



# A STUDY ON PROFESSIONAL DEVELOPMENT NEEDS OF EFL TEACHERS AT SOME UPPER SECONDARY SCHOOLS IN THE CENTRAL AREA OF VIETNAM

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**Abstract.** This study aims to investigate the needs of professional development (PD) of EFL teachers at some upper secondary schools in the central area of Vietnam and the ways they would like to carry out their professional development activities. The participants included sixty EFL upper secondary school teachers who had teaching experience ranging from 2-30 years and their ages ranged from 23 to over 50. The data were collected by means of a questionnaire and an interview protocol. The findings show that most of the upper secondary school EFL teachers perceived PD as a process that helped them to develop new skills, stay up-to-date on current trends, and advance their career. In particular, participation in a network of teachers was considered to be the most common PD activity needed by all the participants. They also stated that taking part in PD activities served the need of understanding more about the cultures of English - speaking countries in order to convey the lessons to students more accurately and lively. Besides, the results indicate that the need to know how to select appropriate materials and the ways to adapt them contributed to EFL teachers' PD. From the findings, implications for administrators and teachers are put forward for EFL teachers to realize their needs for improvement.

**Keywords:** Professional development, EFL teachers

## 1. Introduction

Professional development (PD) is an ongoing process that plays an important part in personal growth of teachers. It is also an integral element to help improve the quality of schools. Moreover, PD helps teachers to acquire new professional knowledge and pedagogical methods to improve teaching practices, bringing changes to individual teachers, students and the whole education system (Truong et al., 2021). Vietnam is in the process of strongly renovating education and training under Resolution No. 29-NQ/TW on fundamental and comprehensive

renovation of education and training. General education is approached according to the output standards, aiming to form and develop the essential qualities and competencies of both teachers and students in Circular 32/2018/TT-BGDĐT. For teachers of English, the need for PD is even of higher necessity. This is because they have to be updated to the constant changes of English textbooks, teaching modes and learning demands from students. To address the necessity of PD of upper secondary school teachers of English, the current study was set out to explore the PD needs of EFL teachers in the central area of Vietnam.

## 2. Literature review

### 2.1 The needs for PD of EFL teachers

Professional development is considered to be the constant development of knowledge and professional skills throughout one's career in education (Bolam, 2002). Recently, Trevor (2020) pointed out that professional development refers to the process of going on in teachers' education and career training after they have entered the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career. It is undeniable that being a good teacher cannot lack professional development. In the modern age, teacher professional development sometimes can be seen as a prerequisite for keeping teachers' job or to maintain their license, designation, or certification.

The professional development needs of teachers concern not only educators but also teachers themselves to enhance their teaching skills. Inayat et al. (2021) indicate in their research that teachers need core skills related to their fields, for example, contemporary training subjects (e.g. foreign language education, communication with the digital world, and keeping up with the times). Mizell (2010) shows that teacher PD is essential for the improvement and development of teachers, students and organizations. Professional development for teachers is considered an effective way to improve education quality, and PD for teachers is highly recommended as one of the measures of high quality education. Garet et al. (2016) emphasize that the PD program had a positive impact on teachers' knowledge and instructional practice to successfully perform their teaching practices and support their students to achieve better learning results. In other words, teacher PD can indirectly promote students' learning achievement. Nguyen (2018) considers PD to be a "career-long process" in order to improve teachers' language proficiency, instructional competence and capability of doing research. In reality, PD implementation includes both top-down and bottom up processes. The former involves carrying out PD policies prescribed to English teachers and the latter goes with the initiatives of the teachers themselves for their growth in the teaching career.

## 2.2 Related studies

An array of studies has been conducted on the topic of PD by EFL teachers, ranging from the needs for PD in general, for language proficiency and for improving the language skills in particular. For example, focusing on the PD needs of EFL teachers in Thailand, Sripathum (2013) pointed out that the Thai teachers of English needed to work on the productive skills such as speaking and writing. It was also found that the teachers seemed to have greater difficulties with the assessment of listening-speaking skills, writing, and listening of students. The study thus suggested that the organizers of PD programs should be aware of teachers's PD needs and give training on the strategies and guidance for teachers to promote students' self-directed learning and create their affection to learn. The study concluded that the teachers in general were aware of their own English proficiency, and instructional/pedagogical strategies for teaching and assessing productive skills such as listening-speaking and writing skills in particular.

Ibrahim (2014) explored the concept of professional development from the positivist view. Data collected by means of a questionnaire with 40 teachers. The results revealed the teachers perceived the ongoing professional development to be crucial to gain both experience and reflective teaching. Besides, sharing experience and ideas between colleagues was reported to bring the teachers a feeling of community and belonging. The study concluded that teacher professional development should be seen as a necessity in teacher's growth and student's achievements.

The study by Subhan (2017) focused on PD in language proficiency and found out that teachers with a previous English background would feel confident with their English proficiency, but those without an English background would not. Another finding of the study indicated that teachers whose pedagogical preparation was limited would struggle in their careers. Besides, teachers' prior learning was only one aspect of considerations of teachers' needs, and it was largely inadequate if it was not well aligned with analysis of other profile-related and needs-related features.

Professional development of English teachers in Vietnam has been explored with regards to their perceptions of PD and the common activities carried out for PD. For example, Tran (2015) used interviews and surveys to collect data from English learners at nine cities in the south of Vietnam about their perceptions of PD of teachers. The findings showed that 12 characteristics were reported by students as attributes for teachers of English, of which English competence, teaching methods and socio-affective skills were perceived to be the most

important. The results also pointed out that teachers' knowledge of cultures of English speaking countries and of Vietnam and the ability to apply information technology into teaching were recognized to affect students' learning. The study also found that students appeared to demand teachers to conduct their teaching and behave professionally in the class.

Targeting the PD activities, Cao and Le (2018) explored 50 EFL teachers' perceptions towards common professional development activities at some secondary schools in Hue city, Vietnam and pointed out the fact that teachers highly acknowledged the importance of PD to teachers. The results also indicated that the majority of teachers agreed that PD activities helped teachers improve their teaching skills. More specifically, peer observations, idea exchange and experience as well as obtained feedback from colleagues through team teaching were considered to be the main activities for teachers' PD. The results, however, reveal that the teachers reported that they had some difficulties in implementing PD activities such as lack of time, inadequate educational technology and lack of collaboration between EFL teachers.

The needs for PD of novice teachers were investigated in the study by Nguyen and Nguyen (2021). Ten EFL teachers with teaching experience from 1.5 years to 4.5 years participated in the study and they reported that the term PD was vague to understand. They were not confident in giving the definition of PD but they could list out a wide range of PD activities. This could be understood that these teachers had relatively adequate knowledge relating to PD and they truly understood the significance of PD to a teacher. The results also indicated some activities that teachers expressed as their expectation to be trained and provided with in the future to be better teachers. The study confirmed the significance of understanding EFL novice teachers' personal needs and plans to improve upcoming PD activities.

The most recent study by Truong et al. (2021) dwelled into the current status of teacher PD in the context of educational reform in Vietnam. A questionnaire survey was carried out with 517 primary and secondary school teachers and an interview with eight of them. The quantitative results show that the language development PD activities to support upper secondary school teachers were implemented quite diversely and successfully in the studied schools. However, the qualitative results indicate certain limitations, revealing that the teachers have not really promoted their self-directed and active role in learning.

In general, a wide range of research has been carried out in the field of PD in the world and in Vietnam, however, contextualizing PD of upper secondary school English teachers is worth exploring to make the findings applicable to a specific region and see the needs of the teachers in this area for their PD to give implications to training programs and policies regarding teacher development. This is the gap that the present study aims to fill with the goals of finding out the needs of EFL teachers at upper secondary schools. With these aims, the

current study was set out to answer two research questions:

1. What are the needs of PD of upper secondary school teachers in the central area of Vietnam?
2. How would upper secondary school English teachers in the central area of Vietnam like to carry out their PD activities?

### **3. Research methodology**

The current study adopted a mixed methods approach with the use of a questionnaire and an in-depth interview to collect data from 60 EFL teachers from 11 upper secondary schools in the central area of Vietnam. The teacher's teaching experience ranged from 2-30 years and their ages from 23 to over 50. These participants were teaching in different areas including urban, rural and mountainous areas, which helped to reflect diversity of the needs and the ways how the teachers would like to carry out their PD activities.

The questionnaire comprised of two main clusters focusing on teachers' needs for professional development and the ways that EFL teachers would like to carry out their PD activities in the five-likert scale to collect the teachers' responses. The interview was designed for teachers in order to have more specific comments and opinions as well as explanations for their choices in the questionnaire. The interview protocol had twelve questions asking about the EFL teachers' perceptions of PD activities and the ways they wanted to carry out their PD. The information collected from the interviews was classified into themes which corresponded to the clusters of the questionnaires so as to provide more specific details to the clarification of the research results.

### **4. Findings**

The data collected from 60 questionnaires were tabulated for the Cronbach's Alpha which reached 0.94, indicating that the reliability of the questionnaire is higher than that of the suggested value, at 0.70. The themes emerged from the interview transcripts were grouped to supplement data from the questionnaire to answer the research questions.

#### **4.1 EFL teachers' perceptions of the roles of PD**

In the questionnaire, statements 1-6 deal with the perceptions of teachers of the roles of PD. The mean score of the whole cluster on EFL teachers' perception towards the definitions of PD is 4.36, which indicates that most EFL teachers at upper secondary schools are fully aware of the necessity of PD.

The one-sample T test was run to investigate whether the mean was significantly different from 3, the accepted mean for neutral level of agreement. The results of the test are presented in Table 1.

**Table 1.** One-Sample T Test of EFL teachers’ perceptions of the necessity of PD

	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
<b>Cluster 1</b>	14.94	59	.00	1.36	1.18	1.54

The mean score of the cluster 1  $M = 4.35$  ( $SD = .70$ ) is significantly different from 3.0 ( $t=14.94$ ;  $df=59$ ;  $p<.001$ ). The results support the conclusion that EFL teachers’ level of agreement on the perceptions towards the processes which are involved in PD was the same as that of the accepted mean for the high level of agreement (4.0) of the study.

**Table 2.** Descriptive statistics of EFL teachers’ perceptions of the processes involved in PD

Statement (S)	Min	Max	Mean	Std. Deviation
PD is the process that helps teachers develop new skills, stay up-to-date on current trends, and advance their career. (S1)	1	5	4.45	.832
PD is instructors’ developing and improving their skills to better meet the needs of their students. (S2)	1	5	4.20	.953
PD is the set of tools, resources, and training sessions for educators to improve their teaching quality and effectiveness. (S3)	1	5	4.18	.854
PD is the lifelong process for EFL teachers. (S4)	1	5	4.28	.865
PD is the requirement that each teacher have to meet to fulfill the need of the education. (S5)	1	5	4.18	.965

PD can be seen as the teachers' self-reflection process. (S6)	2	5	4.05	.790
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As can be seen from Table 2, the mean values of the six statements range from 4.05 to 4.45. The statement "PD is the process that helps teachers develop new skills, stay up-to-date on current trends, and advance their career" is ranked with the highest mean of all (M=4.45). The second rank is statement S4 "PD is the lifelong process for EFL teachers" (M=4.28). Moreover, the other statements have quite the same mean scores which rank over 4 (from 4.05 to 4.20). In general, the data from Table 2 show that in the neutral scale 3 of the study, the mean score of all the items are perceived at the high level of agreement from the participants with the mean score over 4. The results could be explained by the fact that the teachers generally have high attitude towards the necessity of PD in the process of teaching.

#### 4.2 EFL teachers' needs for PD

This cluster comprises 6 items from S7 to S12. It aims to gain general understanding of what EFL teachers' current needs are. The data collected from this cluster are also presented the same as these above clusters. The mean score of the whole cluster of EFL teachers' needs of PD is rather high (M=4.05). In general, the results of the mean score points out that most of the participants have positive responses towards all the needs that were mentioned in this cluster. Table 3 below shows the descriptive statistics of EFL teachers' needs of PD in their teaching careers.

**Table 3:** Descriptive statistics of EFL teachers' needs of PD in teaching career

	Min	Max	Mean	Std. Deviation
I need classroom management skills so that I can manage my classes better. (S7)	2	5	4.03	.823
I need to learn more about how to design a good lesson in order to attract students' attention. (S8)	2	5	4.12	.846
I need to know how to select appropriate materials and the ways to adapt them. (S9)	2	5	4.25	.773
I need the opportunity to know more about the cultures of English speaking countries so that I can teach culture related lessons more	2	5	4.25	.704

accurately and effectively. (S10)				
I need more training and fostering in information technology skills to be able to design e-lessons more interestingly. (S11)	1	5	<b>4.08</b>	.926
I need to take proficiency tests like TOEIC/TOEFL/IELTS. (S12)	1	5	<b>3.44</b>	.933

The information collected from Table 3 shows that the means of six statements ranges from 3.44 to 4.25. As displayed in the table, the statements 9 and 10 achieved the highest means of all (M=4.25). However, the statement, “ I need the opportunity to know more about the cultures of English speaking countries so that I can teach culture related lessons more accurately and effectively” has SD=.704, so it can be seen as the most common PD need of EFL teachers. The statement “I need to know how to select appropriate materials and the ways to adapt them” has SD=.773. It can be seen from the table that the mean score of the statement “I need to take proficiency tests like TOEIC/TOEFL/IELTS” is the lowest value (M=3.44). In addition, the other statements including “I need classroom management skills so that I can manage my classes better”; “I need to learn more about how to design a good lesson in order to attract students’ attention” and “I need more training and fostering in information technology skills to be able to design e-lessons more interestingly” are perceived with high level of agreement from participants with the mean score of 4.03; 4.12 and 4.08 respectively.

Apart from the questionnaire data, the current study used interview to gain deeper insight into EFL teachers’ perception towards PD and common PD activities as well as the needs of EFL teachers on PD. When teachers were asked about the activities involed in PD, all of fifteen interviewees perceived that PD was really important and necessary for EFL teachers in their teaching career. These results were in accordance with the quantitative data collected from the questionnaires. Most of teachers shared the opinion that in order to be a good teacher with good knowledge and skills, PD was considered as an necessary part of teachers. More specifically, T1 expressed,

“PD helps teachers aquire more knowledge and skills for their teaching and learning. In order to teach effectively, teachers can create more and more lively lectures in order to promote students' curiosity in their learning. Thus, teachers must have knowledge in many fields as well as improve their professional skills to turn the theory into lively knowledge”.



It was undeniable that PD brought various benefits to teachers. None of them thought that PD was useless and meaningless. The benefits of profession development were mentioned by T5, “PD required teachers to learn regularly and always made effort to enhance their teaching ability because PD activities affected positively to teachers’ teaching ability and therefore, it helps to improve the quality of education in general”.

Moreover, for the teachers who did not have much experience in teaching, PD plays an important part. T3 stated that “PD means that one continues studying after they graduate from university and start to work. PD helps them to improve themselves better and better to fulfill their mission in teaching. PD also helps teachers to catch up with the educational tendency and new teaching methods all around the world”.

All of the fifteen participants supported that PD and common PD activities were very important to EFL teachers. Moreover, practicing common PD activities helped them to have higher motivation and it had great influence on the success of teaching English. There were six teachers (T5, T6, T8, T9, T11, and T14) thought that PD increase the interaction between teachers and students.

#### 4.2 Ways to implement PD by EFL teachers

To answer the research question 2, “How would EFL teachers like to carry out their PD activities?”, data were collected from the questionnaire and interviews. Table 6 presents the responses from the EFL teachers to show the ways they would like to conduct their PD activities. The mean score of the whole cluster is rather high ( $M=3.90$ ). A large number of participants had quite positive responses to the implementation of PD activities in their teaching. Table 4 shows the descriptive statistics of EFL teachers’ preferred implementation of PD activities in teaching English.

**Table 4:** Descriptive statistics of preferred ways to implement PD activities by EFL teachers

Statement	Min	Max	Mean	Std. Deviation
I like to observe my colleagues' classes and invite my colleagues to visit my classes every semester. (S13)	2	5	3.92	.787
I like to participate in top- down training sessions, reports and seminars organized by Department of Education and Training in order to improve my professional skills every summer /	2	5	3.83	.827

every year. (S14)				
I like to attend qualification programs (e.g MA or PhD programs) to improve my knowledge of teaching and language. (S15)	2	5	3.95	.852
I like to write a teaching diary (journal) (S16)	1	5	4.00	.844
I like to do action research in order to solve some teaching problems in my classes (such as students' passiveness, students' motivation, etc.) (S17)	1	5	3.58	1.013
I like to talk to my colleagues to listen to their advice on my teaching strengths and weaknesses. (S18)	1	5	4.00	.991
I like to self-reflect my teaching because it is a process of self-evaluation to improve my teaching performance. (S19)	3	5	4.18	.676
I like to learn and update the teaching methods of EFL teachers all over the world. (S20)	1	5	4.18	.854
I like to make a plan for personal professional development to achieve what I want to know. (S21)	2	5	3.90	.775
At the end of each semester, I like to collect the feedback from students anonymously in order to improve my skills as well as my attitude in classroom. (S22)	1	5	4.05	.790
I like to read ELT books to improve my language skills. (S23)	3	5	4.03	.610
I like to join many groups on social network to share and learn teaching experience with other teachers. (S24)	2	5	4.10	.858
I like to read professional journals to collect useful things for my teaching. (S25)	1	5	4.02	.833
I like to consult online sources (English websites,	3	5	4.22	.640

watching videos by foreign teachers on YouTube) (S26)				
I like to take IELTS examination in order to test my skills as well as improve my knowledge. (S27)	1	5	3.76	.916

As can be observed in Table 4, the mean scores of statements 13-17 range from 3.58 to 4.22. The maximum and minimum figures are for statements “I like to consult online sources (English websites, watching videos by foreign teachers on YouTube)” and “I like to do action research in order to solve some teaching problems in my classes (such as students’ passiveness, students’ motivation, etc.)” respectively. In general, the result shows that the mean scores of all the statements are rather high (M=3.90). However, the statement, “I like to do action research in order to solve some teaching problems in my classes such as students’ passiveness, students’ motivation” did not obtain very high agreement of EFL teachers (M=3.58).

In order to prove deeper understanding about the ways in which EFL teachers wish to carry out their professional development activities, the fifteen interviewees all shared that they had participated in some professional development activities organized by the Ministry of Education and Training. T1, T5, T6, T7, T8, and T9 said, “My colleagues and I usually attend training at least once a year in the summer or at the beginning of the new school year”. However, T5 suggested,

“I hope that the apartment provides the reasonable time for teachers. Since during the whole school year, teachers are very busy, so it is really difficult to arrange the time to participate the programs. It therefore, causes loss of efficiency of the professional development programs”

Moreover, when being asked about the content of PD programs they had joined, most teachers shared that they were mainly about supplementing teachers with skills and teaching methods to be able to improve students' capacity while helping teachers keep pace with teaching trends in the world. T8 shared the viewpoint,

“The current professional development activities are quite meaningful for teachers. Each teacher joining in these activities are with the aim at improving their professional skills.”

However, the satisfaction of the teachers with the quality of these programs was not really high. Specifically, T8 added, “For me, there are some programs that do not meet that teachers’ need, so it makes teachers feel bored”. According to some EFL teachers, some training programs organised annually by the local education and training department focus too much on theory, not practical for teachers to apply in their teaching. That is why some teachers were not really excited to join these programs.

Beside the content of the PD activities and programs, there is another factor that significantly affects the quality of the programs and the interest of the participants. That is the selection of representatives to present and convey the content of the seminars or workshops to the teachers. T5 thought stated,

“The teachers who are chosen to present the content of the workshops or training programs must be selective. They must have much practical experience so that they can share with other teachers. Besides, they have to be enthusiastic enough to convey the content carefully and interestingly in order to create the interest of teachers”.

When mentioning the most satisfied program that teachers used to join, T15 shared, “the most favorite program that I have attended is training C1 certificate because I improved a lot by learning the language skills”. In addition, most of teachers thought that PD programs which are practical and about the skills catch more attention from teachers than the ones about theories only. T5, 6, and 7 agreed that for them, “the useful activities and programs are the ones which provide teachers with practical experience and relate to their skills, not about the theory and general knowledge”. That may be the reason why some teachers don’t like to take part in PD activities organized by local department. T10 mentioned, “I am not really satisfied with the programs that organized by the department. They are inefficient and unsatisfied....I don’t like to join in because it wastes of time and meaningless”.

#### **4. Discussion**

The first research question of this study was about investigating upper secondary school EFL teachers’ needs of PD. The results from the questionnaire show that most of participants highly appreciated the needs to do PD activities. The majority of the participants agreed with the opinion that “PD is the process that helps teachers develop new skills, stay up-to-date on current trends, and advance their career”. Moreover, the participants highly evaluated the participation in a network of teachers in order to support, observe and give advice to each other. They considered that PD is a tool to help schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice. This finding aligns with the findings of Bolam (2002) that professional development is considered as the constant development of knowledge and professional skills throughout one’s career in education. Furthermore, the results from the study were parallel to the survey results in the research of Glatthorn (1995) that teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. Especially, the results went in line with the conclusion of the research from Truong et al., (2021) about the current status of teacher professional learning in the context of educational reform in

Vietnam which considered professional development as a very important component in almost all modern educational development programs/projects in countries around the world. Besides, the findings from the questionnaire and interviews show that most teachers perceive workshops, education conferences and especially participation in a network of teachers are useful PD activities. These findings share the same view as Talis (2009) about the types of PD activities.

In addition, the results of the current study emphasized the needs of understanding more about the cultures of English speaking countries in order to convey the lessons more accurately and effectively was highly appreciated. This finding aligns with the findings in the study of Tran (2015). However, in the current study, doing action research in order to solve some teaching problems in their classes as well as taking proficiency tests such as IELTS in order to test one's skills and from that can improve their knowledge were not really taken into consideration as PD common activities.

The second research question of this study was to explore how the teachers would like to carry out PD activities. The data from questionnaires indicate that consulting online sources such as English websites or watching videos by foreign teachers on YouTube was considered the most common PD activity. Moreover, they highly appreciated significant benefits of self-reflection their teaching in order to improve their teaching performance. This finding was in accordance with the finding in the research of Nguyen and Nguyen (2021) that novice teachers applied many kinds of formal and informal PD activities in their teaching. In addition, learning and updating the teaching methods of EFL teachers all over the world was taken into consideration of most EFL teachers in the central area of Vietnam. Furthermore, joining social networks to share and learn teaching experience with other teachers was also regarded as one of the most common PD activities implemented by EFL teachers. Generally, the results from questionnaires in this study do not contradict previous studies and are somewhat similar with the findings of Cao and Le (2018) which indicated that teachers usually found the benefits of listening to colleagues' ideas, sharing work and personal concerns with their colleagues, team teaching, participating in formal PD activities, analyzing their teaching practice after each lesson and observe themselves. Besides, talking to colleagues, self-evaluation, peer observation, mentoring activity and doing action research could be seen as other types of PD activities mentioned in the findings. However, the information analyzed from questionnaires showed that some EFL teachers found doing action research or taking IELTS examination not suitable for them to improve their professional development.

In the interviews, the teachers gave different opinions about the ways of implementing common PD activities at their upper secondary schools. All of the EFL teachers agreed that they

had taken advantage of using websites and YouTube a lot in their teaching. The participants reported that they had participated in annual workshops and seminars, and conducted professional development activities regularly. Additionally, they had taken part in both online and offline groups compulsorily and voluntarily to learn for the sake of teaching. What's more, EFL teachers expressed that they would like to participate in PD programs which had experienced teachers who could provide them with useful and practical knowledge of teaching method. Besides, these instructors must be enthusiastic and passionate enough to motivate participants and provide them with interesting lessons.

## 5. Conclusion and implications

This study was conducted to find out the PD needs of upper secondary school EFL teachers in the central area of Vietnam. The study also aimed to explore how the EFL teachers would like to implement professional development activities. From the findings and discussion in the previous sections in this article, it is recommended that administrators should vary the training workshop contents and modes of training frequently to keep EFL teachers motivated in the PD activities. They also need to arrange the PD workshop time in appropriate ways to minimize workload pressure on EFL teachers.

As for EFL teachers, they need to be aware of the importance and significance of the common PD activities for their teaching development because the need for PD is for the sake of teachers' growth and students' learning outcomes. Secondly, teachers should realize clearly what aspects need improving so that they can have appropriate plans to participate in suitable PD programs. Thirdly, regardless of age and busy schedules, teachers should always set aside a certain amount of time each year for research and professional development. Future research should focus on exploring the effects of PD activities on EFL teachers and their careers.

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