

## **PEDAGOGY TRAINING COURSES IN THE MEKONG DELTA: EFL TEACHERS' SATISFACTION AND EXPECTATIONS**

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### **ABSTRACT**

This study investigates EFL teachers' expectations and satisfaction with the teaching pedagogy training courses in the Mekong Delta. The study was conducted on teachers of English in the Mekong Delta of Vietnam, including 51 teachers answering the questionnaires, and six teachers were randomly invited for the interview. The results from the study revealed that the EFL teachers showed high expectations in the teaching pedagogy training courses. Significantly, the teachers expected to train on language teaching methodology, lesson planning, and technology the most. Additionally, most participants expressed high satisfaction with the teaching pedagogy training courses they had participated in. Remarkably, they were delighted with the program issues and academic aspects of training. The significant findings of this study were expected to contribute to the insightful understanding of EFL teachers' needs. Based on the teachers' needs, the study suggested solutions to improve the quality of further professional development training.

Keywords: EFL Pedagogy Training, Mekong Delta, Teachers' Expectations, Teachers' Satisfaction

### **INTRODUCTION**

Vietnam has been integrated widely and deeply into international relations in both regions and worldwide. For instance, Vietnam became a member of the Association of Southeast Asian Nations (ASEAN) in 1995, the World Trade Organization (WTO) in 2007, and the Asia Pacific Economic Cooperation (APEC) in 2008. As a result, the necessity of enhancing the English competence for Vietnamese human resources is more significant. To improve the quality of English teaching and learning in the Vietnamese context, the Ministry of Education and Training (MOET) has approved the implementation of Vietnam's National Foreign Language 2020 (NFL 2020). The ambitious project aims to enhance Vietnamese people's language competencies that help them compete in the international job market.

However, after nearly a decade of employing the project, the Minister of MOET, Mr Phung Xuan Nha, admitted that the project had no expected effects as the initial targets (Nguyen, 2017). The lack of qualified teachers was one of the fundamental reasons for project 2020. Consequently, the need to enhance teacher professional development becomes essential. Karimi (2011) finds that professional development can help improve teachers' efficacy in teaching. In other words, teachers' teaching strategies employed in classes are closely related to their knowledge and skills. Consequently, teachers can get new beliefs in

their capabilities and may interrupt or change their previous beliefs. Partaking in professional development training has helped improve teachers' teaching practices and increase their students' learning achievements (Desimone et al., 2002).

The pedagogy training has gained special consideration by both teachers and educators in developing professional development. Postareff and colleagues' (2007) study found that pedagogy training plays an important role, a compulsory part of training teachers in Norway, the UK, and Sri Lanka, especially for teachers in higher education. Additionally, Lingard and colleagues (2003) described pedagogy as "the interrelated aspects of teaching and learning" (p.400). Inayati and Emaliana (2017) also agreed that pedagogy should be implemented under teachers' beliefs about teaching and learning, mainly discussing teacher-centred education and student-centred learning. According to the findings of that study, the trainee teachers have performed more student-centred and less teacher-centred. Moreover, their teaching skills have also improved significantly. From the idea of "global thinking, local teaching" (Kramsch & Sullivan, 1996, p.200), an authentic ELT pedagogy is realized through teaching methodologies and materials. Participating in pedagogical training could improve teachers' pedagogical thinking and teaching skills (Postareff et al., 2007). According to Voss et al. (2011), teachers' pedagogical components include classroom management, classroom assessment, and understanding of teaching methods. In other words, language teaching methods are one of the critical pedagogical components that teachers must develop.

In brief, plenty of training programs have demonstrated that enhancing EFL teachers' competence is essential, so an investigation to improve the quality of professional development activities is vital. Teachers' background, motivation, and program characteristics are three influential factors affecting teachers' satisfaction with PD activities (Nasser & Shabti, 2010). Background characteristics, such as educational qualifications, teaching and learning experience, and school duties, are usually included in the PD activities' participation standards.

Subsequent, familiar approaches view motivation as psychic and dynamic energy that encourages people to do tasks and comprehensively explain their activities (Helms, 2006). There is a separation between external and internal motivation (Ryan & Deci, 2000). The responses of externally motivated individuals are driven by considerations such as salary promotions, an educational degree, and development in the shape of their job or avoiding acquiescence such as losing status or circumstances. One's intrinsic motivation is driven by inquisitiveness and affair. Recognizing the correlation between sources of the impulse to participate in PD and comfort can escort policy-makers in investigating productive techniques for boosting education personnel to engage in PD projects. The third set of variables that correlate to satisfaction from PD programs refers to program characteristics. Parts of the program should meet participants' needs and demands to feel fulfilled (Scollon et al., 2004). It depends on whether they are advantageous or disadvantageous to individual well-being, needs, and cultural norms.

Among the domains and various competencies in MoET (2013), the present study primarily concentrates on the territory of knowledge of language teaching to investigate EFL teachers' needs and expectations in the pedagogy training courses, including the

competencies regarding the language teaching methodology, lesson planning, conducting a lesson, assessment of language learning, resources technology for language teaching.

Bui (2016) and Kazemi and Ashrafi (2014) are two typical studies on teachers' satisfaction. Bui (2016) researched the in-service training program for Vietnamese primary school teachers of English. The participants were separated into three groups, including 100 teacher participants answering the questionnaire, 30 participants participating in the course, and 17 school-head teachers. Both questionnaire and interview questions aimed to evaluate the in-service training program by focusing on content, methods, materials, management, teachers or trainers, objectives, acceptability, and attendance fee. The findings showed that all aspects of the program had positive comments from participants.

In Kazemi and Ashrafi's study (2014), in-service training programs were researched to help teachers stay up-to-date and address their practical teaching issues. Besides some essential elements of those programs like the mandate, time, and budgets, the study mainly scrutinized the adequacy of objectives (considering the weaknesses and strengths of those programs) for the trainee teachers. According to the qualitative data from the semi-structured interviews, the study emerged into seven categories, including teachers' needs, contents, teaching skills improvement, proficiency development, teachers' motivation, and teachers' involvement in making decisions. The findings revealed the lack of teachers' expectations of in-service training programs in Iran. The participants of this study mostly gave negative perceptions and discussed the weaknesses of the programs. For example, they mentioned that the contents and topics were irrelevant to their needs, expectations, and practical teaching; they did not improve their proficiency and knowledge and commented on unqualified teacher educators.

It is essential to investigate teachers' expectations of offering practical training workshops. Igawa (2008) investigated the professional development needs of EFL teachers in Korea and Japan. Based on the hypotheses that (1) EFL teachers are professionals and (2) they need activities and processes for their ongoing growth, the researcher collected data from 44 teachers, including Japanese and Korean educational institutions, including 38 non-native speakers and six native speakers. The result showed that EFL teachers in Japan and Korea are mainly concerned with teaching skills and methods, language improvement, communication skills, and others when participating in professional development activities.

Zein (2017) also studied primary EFL teachers' and teacher educators' professional development needs. Consequently, the researcher tried to elucidate professional development activities' improved practice and effect. From the data obtained via semi-structured interviews, teachers are expected to develop skills, including classroom management, error correction, lesson planning, giving feedback, teaching integrated skills, and working with various students.

In addition, Nguyen (2018) also conducted a study on EFL teachers' professional development needs in Bac Lieu city, the Mekong Delta, specifically related to the training programs' content, time, and formats. Moreover, to recognize the similar and different needs of EFL secondary and high school teachers, the researcher invited 62 participants to complete the questionnaire survey and semi-structured interview. The result indicated that

most participants showed strong expectations of developing their competencies. Moreover, the time and formats of professional development programs were also considered.

Le and Nguyen (2019) employed a study on EFL teachers' expectations of professional development training in Soc Trang province, Vietnam. Sixty-seven EFL teachers were invited to answer a questionnaire including seven main clusters language proficiency, language teaching methodology, lesson planning, conducting a lesson, assessing language learning, resources, and technology for language teaching. The findings indicated that most participants showed high expectations of those. Additionally, their experience also affected their satisfaction with the professional development programs.

Although many researchers have investigated this area, few were born in the Mekong Delta. Furthermore, it is necessary to regularly conduct studies on teachers' views on the training programs to adjust them in a timely manner. This study was conducted to fill in these gaps based on these reasons.

## METHODS

### *Design*

This study was descriptive, mixed-method research using quantitative and qualitative approaches. Specifically, a questionnaire was considered a quantitative method and interviews believed a qualitative method was combined to answer all two research questions. First, the questionnaire investigated teachers' needs and expectations when attending the teaching pedagogy training courses and teachers' satisfaction levels with the system. Moreover, semi-structured interviews were employed to collect qualitative data to gain insight into teachers' opinions about what they expect from the courses.

### *Instruments - Questionnaire*

Fifty-one EFL teachers working in some high schools in Cantho city took part in the questionnaire, and their information is displayed in Table 1.

Table 1. Participants for the questionnaire

Variables		Number	Percentage
Genders	Male	19	37.3
	Female	32	62.7
Degrees	Bachelor	44	86.3
	Master	7	13.7
	Doctorate	0	0.0
Teaching experience	<5 years	22	43.1
	5-10 years	13	25.5
	11-15 years	14	27.4
	>15 years	2	4.0

In this study, the questionnaire was designed with forty-two items. There are two main sections involved in the questionnaire. Those are described in Table 2.

Table 2. Summary of the questionnaire

	Cluster	Items
EFL teachers' satisfaction levels of the teaching pedagogy training courses	Non-academic aspects	1, 2, 3
	Academic aspects	4, 5, 6, 7, 8, 9, 10
	Reputation	11, 12, 13, 14
	Access	15, 16, 17
	Programs issues	18, 19
EFL teachers' expectations of the teaching pedagogy training courses	Language teaching methodology	20, 21, 22, 23, 24, 25
	Lesson planning	26, 27
	Conducting a lesson	28, 29, 30
	Assessment of language learning	31, 32
	Resources	33, 34
	Technology	35, 36

To ensure the validity and reliability of the questionnaire, the online questionnaire was piloted among seventeen EFL teachers in some parts of the Mekong Delta. They have similar backgrounds and experience participating in teaching pedagogy training courses. After the piloted questionnaires were collected, the data was analyzed on IBM SPSS Statistics 20. The result showed that the reliability of the questionnaire with 36 items was high ( $\alpha=.93>.70$ ). In other words, the questionnaire was reliable enough to gather the data for the present study.

### *Instruments - Interview*

After completing the questionnaire, six teachers were randomly chosen to continue with the interview for further information. Table 3 displays the information of the participants for interviews.

Table 3. Participants for the interview

	A	B	C	D	E	F
Gender	Male	Male	Female	Female	Male	Male
Qualification	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor	Bachelor
Teaching experience	5 years	2 years	20 years	8 years	6 years	8 years

The current study employed the semi-structured interview to gain insights into six EFL teachers' expectations of the teaching pedagogy training courses. For each main question, there were some sub-questions to gain further insights from the conversations. Furthermore, the interview questions were translated into Vietnamese versions to ensure the respondents' deep understanding of the questions and the research validity and reliability. Each interview was voice-recorded to save all precious information. The transcripts were sent back to the respondents, who helped check the meaning before the data were analyzed.

## RESULTS AND DISCUSSIONS

### *Participants' Satisfaction with PD Activities*

Table 4 presents the results of a Descriptive Statistic Test on the teachers' satisfaction with the teaching pedagogy training courses.

Table 4. The teachers' satisfaction with the teaching pedagogy training courses

Clusters	N	Min	Max	Mean	SD
Non-academic aspects	51	2.00	5.00	3.88	.72
Academic aspects	51	2.57	5.00	3.96	.65
Reputation	51	2.75	5.00	3.93	.64
Access	51	3.00	5.00	3.92	.61
Program issues	51	3.00	5.00	4.01	.64
Mean satisfaction	51	2.95	5.00	3.94	.57

According to the results, the mean score of teachers' satisfaction levels with the teaching pedagogy training courses was high ( $M=3.94$ ), and this also means the EFL teachers were delighted with the teaching pedagogy training courses in the Mekong Delta, Vietnam. After the One-way ANOVA tests were run, there was no difference found among groups of participants in terms of their information, namely teaching experience, qualifications, and gender ( $t=-.69$ ,  $df=50$ ,  $p=.50>.05$ ). Therefore, the teachers in this study had high satisfaction with the courses. Their satisfaction was not affected by any elements related to their demographic information. This finding is different from Kazemi and Ashrafi (2014), who found that EFL teachers in that study were disappointed with the training courses because the training did not meet their needs.

As observed in Table 4, the highest mean score belonged to program issues ( $M=4.01$ ), and the lowest was for non-academic aspects ( $M=3.88$ ). It could be concluded that the teachers were most satisfied with the courses aiming to train them in terms of program issues, and the satisfactions for non-academic aspects were the least. However, after running the Pair-sample t-Tests, the insignificant differences among these clusters conclude that the teachers were satisfied with all types of courses at the same level.

Moreover, the teachers were delighted with the trainers. The shreds of evidence are stated based on the teachers' responses to those items representing issues related to the trainers, such as their knowledge, preparation, logical instructions, clear explanations, and persuasive answers. Besides that, the teachers also felt appreciated for the reputation of the courses, the evaluation of the programs, and the goals and objectives of the courses. Furthermore, the qualitative data shared similar views that explain more about why the teachers were happy with those training courses:

- The teachers were satisfied with the trainers in terms of their knowledge and their instructions.
- The applicable content of the courses also played an essential role in enhancing the teachers' satisfaction.



- The teachers were motivated by the trainers' gifts during the course.
- The good-looking or well-organized trainers impressed and inspired the teachers to be engaged.

Interviewees B and D said,

Generally, I was pretty content with those training courses. Firstly, I was delighted with the quality of the duration since the instructors were well-prepared and knowledgeable. The instructed knowledge was up-to-date and practical, so I could apply it to my classes immediately. Also, those courses were free for participants, but they could get some presents when they actively participated in the activities or gained outstanding performances during the courses. So, it made me motivated and unpressured. (Teacher D, Female, 8 years of teaching experience, Bachelor)

My most remarkable impression about the training course was the training contents. I mean the linguistic knowledge and teaching methods the instructors introduced in the course. To be honest, it was novel for me. In some cases, I gained benefits when applying those to my classes. I highly respected how they prepared the lessons, presented the lectures, and organized classroom activities regarding the instructors. They were knowledgeable and good-looking. Also, the related procedures were not complicated. (Teacher B, Male, two years of teaching experience, Bachelor)

On the contrary, the findings also showed that the teachers might feel unhappy with the class size, the equipment, the unqualified infrastructure, the institutions running the programs, and especially the balance of theory-practice in the courses. In the interviews, they also complained about the class size. Interviewees B and D stated,

I think the class size was problematic. Because of the crowded classes, some training activities could not occur as smoothly as the instructors expected. (Teacher D, Female, eight years, Bachelor)

Because of my first participation in the training course, I did not record any difficulty or unsatisfied situations. However, the course I participated in was crowded, so I think it was hard for the instructors to include all participants in their training activities. (Teacher B, Male, two years of teaching experience, Bachelor)

In summary, the teachers were delighted with the courses, and their satisfaction was not affected by any elements related to their demographic information. It is different from Nguyen (2018), who found that teaching experience did affect teachers' satisfaction with the training courses in the study. They felt happy with the trainers, the reputation of the courses, the evaluation of the programs, and the goals and objectives of the courses. The findings are also different from Kazemi and Ashrafi (2014), who indicated that teacher educators or trainers are why EFL teachers in the study were unsatisfied with the training courses. However, the findings of this paper were in line with those in Bui (2016); EFL teachers in the study also gave much positive feedback on the training courses. In the current study, some aspects should be improved: the class size, the equipment, the unprofessional appearance of the training institutions, the institutions running the programs, and especially the balance of theory-practice in the courses. These findings, somehow, share the same views with Bui

(2016), who found that some courses did not meet ELF teachers' needs as they could not achieve what they had expected. In Nguyen (2018), the contents or formats of the professional development programs were reconsidered by the participants in the study.

### *Participants' expectations for PD activities*

A Descriptive Statistic Test was run to see teachers' expectations of the teaching pedagogy training courses in general. The results are presented in Table 5.

Table 5. Descriptive statistics of teachers' expectations of the teaching pedagogy training courses

Clusters	N	Min	Max	Mean	SD
Language teaching methodology	51	3.33	5.00	4.36	.41
Lesson planning	51	3.50	5.00	4.29	.42
Conducting a lesson	51	3.00	5.00	4.04	.48
Assessment of language learning	51	2.00	5.00	3.69	.76
Resources	51	2.50	5.00	3.70	.62
Technology	51	1.50	5.00	3.41	.88
Mean expectations	51	3.35	5.00	4.03	.36

Table 5 shows that the mean score of teachers' expectations of the teaching pedagogy training courses was high ( $M=4.03$ ). The mean score ( $M=4.03$ ;  $SD=.36$ ) and the test value of 4.0 also confirmed the conclusion above ( $t=.62$ ;  $df=50$ ;  $p=.54$ ). Therefore, teachers' expectations of the teaching pedagogy training courses were high. The findings are similar to Nguyen (2018) and Le and Nguyen (2019), who found that EFL teachers are highly expected in professional development programs. In contrast, those are different from Kazemi and Ashrafi (2014), who indicated that EFL teachers lack expectations on training courses. Furthermore, Table 5 also states that the mean scores of the six clusters of teachers' expectations of the teaching pedagogy training courses ranged from 3.41 to 4.36. The highest mean score belonged to *language teaching methodology* ( $M=4.36$ ), and *technology* got the lowest ( $M=3.41$ ). The teachers expected to learn about language teaching methodology the most and wanted to know about technology at the lowest level.

Specifically, in terms of *participants' expectations of language teaching methodology*, except for practising teaching skills, all other items in this cluster, including teaching techniques, lesson planning, or strategies for conducting a lesson, are highly anticipated. It can be inferred that the teachers were confident in their teaching skills, and what they needed to improve was to know, apply, and use more strategies and techniques to integrate four basic skills with different types of students for honest conversations. In the interviews, nearly all participants showed that they also expected to use various strategies and techniques to integrate the four skills for authentic communication. Interviewee D expressed,

In terms of teaching methodology, I want to be trained in the ways to integrate teaching, listening, speaking, reading, and writing towards the orientation of developing students' competence. (Teacher D, Female, eight years of teaching experience, Bachelor)



The strict consideration of the orientation of competence-based teaching was explained as meeting the new educational goals that emphasize developing students' competence, and the teachers must up-to-date their professional knowledge. Remarkably, the new textbooks were piloted and applied, and there were no other choices for the teachers whose expectations for some training to approach new strategies and techniques to teach the four skills. For instance, Interviewee A remarked,

I want to learn and approach new teaching methods appropriate to the current change, especially teaching methods, to develop students' competence. Because I have not done well in that case, I have concentrated on teaching grammatical points and content related to students' examinations. (Teacher A, Male, five years of teaching experience, Bachelor)

Interviewee B added,

Because the Ministry of Education and Training has been adapting and introducing new textbooks, thus if teachers are not trained well, they cannot achieve the expected target (Teacher B, Male, two years of teaching experience, Bachelor)

Besides that, participants also wanted to learn more methods to identify students' needs. In conclusion, the teachers showed high expectations of knowing more strategies and techniques to integrate all skills in a lesson. Moreover, they needed training on applying and using these strategies or techniques effectively for different students whose needs are entirely different. Besides that, the teachers somehow showed their confidence in their teaching skills. These findings aligned with Igawa's (2008) study found that EFL teachers' main concerns are their teaching skills and methods, competence, and communication skills. Besides that, the findings are similar to Zein (2017), who indicated that EFL teachers expect to improve their pronunciation and speak to give instructions better, learn how to integrate different skills in a lesson, and use more strategies to cater to students' learning styles. Moreover, Nguyen (2018) also shared that EFL teachers showed strong expectations of their competencies development.

For *participants' expectations of lesson planning*, the teachers were highly willing to learn and design more lesson plans, assignments, and activities for applying to their classes. Although several teachers were confident in planning lessons, five of six interviewed teachers agreed that it was essential to participate in training courses that train them to design assignments, activities, and games to integrate the 4-skills effectively. For example, Interviewee F said,

In my opinion, learning more assignments or activities to develop students' competence was good. (Teacher F, Male, eight years of teaching experience, Bachelor)

It is conspicuous that the teachers have high expectations of improving lesson planning to participate in the teaching pedagogy training courses. It also supports the findings from Zein (2017), who indicated that EFL teachers want to learn more about lesson planning.

It was related to *participants' expectations of conducting a lesson*. The majority of participants highly expected to create a supportive and meaningful learning environment. Likewise, the participants all wanted to learn something related to effectively carrying out

the lesson plans to give students significant chances to communicate in English. Compared to the ideas just mentioned, the teachers had a lower expectation of courses aiming to train them to manage classroom activities for authentic communication. Regarding the interview findings, some exceptionally experienced teachers are less expected to conduct lessons because of their confidence in this area. Interviewee F stated,

I am confident in creating a good learning environment or carrying out my lessons. Therefore, I wonder why I need those kinds of training. (Teacher F, Male, eight years of teaching experience, Bachelor)

However, not all of the teachers felt the same. The inexperienced teachers also wanted to participate in the training courses of conducting lessons to meet the students' needs. Interviewee A expressed,

I like teaching methods that flexibly catch up with students' needs but are not hard and compulsive as traditional ones. (Teacher A, Male, five years of teaching experience, Bachelor)

Although this cluster's results were not high compared to the previous ones, the teachers were still highly expected. Furthermore, this cluster also shared a new finding that teaching experience somehow affected the teachers' expectation of their willingness to participate in these courses. Specifically, the more experienced teachers tended to expect from other types of courses rather than those aiming to train how to manage classroom activities because they were confident in doing these things in their classrooms. On the other hand, novice teachers would love to join in the courses training them on how to conduct lessons to meet students' needs. This finding shares the same vein with Zein (2017), who found that EFL teachers love to develop their classroom management skills.

In investigating *participants' expectations of language learning assessment*, just half of the teachers desired to be trained in formative and summative assessment tools and techniques. However, nearly three-quarters still wanted some training to develop their abilities to design and use age-appropriate assessment tools. It can be inferred that instead of learning more tools or techniques related to formative and summative assessment, they tended to have more training in designing and using these tools effectively. It can be explained well throughout the findings from the interview. Interviewee D stated,

I have participated in those courses so far, so I do not have to join those again. (Teacher D, Female, eight years of teaching experience, Bachelor)

Furthermore, one of the teachers showed very high expectations of applying online-assessing programs or online tests. Interviewee B asserted,

I significantly want it. Especially those are online testing or examining programs. (Teacher B, Male, two years of teaching experience, Bachelor)

In conclusion, the teachers did not want to learn more about summative and formative assessment tools as they had previously participated in many courses. However, it does not mean that they did not care about assessment. They wanted to apply new ways of evaluating students' progress, namely online testing or evaluation software.

Regarding *participants' expectations of resources*, the teachers were less interested in those training. Just half of the teachers responded to the items positively. These results also were explained well in the findings of the interviews. Interviewee F stated,

I think it is good to participate. However, being an experienced teacher in a high school, I find that the contents of the textbooks are diverse and much, so extra learning resources are just used to give extra assignments to students. (Teacher F, Male, eight years of teaching experience, Bachelor)

To conclude, the teachers would like to find more professional books, newspapers, and the like to use in their teaching. However, they found conveying everything in the required textbooks challenging. It led to the finding that the texts' contents were used for further assignments or homework only. Then, it downed their willingness to participate in the training regarding resource use.

Finally, in the *participants' technology expectations*, nearly two-thirds wanted to be trained in using technology for language teaching and learning, especially using PowerPoint in their teaching. The teachers frequently used this application to make the lessons more exciting. Interviewee E remarked,

I think it is essential. Now, I frequently introduce some teaching activities and games with PowerPoint slides; I usually show videos for teaching purposes. (Teacher E, Male, six years of teaching experience, Bachelor)

In terms of basic computer skills courses or programs, they seemed unsure or unwilling to study more. The data of the interviews also provided a view of this finding. Specifically, the teachers are highly expected to be trained in online testing programs. However, age seemed to be an obstacle for them to catch up with the rapid technological development. Interviewee C said,

In this field, I am not confident. My colleagues have instructed me to use PowerPoint, but I am still not confident using it. Maybe, it is hard for the old to improve it. (Teacher C, Female, 20 years of teaching experience, Bachelor)

In conclusion, the teachers were interested in learning more about using technology in their teaching. However, some obstacles related to their ages prevented them from studying more about technology. Interestingly, PowerPoint, a specific computer program developed by Microsoft Corp., enhances the teachers' expectations of participating in training related to using technology in teaching.

## CONCLUSION

The current study found that the teachers were delighted with the training courses. The teachers are delighted with the trainers, the reputation of the courses, the evaluation of the programs, and the goals and objectives of the courses. However, several aspects needed improvement. Specifically, they were the class size, the equipment, unqualified infrastructure, the institutions running the programs, and especially the balance of theory-practice in the courses.

Regarding expectations for PD, the teachers are expected to join in more training courses on language teaching methodology, lesson planning, and conducting a lesson. However, they also showed a lower level of willingness to learn more about assessment of language learning, resource adaption, and using technology in teaching.

The current study's findings brought many benefits to the Vietnamese educational system and administrators. First, the teachers had opportunities to raise their voices and express their expectations of what they wanted to improve or benefit from through the teaching pedagogy training courses. Specifically, they shared many reasons why they need some specific training courses in terms of methodology.

Additionally, the findings of this study should be evidence of the high quality of the providing pedagogy training that occurred so far, which was expressed by teachers' satisfaction levels. Therefore, the Vietnamese MoET should continue these training courses to improve the teachers' abilities in teaching. Also, the findings provided a better view for conducting more courses that potentially meet the teachers' needs.

Last but not least, based on the findings of this study, educational administrators or educators can avoid the weaknesses of previous courses. In another way, they should continue promoting the strengths and improving former professional development training shortcomings.

The sample size is a remarkable limitation of this study. Therefore, further research should be conducted on an enormous population to generalize the findings. Besides, classroom observations should be considered to investigate more significant findings. Also, teacher trainers' viewpoints should be profoundly presented to help enhance the quality of professional development training.

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