These results have some implications for professional development in Saudi higher education. The more experienced faculty members have to initiate the PD activities. Research groups are recommended where Ph.D. holders can lead such activities. In line with Anderson (2018) five Ps framework, this paper reported the first two Ps (purpose and personalization), the next stage is to conduct and report each need based on priority, passion, and professional learning communities.

Further research can be conducted on more specific teaching and learning areas such as language assessment literacy, language skills, segregated skills, integrated skills. Further research can be conducted in-depth on action research. Partnership with community is another potential area for research. English language programs at Saudi universities can get benefit of this need analysis and conduct various activities on continuing academic professional development in ELT.

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