Self-Development and Identity of Language Teachers through Online Professional Development

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Abstract

This paper reports on a narrative case study that explores the experiences of three languages teachers' self-development and identity construction through online professional development (OPD) during the COVID-19 pandemic. Based on a qualitative case study, participants were recruited and interviewed about their self-developments and identity after participating in OPD. The data collected from online interviewing were transcribed, classified, analysed, and interpreted using thematic content analysis. Findings indicated that OPD facilitates language teacher self-development and pedagogical identity enrichment. Through it, language teachers gain new knowledge, skills, attitudes, experiences and practices, and information technology literacy. Their new knowledge and growing self-confidence lead to self-efficacy, generating values that causes them become the agents of change. The implication of this study contribute to our understanding the benefits of OPD to support continuity of self-development, suggesting, more broadly, critical development paths for all teachers.

Keywords: language teacher; online professional development; self-development; teacher identity

1. Introduction

Professional development (PD) cannot be separated from a language teachers' life-time profession. It plays a significant role of the continuing growth of language teachers (Parsons *et al.* 2019, Powell and Bodur 2019). PD for language teachers is fundamental in developing their professional success and promoting their students' learning outcomes. Essentially, a professional teacher needs to possess a number of competencies: knowledge, skills, attitudes, values, beliefs, experience and practices, and literacies (Widodo 2018). Therefore, language teachers need to make deliberate efforts to develop their own competencies, ones which impact their daily practices and students' learning. Typically, language teachers attend a traditional teacher PD in face-to-face workshops, training sessions, or courses to gain their competencies as a part of their self-development, a program usually imposed by university administrations.

Recently, the mechanism for language teachers to continue their self-development has changed because of the COVID-19 pandemic. As a result, language teachers have begun to create opportunities for their self-development through online workshops, seminars, and conferences. Moreover, they also utilize Websites, professional learning communities, and social media such as WhatsApp and Telegram (Terrazas-Arellanes *et al.* 2019, Yang *et al.* 2020). Therefore, the online professional development (OPD) concept has lately been developing rapidly to enable teachers to address such concerns through flexible, cost-effective, and safe means. It provides opportunities for teachers to enhance self-development and to construct self-identity as a professional teacher (Zhong and Craig 2020, Widodo *et al.* 2020).

Given the importance of OPD in the COVID-19 pandemic, studies on OPD have been widely documented to promote teachers' self-development and identity. Brysch (2020) explored four teachers' experiences who took an OPD and their perceptions toward the use of technology. The findings of his study indicate that the online course develops teacher competence even though they lacked technology training. In line with this, Zhong and Craig

(2020) explored three novice teachers experiences as they joined an OPD through the platform of online teacher knowledge community. They illuminate teachers' stories shared in the online community and how they gain their self-development and identity through online community. Their study reveals that an online teacher knowledge community assists novice teachers to have self-directed PD and most importantly, it helps them to form their identities. In addition, another study conducted by Terrazas-Arellanes *et al*. (2019) both created and evaluated a Web-based PD by giving instructional modules to prepare teachers to teach their students. The results of their study showed that the correlation of the implementation of both OPD program and students' achievement was high. In other words, the OPD program was feasible to implement with teachers, which can lead to sustained and well-implemented practices in the class, thus providing benefits for students.

The aforementioned studies show that OPD can assist teachers' self-development and form their identity, yet the extant literature lacks study addresses more narrowly how language teachers interpret their OPD experiences in COVID-19 pandemic that can facilitate their self-development and how it can contribute to forming their identity. Studies investigating these questions could provide insight into and guidance for language teachers in joining OPD that is essential for their success. Therefore, to fill this gap, this paper provides narrative reports on language teachers' experiences in the online professional development to facilitate self-development and their identity. The research questions addressed are as follows:

1) How the online professional development facilitated language teachers' self-development?

2) How the online professional development contributed to language teachers' identity?

2. Literature review

2.1 Teacher self-development and teacher identity

Teacher self-development is a pivotal aspect of teacher identity development. It is regarded as the individual strengths, social, and characteristics that help teachers define and

make sense of their teaching practice, profession, and identity. Additionally, it is a factor that leads to higher student learning outcomes (Brysch 2020). Teachers therefore need to have access to develop themselves by participating in PD program to remain engaged with research and practice, educational trends, and current issues (Lawless and Pellegrino 2007). The notion of teacher self-development has been widely studied in the fields of education. Previous studies into teacher self-development indicate that PD contributes significantly in improving the quality of the teacher both on pedagogical content knowledge and practices and constructing teacher identity as they go through different phases of teaching experience (Dash *et al*. 2012, Widodo 2017, Durrant 2020, Widodo *et al*. 2020).

The important relations between self-development and identities have been documented in the literature. Connelly and Clandinin (1999) and Zembylas (2003) posited that identity construction and self-knowledge are inseparably linked and shaped by contextual factors, personal stories, workplace and cultures, and reflection upon experiences. In addition to this, following Beauchamp and Thomas (2009) emphasize that realizing one's identity can provoke a sense of agency, self-development, and even the capacity to behave and act professionally in the places which the teacher interacts (see also Widodo *et al*. 2020). Within this framework of reference, the development of identity represents a self-aware feeling and knowing. In other words, an identity develops through stories of teachers tell themselves and about who they are. In addition, the above-mentioned theoretical underpinnings form a basis for understanding how teacher OPD, as a storytelling platform, connects with language teacher self-development and identities.

2.1 Online professional development across time and space

As of the beginning of March 2020, the COVID-19 pandemic already had affected the education systems in many parts of the world. This pandemic has urged the teachers to change the way they develop their quality, content knowledge, and how they construct their professional identity from the face-to-face PD into OPD. Defined as a remote learning, OPD is

administered both synchronously where the participants and facilitator(s) interact with each other through video conference such as Google Meet or Zoom meetings and asynchronously where it is done through the web, emails, discussion boards, and forums (Parsons *et al*. 2019, Susanto *et al*. 2020). Previous studies into OPD have already described its design characteristics (e.g. Prestridge 2017). Qian *et al*. (2018) characterized the design of OPD as associated with the background of the teachers, course curriculum, and a strategy to cultivate teachers' engagement. Moreover, they emphasized that OPD should address teachers' needs, provide meaningful experiences, stipulate specific goals of OPD, and evaluate the OPD trajectory and one's individual development. In line with this, Philipsen *et al*. (2019) argued that OPD tasks and assignments for teachers should definitely stimulate their current state of knowledge, abilities, attitudes, and social network.

The notion of OPD has been reported to have potential to significantly impact on teacher performance (Elliot 2017, Philipsen *et al*. 2019, Powell and Bodur 2019). Teachers who participate in OPD tend to have students with positive learning outcomes (Powell and Bodur 2019, Terrazas-Arellanes *et al*. 2019, Brysch 2020). Dash *et al*. (2012) investigated how OPD can improve teachers' pedagogical knowledge, pedagogical practices, and students' achievements. Results showed that teacher obtained noticeably more success in pedagogical knowledge and practices, however those achievement did not result in significant difference in students' learning outcomes. Furthermore, Philipsen *et al*. (2019) examined how OPD can support teacher reflection. An interesting finding of their study is that specific OPD design has played pivotal roles in fostering teacher's reflection.

Regardless of potential, the literature showed challenges associated with an OPD program based on the design, implementation, evaluation, readiness, and preparation of teachers in online situation (Zygouris-Coe and Swan 2010). Furthermore, OPD in the form of personal learning systems leads to possibly poor results

(Elliot 2017). Other factors affecting the success of OPD are internet equity and access to technology, and supportive infrastructure (Tondeur *et al*. 2016).

3. Research methods

3.1 Research design

In this study, the researchers employed Connelly and Clandinin's narrative inquiry (1990) method, which has roots in Dewey's (1938) and Schwab's (1969) experiential philosophy. We explored three participants, T's, N's, and D's experiences in three dimensions of an inquiry space covering temporality, sociality, and place (Clandinin and Connelly 2000). Moreover, we developed an ethical and positive relationship with the participants, which allowed the researchers to have effective and prolific conversations about the experiences of the participants. Semi structure interviews as conversations were done over Zoom Meeting and WhatsApp application. Participant selection was done through announcement in foreign language teachers' WhatsApp group where the researchers become members. In the said announcement, the researchers asked the member of the groups for their willingness to be participants and share their experiences in teaching foreign languages towards their personal development and identity from joining the online OPD. From the conversation in the group chat, three participants were chosen voluntarily; one Arabic language teacher, one English language teacher, and one Indonesian language for foreign learner teacher.

3.2 Participants

The participants in the present study were three language teachers who had considerable experience (4 to 11 years) in Arabic, English, and Indonesian language teaching. They were considered suitable as they represent language teachers who experienced profound changes in their role as language teachers. The demographic information about the participants is presented in Table 1 below.

Table 1. The participants of the study.

Name	Teaching Experience	Age	Educational Background

T	7 years	32 years old	English Language Teaching
N	4 years	27 years old	Indonesian Language Teaching
D	11 years	43 years old	Arabic Language Teaching

'T' worked as an English teacher in a university in Indonesia. In her reflection on her nine-month involvement in online PD courses, she revealed her pedagogical background. Before the COVID-19 pandemic, she was actively involved in various face-to-face teacher PD workshops or courses conducted by her university. Responding to the COVID-19 pandemic, she felt that it had created a new problem to deal with, comprising challenges instigated by the emergency transformation from face-to-face into online language teaching. In addition to this, she felt that she lost the opportunities to gain both self-development and self-validation. In fact, in order for her to be competent and effective in online classroom, she must have an opportunity to participate in high-quality PD. Then, she attended various online workshops on teacher PD while struggling with her daily online teaching.

'N' has been an Indonesian teacher since 2016. She thought Indonesian for foreigners in a university in Indonesia. In her fourth year of teaching, she now must teach her foreign students online, does not feel confident in teaching online as she lacks experience using technology. Therefore, she turned to join the OPD conducted by several universities, in which she found a more comfortable and safer place to develop herself and communicate her authentic self with other teachers who have the same problem.

'D' is a university Arabic teacher in Indonesia. In her eleventh year of teaching, apart from daily teaching, her time and energy has poured into common teaching preparation, academic research, and conducting community service. It was not easy for her, considering her heavy workloads and time constraints. The sources of her stress have magnified with the amidst of COVID-19 pandemic. It has suddenly and unavoidably become more difficult and problematic for her as she has not been prepared in online classroom delivery. Balancing personal and professional responsibilities is a challenge for her, which creates a lack of physical and temporal restrictions between

campus and home. On one hand, R felt 'break off from the rest'. On the other hand, she finally 'decided to survive' by participating online workshops on PD.

The researchers recruited T, N, and D as the participants because their expertise and experiences constitute a representative sample of the challenging professional situations encountered by language teachers in Indonesian universities. Additionally, their reflections and experiences in the OPD provided a multi-layer understanding of how their self-development and identities interacted with their behaviour through varied environments and time, which were related to the research objectives.

3.3 Data collection

Qualitative data were collected through an online interview as a conversation with three participants. The interviews were done via Zoom Meeting and WhatsApp application and based on the agreement of time. The interview was done on December 2020. One interview was conducted for 30 – 60 minutes and recorded using a digital recording device from either a smartphone or laptop application. Permission to use Zoom and WhatsApp conversation records and to interview the participants for research objectives was granted by the participants of this study. Participants' agreements were initially given in a WhatsApp group chat. They were voluntarily interviewed and chose the time of the interview. They were involved to one-on-one dialogic conversations designed by unstructured questions to give them opportunities to articulate their experiences regarding knowledge, skills, attitudes, values, beliefs, experience and practices, and literacies that inform their self-development and professional identity after attending OPD. The recorded data is then listened to carefully and repeatedly and transcribed. Interview data through Zoom and WhatsApp messages were collected and copied into a table format agreed upon by the researchers to facilitate data identification and classification. Before

analysing the data, the participants were given opportunity to check the interview data for building data trustworthiness and maintaining ethics in reconstruction data (Harvey 2015). The interview transcripts were in Indonesian and then translated into English, which were validated to the participants. All three participants agreed on the content of the transcripts, both in Indonesian and English. The English transcript then become the data of the research. During the validation process, the participants asked their names to be put as initials, which the researcher agreed. Therefore, our inquiry is the collaboration of researchers and participants in which we and the three participants negotiate and develop a sense of meaning and importance (Clandinin and Connely 2000) in regard to their experiences on self-development and identity in varied online PD.

3.4 Data analysis

The collected data of this narrative study were analysed using thematic content analysis, by following the analysis procedure noted by Widodo (2014). This approach aims to find the exact meaning of each word uttered by the participants and to identify experiences based on predetermined themes. The analysis focuses on reading the interview transcript repeatedly to understand the meaning and discourse of the story, then the transcript is coded according to themes, sub-themes, and themes that are likely to develop. In detail, the data analysis procedure begins by transcribing the results of the interview with the following process:

1)   listening to recorded interview data repeatedly to find themes or important points.
2)   writing interview transcripts in the table format so that it is easy to encode, sort and classify important data.
3)   coding the data into predetermined themes.
4)   classifying the data based on data sources (Zoom or WhatsApp).
5)   interpreting interview data; interpreting each word and sentence conveyed by the participants, communicating the views, opinions or viewpoints (inner voices) of the participants.
6)   producing reliable data by providing opportunities for participants to provide feedback on the results of data interpretation.

This is important because participants are the source of data so that the participant's voice must be conveyed correctly.

4. Result and discussion

4.1 Self-development

The narrative data concerning self-development of language teachers through OPD in the COVID-19 pandemic can be seen through changes in knowledge, skills, attitudes, experiences, and practices. Moreover, it is determined through literacy in the implementation of language teaching and learning. The changes of language teachers are indicated from the stories of their experiences, which reflect the dimensions of time, social, and place (Connelly and Clandinin 2000). Based on the time dimension, the three participants revealed changes in knowledge and skills, particularly in the use of online learning technology applications, as presented in the following data:

T: There is an essential lesson that I got online workshops in April 2020. Honestly, I'm not a tech-savvy teacher. I don't know any online learning applications and have never heard of Zoom, Google Meet, Learning Apps, Canvas, Kahoot, etc. After attending the online workshop, I understand how to use those learning applications and use them in my online class. (T, interview data, Zoom, 14 December 2020)

This excerpt describes that the month of April is a significant momentum for T because it was the first time joining OPD. She explained that she lacks knowledge in regard to the use of information technology (IT) for online learning before joining OPD. She didn't even know the names of some applications, such as Zoom, Google Meet, Canvas, and Kahoot. However, after participating in OPD, she is able to use those applications in her online class. Thus, it can be said that OPD changes her knowledge and skills, from being technologically illiterate to now become technology literate. Her changing shows that time can be as an indicator to see the self-development of a language teacher (Darling-Hammond *et al*. 2017). The new knowledge and skills were also experienced by N. She acquired new knowledge and skills after joining OPD, as shown below.

N: I'm happy and excited attending OPD, I feel more technologically literate now than before. In OPD, I learned how to download the Zoom and Google Meet application, use their features and use them for my class. Now, I can teach online using Zoom or Google Meet. Hence, OPD improve my competence in using information technology tools. (N, interview data, Zoom, 15 December 2020)

In this excerpt, the words 'now' and 'before' are time markers. The phrase "I feel more technology literate than before" and "now I can teach online using Zoom and Google Meet" proves that N gained her knowledge and skills, especially in using technology in teaching and learning. The same idea was expressed by D, her knowledge has developed through OPD as described below.

D: In the past, I only taught using Power Point Slides (PPT) because I could not use any other IT. After attending OPD, now I teach online using several applications. I'm happy develop my knowledge through OPD because the time is flexible. Thus, I can participate and access it anytime. The only thing I need is just opening my laptop or cell phone. (D, interview data, Zoom, 16 December 2020)

Based on the three excerpted data above, the time dimension has an important role for language teachers' self-development. The data indicated that OPD contributes to language teacher' self-development (Dash *et al*. 2012, Powell and Bodur 2019). It seemed that N experienced in OPD improves her competence and skills in using information technology tools. Furthermore, D was enthusiastic about OPD as it was useful for her self-development, advancing in technology aptitude, and in giving her time flexibility, which she can join and access OPD at any time. These findings are consistent with Parsons *et al*. (2019) and Brysch (2020) findings that teachers show several factors making OPD useful, particularly the ability to access OPD at any time and to complete it at their own pace.

In reference to social dimension, OPD has led to the formation of new networks for language teachers. They get to know other teachers with different social status. The social status of teachers is not only determined by their position, but it also their education level. OPD eliminates teachers' social distance, those with lower education confidently associate with other teachers with higher education. Social status attributes in the OPD are invisible because they only meet on the computer screen. This experience is described by N and T as follows.

T: OPD makes me more confident. I feel comfortable though I come from private university and my education level is still master's degree. I'm not bothered by OPD participants' relative position and their educational level. This is because they are not disturbed by the educational level of other participants. I can focus on the training or workshop material. I'm sure that the new friends I made were not because of social status. (T, interview data, Zoom, 14 December 2020)

N: I just graduated from my master's degree. I felt grateful joining OPD. Through OPD, I have made new friends. Their educational background are varied, ranging from masters to doctorates. Surprisingly, one of my friends in OPD is a professor. I found that he is one of famous professors in a reputable university after looking at his profile on Google. He is very kind to me and I salute him because [of it] ... (N, interview data, Zoom, 15 December 2020)

OPD also creates opportunities for a more sensitive social awareness, as expressed by D. She mentions that not all students in her class having learning devices that sufficient to support them in online learning. Besides, she recognizes that some students are from low economic backgrounds. It can be seen from their monitor screens. Based on her statement, it is evidence that students' socio-economic background influences language teachers self-development. Online learning made her aware that some students were unprepared to carry out online learning. Socio-economically, the ability of students in preparing devices such as laptop or smartphone is different. As D noted below.

D: I became more aware of my students' background where not all students have learning devices such as laptop and smartphone for online learning. Also, I also understand that some students come from low economic backgrounds. It is seen from their monitors screen that ... (D, interview data, Zoom, 18 December 2020)

It is noteworthy that self-development of language teachers can also be identified through the places that showing their location. This

situation is experienced by T and N that lives in different cities namely, Surabaya and Malang city. Through OPD, they have new colleagues from several regions in Indonesia. T, a language teacher in a private university in Surabaya acquainted with other colleagues from other universities such as a university in Sumatera, a university in Jakarta as well as high schools in Blitar. Based on the place dimension, it is known that they interact with other teachers from various regions or places (Desimone and Stuckey 2014, Darling-Hammond 2017, Lindvall *et al*. 2018, Parson *et al*. 2019). The experiences of N and T are reflected in the following quote.

N: OPD gives me a new relationship and a feeling of belonging to a professional community. I have many new friends from different universities from all around Indonesia such as university in Makasar, Palu, Kaltim, Bali, Jogya, Jakarta, and Medan. Moreover, we still keep in touch via WhatsApp or Zoom application even though the online training is done. (N, interview data, WhatsApp, 19 December 2020)

T: When I was participating in OPD about…, the participants came from various universities, departments, and regions. Having majored in English, I know some new friends from both other departments and universities. For example, I met Mrs. N from the English Department, a university in Sumatera, and Mrs. D from the Arabic Language Department of University in Malang, Mrs. M from a university in Jakarta, and Mrs. P, English language at a high school in Blitar. Thus, personally I can say that OPD adds knowledge and makes friends. (T, interview data, Zoom, 14 December 2020)

Grounded on the dimension of place where the OPD has taken place, it led development of language teachers. OPD has provided opportunities for them to develop themselves and attend OPD from anywhere, both from their homes and offices. These findings align with previous study that OPD provides flexibility for teachers to acquire knowledge (Wynants and Dennis 2018) as they found it more beneficial than face-to-face PD. Language teachers do not physically need to come to the training place to develop themselves, but through technology or their laptop and smartphone. Thus, it is worth noting that the use of technology supports self-development and the acquisition of new skills

(Rienties *et al*. 2013). Much of the data in relation to the dimension of place is seen from D's statement below.

D: Participating in the OPD during the COVID-19 pandemic makes me comfortable. I do not need to come to a workshop or training on professional development. I can participate OPD at home or office. It's easy, I just need to turn on my laptop and get what I need to develop myself (D, interview data, WhatsApp, 18 December 2020)

Based on the three dimensions of time, social, and place, the narrative data shown that the three language teachers showed their self-development. In other words, OPD has contributed to the self-development of language teachers. Their self-development includes gaining new knowledge, skills, and experience in using IT for online learning during the COVID-19 pandemic, making new networks related to language learning across fields of study, such as Indonesian, English, and Arabic, and having a sense of empathy for students with low socio-economic backgrounds. In regard to new knowledge, skills and experience, language teachers are now skilled and understand how to use various IT applications and use them in their online classroom. Hence, through OPD, their skill in reference to digital literacy are improved.

Additionally, language teachers did acknowledge that they build a digital community through OPD. Their connection, previously involved more physical interactions, yet they are no longer constrained by time and space now. OPD eliminates social distancing among them because social attributes are needless when meeting on screen. This is congruent with the literature that OPD has been known as the effective solution to connect remotely located teachers using either synchronous or asynchronous technological tools (Charteris *et al*. 2021) and allow time flexibility. This research also found that OPD has increased language teachers' self-confidences as they were able to use various online learning modes. Moreover, OPD develops the attitude of language teachers for being humble and more empathetic to others. Thus, it can be argued that OPD facilitates to the self-development of language teachers as it relates to the competences namely knowledge, skills, attitudes, self-confidence, experience and practice, and digital literacy. As Parson *et al*.

(2019) and Powel and Bodur (2019) asserted that OPD contributes significantly for language teachers' self-development which affect their teaching practices and students' learning outcomes. Teacher's self-development is closely related to the world's development. When the world set its sail towards the digital era, then teachers' self-development also heads to the same direction. It is true that the only thing that does not change is change itself. Teachers have to, willingly or not, master IT because language teaching is done virtually.

4.2 Professional identity

OPD offered teachers constructing language teachers' professional identity. It can be identified from their stories in a three-dimensional narrative inquiry space comprising time, social, and place (Connelly and Clandinin 2000). Based on the dimension of time, the three language teachers revealed changes in attitudes, beliefs, knowledges, skills, and practices. As described by T, one of the language teachers who was initially worried about online learning and IT, however, after joining OPD, she gained confidence and excited about applications that can be adopted in her online class. A similar experience was also expressed by D and N. They even feel more comfortable and skilful in using various applications in their classroom such as Kahoot, Wordwall, LMS, and Blackboard. Hence, it is worth to note that the development of a professional identity of the language teachers determined by the time process, which is dynamic and not static (Lunenberg *et al.* 2017). The story of the three language teachers concerning IT literacy was reflected in the quote below.

T: Online learning from time to time creates new conveniences. It initially made me worried because I'm not familiar with various online learning applications. However, after participating online training, I became familiar to and enjoyed the online learning model. In essence, previously I worried about IT but I'm happy with IT now. (T, interview data, Zoom, 14 December 2020)

D: In April, when online learning was first implemented, I learned how to use Zoom, Google Meets, and other applications through OPD. After that, I taught colleagues how to use Zoom and Google Meet as well as designing online learning through LMS or asynchronous learning. (D, interview data, Zoom, 16 December 2020)

N: OPD has changed my perception dealing with the term of blackboard. Before, I thought that it was a traditional blackboard that hung in the classroom. After joining OPD, I knew that blackboard was one of the LMS applications… (N, interview data, Zoom, 15 December 2020)

Based on the social dimension, OPD has led language teachers to get recognition from their colleagues. It happens because of their competence enhancement. They are more literate on IT and able to connect theory to practice, become a role model on IT literacy, and more significantly bring changes in their environment. The competence recognition was expressed by T, who was assigned to train her colleagues about using some applications for online learning. A similar experience was also conveyed by D. She was believed to share her knowledge and skills on using IT for online learning such as how to use Canvas application in online class. This recognition motivates her to learn more about IT for online learning. A slightly different story comes from N, an Indonesian language teacher. N's story reflects on social relations and communication interactions in the online community that they are no longer determined by ages, superiority, or academic level. Yet, all share some basic competencies. The three stories of the language teachers are shown in the following excerpt data.

T: It's been several times since I was asked by the deans of several faculties to provide training on using IT for online learning that can be followed by for all teachers from several departments in their faculty. I felt happy that my dean and colleagues recognize me. Before, I was a nobody and considered junior teacher, but now they recognize me as knowledgeable in technology for learning now. I am proud of myself because I now train senior lecturers in my university. Because of my competence, I was given the mandate to be a director of a unit at the university-level (T, interview data, WhatsApp, 18 December 2020)

D: OPD has increased my confidence in using learning modes and it encourages me to learn more learning mode, especially for language learning. For instance, after attending OPD about how to use Canvas application, then, I

applied it in my class. (D, interview data, WhatsApp, 18 December 2020)

N: Personally, I learned much from participating in the OPD. First, the majority of language instruction in the online applications is using English. Hence, I suggest teachers to learn English. Second, most of the trainers in OPD are young trainers, while the participants are both young and old teachers. This shows that learning is not always from more senior teachers. (N, interview data, Zoom, 15 December 2020)

In the COVID-19 pandemic, the dimension of place does not contribute greatly in constructing the professional identity of language teachers. They can enhance their professional identity without leaving their homes. Besides, the place is no longer become a barrier for language teachers to teach their students professionally. Place and online interaction has connected the gap between location barriers (Brysch 2020). As described by D that she was able to conduct teaching and learning from home. The same could be said for T and N. They found that professional identity of language teacher is not determined by place, hence, it is determined by their knowledge, skills, attitudes, practices, and work ethic as stated below.

D: During the COVID-19 pandemic, I have been participating in several OPD (sessions). It improves my knowledge, skills, as well as positive values. Location is no longer an obstacle for me to take online training because I do not need to go to campus or out of town. Although I work from home, it does not lessen my efforts to be a professional teacher. (D, interview data, Zoom, 16 December 2020)

T: I never imagine that I would have to teach my students from home. Due to the COVID-19 pandemic, the university was locked down, forcing teachers and students to conduct online teaching and learning from their places. Nonetheless, I'm sure that the quality of both teaching and learning process and students' outcomes is the same as face-to-face learning. (T, interview data, Zoom, 14 December 2020)

N: In every June to August, I usually teach Indonesian to international students at a university in Malang. Conversely, in year of 2020, my students cannot leave their country to study in Malang. They are from America and Thailand, so they learn Indonesian from their own country. Thus, the teaching and learning of Indonesian for foreigners (BIPA) is conducted online through the Zoom and Canvas applications. And lucky me, I'm able to use those applications that I got from attending OPD. The Indonesian language proficiency of the students in online learning is as good as those who coming to Malang in 2019. (N, interview data, Zoom, 15 December 2020)

The stories of the three language teachers as shown narratively indicate that they have a professional identity as language teachers. They are recognized to have the knowledge, experience, attitudes, and acceptable practices in conducting online learning using some technological tools. Furthermore, personally, they develop into technological literacy and become agents of change in their environment and community. This empirical data shows that they have competences to construct their professional identity. Having knowledge, skills, attitudes, beliefs, self-efficacy, self-confidence, motivation, digital literacy experience and good practice in implementing online learning are indicators of their professional identity. As emphasized by Knowles (1992) and Walkington (2005) that teachers' identity refers to the attitudes, beliefs, self-efficacy, values, experiences, and practices that inform their actions. Hence, the indicators of the professional identity of language teachers are closely related to their competence mastery.

OPD really helps foreign language teachers' professional identity. Through OPD, teachers not only comprehend the depth of their teaching materials but also adapt the said materials into another format (digital) and present them to their students. From cognitive, psychomotoric, and affective point of view, OPD fosters a new digital-literate culture. This new experience contributes to teachers' confidence. OPD has improved their knowledge, skills, attitude, and confidence in being foreign language teachers which correlate with competences that all teachers must possess: pedagogic, professional, personality, and social competences.

The improvement in knowledge, which is the teaching materials being taught, is related to professional competence. The improvement in skill, such as classroom management, is related to pedagogic competence. The improvement in positive and confident attitude is related to personality and social competences. All four

competences construct foreign language teachers' professional identity. Location does not have to hinder teachers' professional development anymore. Through OPD, teachers get new knowledge, skills, attitude, experience, and practice in IT literacy. All things considered, OPD can facilitate and help shaping foreign language teachers' identity to be professional teachers in Indonesia.

5. Conclusion

This study has shown how OPD facilitated language teacher' self-development and contributed to their professional identity. It is obvious that before participating in OPD, the language teachers were lacking in knowledge, skills, experiences, IT illiterate, and practices in online learning. After actively attending several OPD sessions, their competencies have changed. The language teachers' new knowledge contributes to their belief that new skills build independence, and self-confidence, leading to self-efficacy. Additionally, they gain new experiences and practices that generates a growth of value and meaning. Thus, IT literacy makes them agents of change in their broader communities and social networks. Those competencies contribute to the constructing of their professional identity as language teachers. They get recognition from the community and society for their competencies. The findings indicate that OPD facilitated the self-development and constructed the professional identity of languages teachers. Thus, it is suggested that language teachers should not hesitate to take part in OPD in order to develop their personal competence as a language teacher and to construct their professional identity.

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