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*EXPLORING PROFESSIONAL DEVELOPMENT OF
EFL TEACHERS*



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Abstrak

Penelitian ini mengkaji aktifitas pengembangan profesional dosen bahasa Inggris pada level institusi dan inisiatif sendiri. Dosen dituntut terlibat aktif dalam mengembangkan profesionalnya baik yang bersifat institusional maupun atas inisiatif sendiri. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data diperoleh dari dosen bahasa Inggris di Fakultas Humaniora UIN Maulana Malik Ibrahim Malang. Data berupa jawaban tertulis dosen terhadap kuesioner terbuka yang mencakup dari 3 pertanyaan: 1) Bagaimana keterlibatan dosen dalam pengembangan profesional secara institusional?, 2) Bagaimana keterlibatan dosen dalam pengembangan profesional berdasarkan inisiatif sendiri?, dan 3) Bagaimana dosen mempersepsikan tentang pentingnya pengembangan profesional?. Hasil penelitian menunjukkan bahwa dosen terlibat aktif dalam pengembangan profesionalnya terutama dalam kaitan dengan kegiatan yang bersifat rutin yang diselenggarakan institusi dalam bidang pengajaran, penelitian, dan pengabdian masyarakat. Untuk kegiatan dari inisiatif dosen, jenisnya lebih beragam dan dinamis. Adapun aspirasi yang disampaikan para dosen adalah dibutuhkan dukungan yang sangat memadai dalam hal keuangan, fasilitas, dan terlebih lagi dukungan berupa kegiatan yang bersifat berkesinambungan. Terkait dengan bagaimana dosen mempersepsikan pentingnya pengembangan profesional, hal ini dinilai sangat penting karena pengembangan profesional berpengaruh besar pada performa mengajar dan orientasi pada praktek pembelajaran. Selanjutnya, dapat disarankan bahwa pihak institusi memberikan dukungan yang memadai agar dosen dapat mengembangkan profesionalisme dengan sangar baik. Untuk penelitian berikutnya, disarankan mengkaji yang lebih spesifik yaitu tentang bagaimana dosen mengembangkan profesionalisme dalam bidang teknologi dan evaluasi pembelajaran.

CHAPTER I

INTRODUCTION

The research is about EFL teachers' professional development in teaching and researching, and other relevant activities. Exploring teachers' professional development aims to gain information about the activities in the classroom and other important activities supporting teachers teaching performance. Having description about teachers' professional development enhances teachers and policy maker knowledge on how to develop professionally, and design a program to stimulate teachers to have such professional activity that effectively lead to their professional . This chapter presents background of the study, research questions, scope of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Due to the significant role of teachers, educational researchers have studied teachers from many different angles including professional development. According to Wichadee (2012) professional development becomes important aspect for university teachers to improve teaching quality. With the high speed of changing world indicating with simultaneous change in information and technology, knowledge and skills, teachers are expected to fill themselves with knowledge and skill to get new theories and practices of teaching. Various definition referring to professional propose by researchers such as Freeman (1989) defines that it is a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual.

The purpose of development is for the teacher to generate change through increasing or shifting awareness (p. 40). Mushayiwa and Lubben (2009) define that professional development is taken as the process of accumulating skills, professional knowledge, values and personal qualities that enables teachers to continually adapt within the educational system (p. 375). Wichadee (2012) defines that teacher professional development represents an expansion of skills and understanding that all university teachers should achieve, which is precious what students need when learning a language (p. 615).

Since 2009, Indonesian government has released Certification Program for teachers at schools and universities. It has implication that teachers are expected to professionally, pedagogically, personally competent. The program boosts the quality of university because it directly requires teacher to have high efforts to do professional activities after the government provides the support. With this program, every teacher should make report on BKD, Teacher Working Report, after finishing 1 semester working session. The report has been officially from government format in which teachers fill the criteria utilized by all relevant documents. Therefore, the system implies that the teachers should utilize themselves with professional activities routinely and meaningfully by teaching and researching, and supported by doing community service and other relevant activities.

Recently, there have been growing interests among ELT practitioners to study teachers' professional development in many different points of view since identifying and describing professional development is very complex. Soekirno (2004) shared her experiences of becoming an English teacher which described her phases of awareness on her identity construction as EFL teacher and her professional journey as EFL teacher. Lu (2005) gained better understanding on EFL teacher's engagement with ESL context which strongly influenced the teacher's identity and teaching practices. Ha (2008) wrote her autobiography about her identity formation focusing her engagement with English regarding her position as a writer and a teacher of English. Hong (2009) recollected Korean teachers' experiences in teaching returnee children in which the teachers are expected to do on-going process finding effective way of teaching English in that situation.

In the area of teaching reading, Edge (2011) studied teaching practices of beginning teachers to see how those teachers engage and develop the quality of classroom instruction. Xu (2014) reported EFL teachers' professional activity in research practices and their identity construction as researchers in China. Giraldo (2013) conducted action research on professional development program and its impact on teaching performance of in-service ESL university teachers. The study reveals that teachers improved their teaching performance as their teaching become more communicative, organized, attentive to students' needs, and principled. It suggested that professional development program must be based on teachers' philosophies and needs, and effectively articulate theory, practice, experience, and

reflection. A case study conducted by Mora, et al (2014) reveal that two Mexican English teachers experienced that professional development programs such as certification and English proficiency test raised the confidence in planning and teaching.

All those studies revealed that teachers are always in the situation expecting them to utilize themselves with information and capability to access current theories and practices of teaching. It is known that teachers of higher degree such as university also experience a lack competence which results the students' low performance. Furthermore, as far as the identity as a teacher stick on the teachers' live, professional development is a must to do.

Teachers' involvement in professional development can be achieved through various levels. At institutional level, teachers have opportunity to involve in activities assisted by university or faculty authority, even, it is commonly limited number of participants are invited. However, teachers still have great chances to develop themselves based on what they think it is necessary to do. They are invited to professionally develop through what they prefer and need to have. Both level of professional development activities play essential role for teachers' performance.

One specific major affecting teachers professional development is teaching quality. The quality can be directly connected to effective teaching (Nunan, 1999 in Wichadee, 2012). Nunan says that effective teaching requires procedural knowledge and declarative knowledge in equal measure. Declarative knowledge includes all the things which teachers have to know and can articulate. It is about cognitive knowledge which include linguistic knowledge and language skills for example in pronouncing 'ch' correctly and writing argumentative essay well. In contrast, procedural knowledge includes the ability to design the curriculum, courses and lessons, and knowledge of communicative language teaching approaches. Therefore, teachers must equip themselves with those knowledge by continuously develop their knowledge and skill.

Up to this point, teachers' development has crucial position in teachers' professional life to reach learning goal, therefore, it is important to explore the nature and phases of university ELT teachers' professional development. This research is conducted to gain deeper understanding on activities and obstacles that influence

teachers' development in teaching, researching, and other relevant activities. The findings, then, will provide information how university EFL teachers grow to reach better teaching performance resulting the objectives of teaching and learning writing. The information will be rich resource for administrators and policy makers to be the foundation for facilitating teaching staffs to have better educational system, appropriate program and support for the success of professional development.

1.2 Research Questions

This study focuses on teachers' professional activity in creating effective teaching in the classroom. Therefore, the research questions are:

1. To what extend do university English teachers involve in institutional professional development in ELT context?
2. To what extend do university English teachers involve in teacher-initiated professional development?
3. How do university English teachers perceive the importance of teacher professional development?

1.3 Research Objectives

Researches on teachers' professional development gain significant interest from ELT practitioners. Through this research, it is expected to be an exploration towards real picture about:

1. Teachers' professional development activities in which they are involved in institutional professional development programs.
2. Teachers' professional development activities in which they are involved in their own initiative to professionally develop.
3. How teachers think and view the importance of teacher professional development.

1.4 Research Significance

Research on teachers' professional development is now becoming research interest of educational researchers. By conducting research on teachers' development, we can identify which professional aspects of teachers that are still important to improve, and aspects that already improved. The phases of development are also significant information for the teachers themselves, other teachers, and institution as the point to decide for the success of professional development activities. Specifically, this research gives information about teachers' professional activities through institutional and teacher-initiated activities. The aspects of professional development are necessary to investigate to be a point of departure for institutional and teacher themselves in intensively developing professionalism.

1.5 Scope of the Study

This research is intended to explore professional development of English teachers at English Department. The teachers teach various kinds of subjects from language skills; reading, listening, writing, and speaking to language components; grammar, and linguistics and literature courses. The aspects being investigated are institutional professional development and teacher-initiated professional development activities. The activities cover teaching, researching, and other relevant activities. When teachers involve Institutional professional development activities meaning that they institutionally engage with the activities held by both university and faculty level. Teacher-initiated professional development actually refers to the areas of teaching, researching, and other relevant activities but it is from what teachers need and it based on their beliefs and preferences.

1.6 Definition of Key Terms

To avoid misunderstanding on some key words and the content of the study, it is necessary to define the following terms:

- Professional Development is the situation in which teachers actively engage with professional activities to achieve better teaching performance and to achieve EFL teachers' career sustainability. In this research, it refers to activities in teaching, researching, and other relevant activities. Teaching

activities covers the involvement in curriculum and syllabus design, teaching materials development, and assessing the learning process.

- Institutional Professional Development is the situation in which university or faculty authority provides professional activities for teachers in terms of teaching, researching, and other relevant activities.
- Teacher-Initiated Development refers to the situation in which teachers actively participate in their own professional development by designing plans based on their preferences, beliefs, and perceived needs in terms of teaching, researching, and other relevant activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

The present chapter explains about relevant theories to support the research topic. The discussion covers the basic concept of teacher professional development, aspects of teacher professional development, and researching teacher professional.

2.1 Teacher Professional Development in ELT

Teacher professional development has been considered as crucial factor in education. This part discusses about dimension of teachers professional development (TPD) covering the definition, the aspects of TPD, current studies on TPD, and TPD in teaching writing. The involvement in professional life requires teachers to continuously develop. By doing so, teachers are asset of education who will contribute to the advancement of teaching process which automatically affect the students' performance. As stated by Day (1999: 4) that:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process

by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

As the heart of education system, EFL Teachers for sure cannot separate themselves from upgrading knowledge and current pedagogy of language and content teaching. Both language and content teaching needs specific requiremens as students' language proficiency and content mastery should be taught carefully, especially when it is foreign language. Teachers, then, are expected doing two points at the same time. Taking example from EFL teachers of writing, they teach students' various knowledge those are genre knowledge, linguistic knowledge, strategic knowledge, and content knowledge.

With the various teaching aspects, a teacher should continuously equip her/himself about teaching pedagogy. Have a look on the context of teaching writing, the approaches and methods in teaching writing the writing assessment will be also important point to discuss. Therefore, it will be beneficial to explore factors related EFL language and content teachers' professional development.

2.2 Aspects of Teacher Professional Development

The dynamic of teacher professional development show that there is shifting paradigm on teacher development. The shift is mapped into traditional and visionary professional development (Diaz-Manggioli, 2004 in Mora, 2014). The table shows the differences:

Characteristics of Traditional Professional Development	Characteristics of Visionary Professional Development
<ul style="list-style-type: none"> • Top-down decision-making 	<ul style="list-style-type: none"> • Collaborative decision-making
<ul style="list-style-type: none"> • A “fix-it” approach 	<ul style="list-style-type: none"> • A growth-driven approach
<ul style="list-style-type: none"> • Lack of program ownership among teachers 	<ul style="list-style-type: none"> • Collective construction of program
<ul style="list-style-type: none"> • Prescriptive ideas 	<ul style="list-style-type: none"> • Inquiry-based ideas

<ul style="list-style-type: none"> • One-size-fits-all techniques 	<ul style="list-style-type: none"> • Tailor-made techniques
<ul style="list-style-type: none"> • Fixed and ultimately delivery method 	<ul style="list-style-type: none"> • Varied and timely delivery method
<ul style="list-style-type: none"> • Little or no follow-up 	<ul style="list-style-type: none"> • Adequate support systems
<ul style="list-style-type: none"> • Decontextualized programs 	<ul style="list-style-type: none"> • Context-specific programs
<ul style="list-style-type: none"> • Lack of proper evaluation 	<ul style="list-style-type: none"> • Proactive assessment
<ul style="list-style-type: none"> • Pedagogical (child-centered) instruction 	<ul style="list-style-type: none"> • Andragogical (adult-centered) instruction

There is a slightly differences among traditional and visionary professional development. The differences are ranged from very early stage of the developmet starting from when the teachers plan the activities, decide which technique that is effectively applied, find what next, conduct evaluation and the underlying philosophical base for instruction. Richards (2011 in Gonzalez, 2014) explores ten core dimensions of the profile of exemplary English language teachers. The dimensions range from knowing the language of instruction to the capacity to derive theory from practice. Below, this article will briefly address each of the ten dimensions Richards defines. The first dimension is called the *language proficiency factor*. The author explains how both native and nonnative speakers of the English language need to possess a series of skills related to how they use language. One of those skills is providing input at a level that is appropriate for learners.

The second dimension is the *role of content knowledge*, which is divided into two: *disciplinary content knowledge* and *pedagogical content knowledge*; the former is specific to language teaching and involves knowledge of the history of this field, including disciplines such as pragmatics, sociolinguistics, phonology, and syntax; the latter comprises the ability to plan curricula, reflect upon practice, and manage classroom environments. The third dimension entails *teaching skills*. Richards argues that these are the types of competences that teachers develop over time in professional development programs and because of reflective teaching. Richards (2011) states that “teaching from this perspective is an act of performance, and for a teacher to be able to carry herself through the lesson she has to have a repertoire of techniques and routines at her fingertips” (p. 9). Richards argues that

teaching skills are the result of teachers' decision-making and as such should be considered in teacher training.

The fourth dimension is *contextual knowledge*, which refers to the knowledge that teachers have about the conditions and human and material resources of the contexts in which they teach; knowing the school curriculum and policies for disciplinary issues fall into this dimension. The fifth dimension the author explores is the *language teacher's identity*; this reflects the different roles that teachers are expected to display depending on school policies and even the cultures where they teach. Richards (2011) defines identity as "the differing social and cultural roles teacher-learners enact through their interactions with their students during the process of learning" (p. 14).

The sixth dimension in a teacher's profile is referred to as *learner-focused teaching*. Richards argues that teacher performance can be influenced by student learning and that exemplary teachers familiarize themselves with student behavior, devise teaching practices based on this knowledge, and keep students engaged during lessons. Making the classroom a community of learning and personalized teaching are two skills that fall under the category of learner-focused teaching. *Pedagogical reasoning skills* is the seventh dimension the author defines; it denotes teachers' ability to make informed choices before, during, and after class. These skills are shaped by the actions, beliefs, knowledge, and opinions teachers have of themselves, their learners and their contexts. Below are four of these skills:

1. Analyze potential lesson content (e.g., a text, an advertisement, etc.).
2. Identify specific linguistic goals (e.g., in the area of speaking, vocabulary, etc.) that could be developed from the chosen content.
3. Anticipate any problems that might occur and ways of resolving them.
4. Make appropriate decisions about time, sequencing, and grouping arrangements (Richards, 2011, p. 20).

Richards argues that teachers' philosophies should be addressed in professional development programs because they help teachers learn. Teaching philosophies are shaped by the ability to reflect upon experience and arrive at principles for second-language teaching and learning. This is the eighth dimension, called *theorizing from practice*. The ninth dimension involves *belonging to a community of practice*. The author explains how teacher communities should work together toward common goals and engage more individualistic members to share with the community at large. Lastly,

professionalism is the tenth dimension, and it relates to the idea that language teachers are part of a scientific academic educational field and that, because of this, they should be familiar with what is current in the field. More importantly, Richards suggests that teachers must be critical and reflective upon themselves and their practices. Some questions for reflection leading to professionalism could be:

1. What are my strengths and limitations as a language teacher?
2. How and why do I teach the way I do?
3. What are the gaps in my knowledge?
4. How can I mentor less experienced teachers? (Richards, 2011, p. 28)

Mora, et al (2014) The literature suggests that the practice of PD in ELT has been informed by three different approaches: the individual approach, the institutional approach, and the teacher-led approach. Although these approaches share some characteristics, the impacts they have on educational institutions and teachers' PD profiles are different.

The Individual Approach

The teachers were perceived as the only persons responsible for their PD. Edge (2002) stresses the argument that this view is closely linked to personal development and therefore entirely satisfying and fulfilling for those who are committed to the foreign language teaching profession. Edge's arguments place emphasis on the idea that this approach allows teachers to develop "coherently" because their PD will be based on their personal authenticity for each decision.

However, the literature has also identified some limitations of this view of PD. For example, it sees teachers as isolated entities and ignores the fact that they are part of a "micro-cosmos" called school, which is immersed in a more complex "cosmos," named society. Therefore, the individual PD decisions made by one teacher will benefit or damage this cosmos (Fullan & Hargreaves, 1992). Additionally, although some faculty members are able to develop professionally, others experience feelings of burnout, confusion, and frustration as a result of their isolation. This again could be detrimental not only for the individual but also for the teaching context and/or institution (Bowen & Marks, 1994; Kohonen, 2002; Roberts, 1998). Finally, this view of PD overlooks the cultural aspects of different school environments (Craft, 2000).

Institutional Professional Development

However, this view also presents a small number of weaknesses. It is a top-down approach in which something is done *to* the teachers rather than *with* them, frequently only to improve technical skills (Craft, 2000; Day, 1999; Fullan & Hargreaves, 1992). This approach, therefore, might lead to superficial cosmetic institutional changes (Myers & Clark, 2002) and difficulties in staff recruitment and retention (Craft, 2000) as a result of teachers' low levels of morale and high levels of stress. Perhaps the most representative example of how this approach has been adopted in Latin American countries through the use of ELT international certifications is that described by González (2009) in a study carried out in Colombia. She describes the emphasis that the Colombian Ministry of Education has placed on the adoption of foreign models of teacher training with the purpose of improving English language learning at a national level. Programs such as the In-service Certificate in English Language Teaching (ICELT) and the Teaching Knowledge Test (TKT) awarded by the University of Cambridge are mandatory for all English teachers who wish to certify their teaching ability without considering contextual circumstances. Similarly, schools and English teachers must follow the national English language learning program called Bilingual Colombia as prescribed by educational authorities at the national level. This policy, including its associated risks, has also been analyzed by scholars such as Guerrero (2008), Sánchez and Obando (2008), and Usma (2009).

Teacher-Led Professional Development

The positive aspects of this conception of PD are first, that it values the teachers' expertise and their contributions to the institution. Second, because PD experiences arise from the teachers' interests, the teachers are more likely to be committed to them, and the changes that emerge from these experiences are deep and long-lasting (Kohonen, 2002) and can be transferred to broader contexts such as the language classroom, students' quality of learning, and language teachers' personal lives.

Whereas in the previous two approaches, the concepts of identity and agency were overlooked and language teachers were often conceived of as technicians who merely needed to learn the right ways to teach (Johnston, 2003), identity becomes a central issue in this approach to PD. We understand identity as a phenomenon that is in continuous change, being reconstructed across contexts and discourses (Gee, 2000-2001; Norton, 2000). Four key elements that influence this reconstruction are culture,

society, agency, and subjectivity. It is undeniable that we are social beings who are constructed through our everyday life experiences. The ways in which society and culture respond toward our everyday actions define to a great extent how this self is constructed. In addition to this, the power of global modern institutions can indeed affect the self in a variety of ways (Giddens, 1991). However, we actively construct our selves through reflection and action. Every person is a unique project of a self in the making. It is, in the end, individuals who empower the global institutions that shape selves (Giddens, 1991; Holstein & Gubrium, 2000). Similar issues are discussed by Hayes (2005, 2009), Hiver (2013) and Varghese et al. (2005).

The concept of *agency* is also relevant in this professional development model. Biesta and Tedder (2006) have defined agency as “the ability to exert control over, and give direction to one’s life” (p. 9). They argue that modern life requires us to respond in a more *agentic* way than would have been the case a few decades ago. This issue is evident in the rapidly changing nature of today’s schools, and this in turn.

2.3 Researching Teacher Professional Development

Teacher Professional Development (TPD) has been important issue that emerges more intensive discussion to explore its aspects. The following is some relevant research on TPD. Stefani and Elton (2002) conducted a research to evaluate a professional development activity considered as an innovative course for the Continuing Professional Development of Academic Teachers, which obtained teacher accreditation by the Staff and Educational Development Association (SEDA). It depended on the principles: it was experiential, problem-based, research-based, open and at a distance. Evaluations were carried out as a case study by one of the course members (LS), through a questionnaire given to all course members, and by an institutional quality assessment. There are also reports by the external examiner and by the Re-Accreditation team of SEDA. As a result, the director (LE) concluded that the course was highly appropriate for academic staff who wish to base their approach to teaching and learning on action research, as was indeed the case for all those who enrolled on the course, but may well be too onerous for others.

Doing self-initiated PD is essentially a process that . Musyayikwa and Lubben (2009) revealed that self-direction has been identified as a potential key to

the success of professional development of teachers, especially those working in deprived environments. This paper develops a model for self-directed professional development using interview data from 55 Zimbabwean A-level Science and Mathematics teachers. It focuses on teachers' decisions about using ICT in their own professional development. Grounded theory analysis suggests seven themes underlying such decisions making, in turn representing two major attractors of self-directed professional development. These were identified as classroom efficacy, i.e. the ability to teach effectively, and professional efficacy, i.e. the ability to relate effectively within the teaching profession. This paper explores the potential of using these attractors to stimulate self-directed professional development within formal professional development programmes especially in disadvantaged communities.

Sakamoto (2011) The author traced an English as a foreign language (EFL) teacher's professional development by examining her narrative and identifying the transformation of her awareness or *kizuki*. *Kizuki*, which is unique to Japanese culture, implies a sudden feeling of inner understanding of a phenomenon and can be roughly translated as 'becoming aware of', 'noticing' or 'realizing'. To show how powerful and important the concept is for teacher development in the Japanese context, the author studied team-taught project-based EFL learning in a Japanese junior high school for nine months. A qualitative analysis of the teacher's narrative highlights that different types of her *kizuki* – cognitive, emotional, and collegial – were generated and its transformative power enabled her to gain ownership of teacher learning, which it is hoped would lead to professional development. Moreover, an analysis of students' narratives clarified that they also gained *kizuki* and ownership over their learning in their supportive classroom community.

Lohman and Woolf (2001) *Instructional Design and Technology*, The University of Iowa, USA The self-initiated learning activities of experienced public school teachers are examined in this study. Twenty-two experienced teachers were interviewed to develop a greater understanding of the types of self-initiated learning activities in which they engage and the organizational characteristics that influence their participation in those activities. Analysis of the data showed that experienced teachers engaged in three types of self-initiated learning activities: knowledge exchanging, experimenting, and environmental scanning. Participation in these activities was influenced by the availability of resources, physical layout, and level

of centralization in their schools. Implications of these findings for theory, practice, and future research in teacher learning and development are discussed.

Liu and Xu (2011) investigates how an EFL teacher negotiates her identity to adapt to the 'new work order' in an English education department at a university in China. From a narrative inquiry perspective, it aims to illuminate the complexity of teacher identity in the context of a reform where teachers must reconcile conflicting selves in order to contend with a workplace in which liberal and traditional pedagogies coexist. The findings show that teachers need to shift their identities to survive change. Exclusion from the workplace community of practice can be seen as an alternative form of participation in the reform practices.

Rahman and Borgohain (2014) The study aims at uncovering the Continuing Professional Development (CPD) practices of the secondary school 'English' teachers of Assam. A self developed questionnaire, with 36 open-ended items was used for the purpose of this study. The sample of the study consisted of fifty English teachers of class IX and X, selected from thirty purposely selected schools situated in rural and urban areas in Dhemaji district of Assam. The study found nearly forty percent English teachers of Assam attended in-service and ELT training and possessed a professional degree. Most of the teachers' involvement in Conferences/Seminars, publication in English or subscribing any ELT journals, either in print or online and professional associations was found to be very low. Nearly eighty percent teachers did not facilitate Peer Observation or getting Feedback from students without knowing students identity. However, Peer Coaching was practised. The knowledge of internet, more specifically, browsing the net for updating with the global trend of English Language Teaching, was found among less than thirty percent of teachers. Since CPD is a voluntary activity, it is self-initiated. The study concluded that little support in the form of resources could encourage the teachers to take control of their own professional development and formation of subject expert groups at the state and district level, with whom the teachers could communicate, for any learning-teaching problem that might help teachers in their professional growth.

Mora, et al (2014) Two English teachers at Mexican Language Center. It explores interplay between professional development, identity, and agency. and the

part played by English language teaching certificates in all of these. Drawing on a case study methodology, which included the use of a series of three interviews and other qualitative data collection methods, the article demonstrates the intimate and intricate connection between teachers' identities and their professional development. Education implications for policy makers and practitioners are discussed.

CHAPTER III

RESEARCH METHOD

This research is aimed at revealing how teachers describe their institutional professional development and teacher-initiated professional development. This chapter explains research design and research procedures.

3.1 Research Design

The research will use qualitative method as it is to describe, explore, and find personal subjectivity which is socially constructed. The use of qualitative method helps to gain better and deeper understanding about factors related to EFL teachers' professional development. The development will see from how the teachers updating the knowledge or the content of teaching leading to the improvement of the teaching practices, the teaching materials used in the teaching process, the assessment applied, the teaching strategies employed, and other aspects such as classroom interaction. The research mostly concerns about three following major areas: 1) To what extent do university English teachers involve in institutional professional development in ELT context?, 2) To what extent do university English teachers involve in teacher-initiated professional development?, and 3) How do university English teachers perceive the importance of teacher professional development?.

3.2 Data and Data Source

The data of the research will be mainly from teachers' written responses on open questionnaire. The questionnaire covers 3 main points, institutional professional development and teacher-initiated professional development, and the importance of TPD for teachers. The first and second points cover on teaching, researching, and other relevant activities. The data source is EFL teachers at English Department having various teaching interest and educational background. The teachers are given the hardcopy of the open questionnaire and given sufficient time to fill.

The research participants are teachers who have different teaching experiences. During their teaching period at English Department, they have been involved in activities provided by faculty or universities. It has been identified that at institutional level (university, faculty, and department), professional development activities have been continuously done. It is annually planned and should be finished

at the end of the year. At university level, some divisions offer teachers to competitively join. Research and Community Service annually provides research grants for different clusters starting from grant for senior to junior lecturers. It is open for eligible candidate to apply the program, then, finally the result is based on the review mechanism.

3.3 Data Collection

The data will be collected through open questionnaire. Data for research question no. 1 teachers' involvement in institutional professional development are collected by giving a prompt on teaching, researching, and other relevant activities. The data for research question no. 2 are collected by giving the teachers about about their own initiative professional activities in teaching which involves a) material development, curriculum and syllabus design, and assessment, b) researching, and c) other relevant activities such as joining in seminar/workshops, sharing ideas. Data for research question no. 3 are collected through an open question about how important TPD is for the teachers.

3.4 Data Analysis

Data analysis is done through several stages. Firstly, data will be categorized based on the three research questions. Interpretative devices such as interpretation and understanding on data will be mostly done to analyze the data. As this is qualitative research, there will be no effort to make generalization on the data, but it generates the concept of teachers' professional development in teaching EFL by having statement of relationship among the theories. Firstly, the written responses are classified into some columns representing RQs. Acronym is used to mention the teachers' names. All data are interpret based on the two big themes, institutional professional development and teacher-initiated professional development activities. Each theme is supported by all synthesized data from teachers.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter intends to discuss the findings. It is organized based the research questions. Based the collected data from 15 teachers who gave the questionnaire back, it can be arranged into the following section. All findings have been identified from teachers' written responses on open-ended questionnaire about teachers' involvement in institutional professional development and teacher-initiated professional development activities. The research also gains information about teachers' aspiration on what should both institutional and teacher-initiated professional development activities do, and views about the importance of professional development.

RQ 1: To what extend do university English teachers involve in institutional professional development in ELT context?

Institutional Professional Development refers to the situation in which university or faculty authority provides professional activities for teachers in terms of teaching, researching, and other relevant activities. Based on the teachers' responses, it is found teachers mostly have the same professional development activities at institutional level. The following explanation describes teachers' involvement in institutional professional development:

- A. Teaching-related activities. First activity in which all teachers involve is curriculum and syllabus design. Teachers are divided into linguistic, literature, skill, elective, and research method consortiums. Each teacher is responsible to develop syllabus based on current curriculum principal in Indonesia, KKNI, Indonesian National Quaification Framework. Curriculum and syllabus design is annual program held by faculty and department authority to prepare any educational change. Before designing a syllabus, teachers are given a session to have academic dialogue with curriculum experts.

This professional development activity encourages teachers to simultaneously make any changes in teaching pedagogy. This activity potentially encourage

teachers' sensitivity to current educational situation, and how any changes should be represented in the syllabus which facilitates the teaching. When teachers dialogue with other members of consortium, they can shape their understanding about standard of competence, indicator of learning, learning experiences, assessment procedure, and relevant teaching resources to use.

Second is ESP material development. Teachers who also teach at non-English department have chance to develop ESP materials. The materials used for students should be officially the one which is developed. When teachers involve in this activity, they directly contribute to the teaching quality at ESP context. ESP materials need to be carefully designed as those are for students from various fields of study. Material development, in general, will cover learning scenario, assessment procedures, and follow-up activities.

The activity does not strongly exist in the list is assessment. As one of essential part of teaching activity, assessment is not fully concerned to take into account. Teachers mostly involve at the level of planning, that is represented from the highly followed program 'curriculum and syllabus design'. This is not because they do not have intention to improve knowledge on assessment, but this is because of lack exposure on the area of assessment.

- B. Research-related activities. Most teachers actively involve in competitive research grant provided by university. It is annual program offered by research division in which teachers from different fields of study have chance to apply. For ELT teachers, the cluster they can join is science and classroom quality development. The procedure of application is through online system. The proposals are reviewed by external and internal examiners from other universities. Once, the proposal is eligible to the grant, teachers directly continue to finish the research within in 1 year.

Two teachers involve in workshop to improve their research skill specifically on social research methodology and Research and Development. Research skill becomes primary target for teacher as they are also expected to be

teacher-researcher at the same time. Research skill development program boosts research tradition among teachers. Within the prominent research design used by teachers, giving new insights in research design is essential.

Workshop on publication is also an activity that is followed by teachers. Currently, there is a high demand on journal publication in which teachers who will finish their higher degree and who will continue to higher level of qualification. With experienced presenters, the forum opens access for teachers to start with international publication. By publishing in the journal, teachers show their academic credibility as a scholar. Having publication positions teachers as the one who has authority on particular field of study. The publication experience becomes rich point to motivate colleagues and students.

Non-competitive research grant is given by faculty authority to encourage teachers improving teaching quality. In this activities, teachers are given a space to explore teaching phenomena, linguistic issues and literary issues. There are two session should be followed by the teachers in finishing the research. 1 session for proposal seminar and the other session is for findings seminar. All researchers are involved in review session on each presenter. Teachers also can access competitive research grant offered by MORA, Minister of Religion Affairs which is very highly competitive as it involves all Islamic higher education teachers. The grant has various clusters which basically is intended to improve the teachers' quality and higher islamic education.

- C. Other relevant activities. It is found that teachers also have actively involved in dissemination program. The most common professional activities is joining and presenting in seminars/workshops/conferences both national or international level. This is the continuation from the research has been conducted by teachers. The involvement gives them a space to have discussion with other members of academic community and they gain current knowledge on the theme-related topics. The forum followed by teachers are highly related forum for teachers' knowledge such as ELT seminars, Linguistics and Applied Linguistic forums, Literature forums.

D. Aspirations. The responses are varied, however, it can be categorized into sub themes.

The teachers hope **more funding** should be available for professional activities becomes most teachers' expectation. The involvement in professional activities such as dissemination programs and teacher trainings are frequently not free. When teachers are expected to do so, they, somehow, cannot afford all expenses for the programs. So far, the available funding covers, let say for joining conferences, for registration fee, accomodation and travel expenses. The amount of fund is basically sufficient, however, when some teachers want regularly follow the programs it will be difficult or it is impossible to have support again. This situation might be hard for them to have intensive professional development. The teachers hope **more funding** should be available for professional activities as found in the following data:

M: 'university should provide more funding for the lecturer to enhance their professionalism'

RN: 'the university supports & give fund to all lecturers who will follow seminar/conference'

YWH: 'provide grant for lecturer in order to be able to teach, research, and do community service'

DNR: 'provide funding for lecturers to join international seminar/conference in foreign countries'

More and various forms of professional activity is one of teachers' aspirations for better institutional professional development activities. They wish such kind of up skill training program on teaching. The need for classroom management. Teaching media, material development and assessment indicates that teachers need activities as the follow up for curriculum and syllabus development program. In English department, some teachers are from pure science on Linguistics and Literature which influences their pedagogical knowledge. The teachers hope the institution provides **more activities** for teachers to involve as stated by:

EY: 'I hope my institution can conduct more activities to develop its members' proficiency'.

VNS: 'The university (faculty/university) provides more activities to help teachers developing their professionalism which cover tridharma of higher education, e.g annual program for each teaching and researching in the form of training or workshop'.

MA: 'provide more training on the teacher/assessment for literature teachers'

MR: 'more quantity & quality in the support for academic professional development'

LH: 'the department/faculty should conduct some teacher trainings to improves the lecturers' quality.

SM: 'I am from pure science, I did not get the lessons about classroom management, media and assessment'.

Currently, the high demand of having journal publication boosts the enthusiasm of the teachers to be able to publish their academic manuscripts. The knowledge of how to publish, what requirement should follow, what effective strategies to make the article publishable, and how to be selective in finding kind of reputable journals. Teachers need a place or a forum to have those particular knowledge from experienced writers or colleagues who frequently successful to publish their articles. As stated in the following data:

RNI: 'I need more support on how to publish article in international journal Scopus Indexed.

Instead of having professional development activity, teachers also need some supports contributing for knowledge and collaboration. The accessibility to online resources helps teachers to enrich the knowledge on their field of study. Concerning with this matter, the university has provided some journal data bases to be freely accessed, but, the reliability of internet connection, somehow, resulted inconvenience. Therefore, teacher wanted to have better one. The aspiration on better online resource **facility** has been stated as follow:

AEC: 'providing good online & offline library'

The need for having collaboration with other institutions also becomes main concern of the teachers. Collaboration encourages them to understand different situation that might be adapted the teachers' workplace. By having collaboration, teachers can share what they have and what they face in doing teaching and other professional activities. The form collaboration can be collaborative research, visiting scholar, academic forum and others. When doing collaborative research, both teachers of the universities work simultaneously in researching a particular topic. Visiting scholar program provides a chance to have academic dialogue among teachers from different school of thoughts. Common collaboration also can be in the form of joint conference, seminar, or workshop.

The need for collaboration has been stated in the following data:

YWH: 'provide MoU with schools or other universities'

DNF: 'provide MoU with university in foreign country to conduct collaborative research'

Instead of having aspiration on supports and activities needed by teachers.

The teachers' aspiration also deals with what is considered ***as ideal professional development activities***. The quality of the program should be the first place to take into account. The quality should be improved based on the teachers have already had at the previous professional activity. As stated by *MR: 'more quality in the support for academic professional development'*.

To some extend, many programs seem to be just repetitive program that only offered the same idea. Ideally, the program should be carefully planned, done, and evaluated. The following datum shows how institutional professional development activities should be done:

'gradual and systematic programs for professional development, which are designed institutionally for bridging/facilitating the lecturers to gain more qualified teaching and research and to achieve professorship (MH)'

RQ 2: To what extent do university English teachers involve in teacher-initiated professional development?.

Teacher-Initiated Professional Development refers to the situation in which teachers actively participate in their own professional development by designing plans based on their preferences, beliefs, and perceived needs in terms of teaching, researching, and other relevant activities.

- A. Teaching-related activities. Teachers have various activities to join such as *'joining workshop on curriculum'* is still the one that all teachers have. It is applied for both institutional and teacher-initiated professional development. Once, the program held, it is the time for teachers to continue with more operational activity for continuing teaching-related activities. As a compulsory activity for all teachers, curriculum and syllabus design is the medium to accommodate teachers' needs of making improvements. Next, the need for sharing session with colleagues about all concerning matters with teaching is the other one that is needed by teachers. When they are in group discussion, they can find new practical knowledge and if any, they can find solution for teaching problems. As stated in the datum *'establishing group discussion'*.

Developing teaching preparations is one of regular activity initiated by the teachers. Handling a particular course has challenged them to have easy guideline in teaching. When they have the compilation of the materials they can easily control the gradation of the material and directly can evaluate the strengths and the weakness of the materials. More importantly, teachers have clear direction about what to do in the class. With these all teaching preparation which are developed carefully, teachers apply quality control on their class.

The activities are reflected in this datum *'developing workbook/teaching materials/assessment items/handout'*. The workbook on inferential reading was tried out to measure the readability of the book as conducted by RNI 'I developed workbook for inferential reading this semester'. She also makes *'template for students project'* for both in content and skill courses to

facilitate the students to be on the right track in doing the project. As what she stated that *'I make some templates for my students projects. It is based from my observation that students need clear guide to accomplish their projects'*.

Bringing current idea as part of teacher-initiated professional development activity indicates that teachers keep learning on new knowledge. This is good sign for teaching process. Teachers let the students know current idea that they should know. The effort, of course, will be enlightening point for both teachers and students of being up dated member of academic community. As stated in the datum that *'bringing current idea 'cultural capital', intercultural learning, and local wisdom'*

VNS frequently does self-initiated activities by following *online course* and *downloading* teaching resources. Joining online course with overseas university gives her chance to access current topic and resources. Within 10-week session, she got assignments to answer the questions given by the instructor. She also skillfully download references supporting her knowledge. Open access availability opens great access to worldly resources. It is for sure adds the quality of the content given to students. It needs teachers' skill in managing information technology which nowadays it becomes one of essential skill.

Teachers-initiated professional activities which is continuously done is adapting various teaching approaches and assessment procedures. Teachers who regularly join in seminars etc and read lots of academic resources gain much information on trends in teaching approaches. The emergence of project-based learning and genre-based approach invite teachers to apply it in their class as stated in the datum *'adapting various approaches (PBL, GBA, on-going assessment')*. The dynamic of assessment method also influences how teachers view the way they assess students' performance.

Another important effort done by teachers is gaining information from the classroom to evaluate and to improve the teaching quality. The classroom is

the first place for teachers to reflect what they are doing so far. Based on the teachers' notes, classroom interaction can be managed to meet students' needs. As stated in the datum that '*recording/making notes on all activities to find best strategies*'.

- B. Researching. The activities representing research activity is through teachers' involvement in research competition and independent research. Some grants are provided by institutions invites teachers to send both collaborative or individual research proposal. Not all teachers use this opportunity. Teachers who productively access and send the information are interested in following the program. This effort is the way to shape teachers' areas of expertise, as stated in the datum that '*Participating in competitive research grant, conducting research and publishing, finding area of expertise on psycholinguistics and local wisdom*'.

Instead of having research activity, some teachers keep sharpening their research skill by reviewing literature on area of interest. This is really effective to be knowledgable. As stated by VNS in datum that '*developing research skills, reviewing dynamic assessment & intercultural competence*'. Independent research activity is done by LH that '*giving questionnaire to students about teaching & learning process*' and '*collecting students' writing for individual research*'. For some teachers, classroom are rich place to gain data about teaching and learning context which lead them to have further research such as '*doing Research and Development*' and continuing to publish the research report into book chapter as stated by MH '*writing book chapter*'.

- C. Other relevant activities. Teachers are active in developing their knowledge through variuos common programs such as '*Presenting at seminars/workshops/conferences*', and '*having weekly discussion including problems in teaching*'. One teacher (VNS) experienced that applying short course program held by foreign country govenrment improved her capacity on technology as what she said that '*following short course on media production*'. One accessible activity that now commonly done is joining

academic forum in social media to contribute ideas and to find solution as found in the datum '*sharing idea through social media and academic forum*'. Teacher Voices: Professional, and Resources in ESL/EFL Teachers are examples of useful social media forum to involve.

D. Aspirations. It can be classified into several points.

Teachers hope that they have *more opportunities* to develop. By identifying the data, it is found that teachers need chances to be exposed by some programs for enriching the knowledge. As stated by YW: '*find new or up-dated method*' and M: '*more seminars and guest lecture*'. The limitation to access reasearch grant from other funding from outside MORA made teachers do not have sufficient chance, therefore, it is needed to have other funding. RNI stated that '*I need more opportunities to access research grants, it is related to the limitation as a teacher under MORA*'.

Having teaching load and other academic activities influence teachers' time to have supporting professional activities based on their own needs. They need to have enough time and space to write. Writing academic paper is to some teachers is untouched activity since they have heavy workload to teach and check students' assignments. As stated by MS: '*I want to spend more time in writing academic articles which can be published in peer-reviewed journals*' and DE: '*more articles for international journals*'.

The need to join international seminar still becomes one of important activity for teachers. Also, having collaborative research is needed as teachers can have sharing chance with other scholar from other universities. DE stated that: '*joining more international seminars, online short course, collaborative research*'. Moreover, teachers need to have weekly discussion with colleagues to share academic matters from teaching to publising. As stated by MA: '*weekly discussions with colleagues*'. Been in teacher training offered by credible teacher training institution will enrich teachers' knowledge, especially, for those who are not from teacher education program. As stated

by LN: *'joining teacher training especially teacher trainings on teaching strategies'*.

Expectation to improve **teachers' quality**:

Instead of having expectation on the improvement of the quantity on activities, teachers expect that they improve their quality as teachers educators. Even some teachers are already have good qualification on English education, but the need of improving qualification is still a must. Additional point to improve is not only on teaching knowledge but also technology. As stated by AEC: *'self improvement to English qualification at any areas related to English skill including to technology mastery'*. When teachers are qualified in ELT and technology, they will be a resourceful teacher. YW stated her aspiration to be *'being resourceful'*.

Issue related to quality is being professional in the field of ELT. Professional teacher will have better planning, teaching, and evaluating the process. EY stated that: *'I hope I can be more professional in my field especially teaching'*. Improving other than teaching quality becomes teacher VN concern. She needs to improve her research skill, as what she stated that VN: *'I do hope I can improve my research capacity, and to be up-to-date'*. She highlighted that being up-dated teacher is one of factor that can not be denied.

The growing discussion on 21th century education invites teachers' attention. Some forums have discussed the pillar of 21th education that now influence teachers to view their existing teaching practice. Automatically, they reflected whether their practices so far contribute to improve students' readiness toward 21th education challenges. As stated by SM: *'Up-grade my own knowledge, experience as well as skill in accordance with the idea of the 21th century education'*. Followed by other teachers, the need of improvement in capacity still becomes the aspiration as stated by MR: *'I hope my productivity in academic works is increasing'* and RN: *'I hope I can have a high motivation to do research in my field'*.

RQ 3: How do university English teachers perceive the importance of teacher professional development?

This question is addressed to explore how teachers view/think/see the importance of professional development for their teaching profession. Teachers' views the importance of professional development is classified into several points. The following section explains each classification. The first classification is the importance of TPD is to make **'improvement'** as found in the following data:

SM views that TPD is close to herself and institution advancement *'TPD is important to myself and to improve institution that is why need to up-grade skill'*. At individual level, she is required to fulfill requirements as a teacher. Every semester workload report should be submitted by all certified teachers. The report covers teaching, researching, and supporting activities. TPD helps her to fill the report with current professional activities. Having continuous TPD influences her way of teaching and researching at individual level. TPD for teachers, is to measure teachers' position meaning that s/he can see whether there is improvement from time to time during her/his teaching career MA: *'TPD provides a place where I can improve my ability/professionalism'*. VNS: *'TPD improves better individual'* and M: *'TPD is to improve teachers' competence as well as professionalism'*.

Two teachers relate TPD and quality improvement. They see that their quality as a teacher is determined how they make development in teaching practice, LN: *'by TPD teachers will always improve their quality'* and MH: *'improving the quality of teacher's service and education'*. When they enlarge their knowledge by reading, sharing, and joining academic forum, they will get new insights to the current teaching and learning pedagogy as well as research method. As what also stated by RN: *'To enrich teachers' knowledge about new info in EFL, so it can be applied to teaching'*. Knowledge enrichment becomes one of essential effect of TPD which then will give impact to the teaching practice.

Instead of giving contribution to teachers, TPD also gives contribution to students who directly experience what teachers give to them. Teachers who intensively develop themselves, automatically, influence how students learn and what knowledge they get. With the teachers' effort for up dating their knowledge, it will be obvious that the teaching quality will improve. The indicator can be seen

from the classroom interaction, and activities. The teaching materials and media is more advanced representing by the content of the lecture, and the quality of the assignment, and the quality of classroom discussion. Students' performance in doing assignment and asking questions. Concerning with this matter, *AEC stated that: 'TPD helps to improve students' qualification'*

Improving creativity is not only focused for students. Teachers need to improve their creativity. It is believed that the more creative the better the teaching is. TPD is essential for developing teachers' creativity as stated by *MAB: 'it is essential to develop teachers' creativity'*. TPD provides opportunity for teachers to explore any available teaching and learning resources easily now. Through a huge data base in internet, teachers with their IT literacy will be able to access the resources, which then, adopt them to be matched with teaching context. Creativity is also indicated by how effective the teachers manage the classroom.

Other teachers view that TPD is *the effort of being up-dated*. By doing TPD, teachers will keep searching and knowing what new/current/contemporary issues in ELT and other relevant field of studies. Various media and forum to gain up-dated knowledge. The common way to do that is by attending academic forum which provides knowledge on current progress on research, teaching strategies, and software of learning tools. As stated in the following data by:

DEN: 'to keep teacher up-to-date on new research on how students learn, emerging technology tools for the classroom, new curriculum resources'

MS: 'it is needed to always be aware of current trends in teaching'

AEC: '...so being up dated teacher in IT is a must'

LN: '...find new things (up date the information and knowledge)'

In broader context, TPD influences teachers' all performances. As stated by *YWH: 'it influences all performance: teaching (choosing the technique, responding students), researching (productivity, finding new thing) and community service (community, self, and institution)*. The role of TPD in teaching performance has been very essential. Teachers have sufficient knowledge and skill to develop the teaching materials, to manage the classroom, and to assess students' performance. Their

involvement in teacher training, seminar and workshop, and weekly discussion sharpens teachers' teaching skills. In term of researching, TPD allows teachers to have exploration and in-depth study about teaching-related issues. Doing TPD through researching allows teachers to see any problems in the classroom to be solved by conducting relevant research. She also stated that TPD influenced her community service performance. By developing her professionalism, she can serve her guidance to group of English teachers in Malang region. This is the result of her active engagement with current issue in learning software and progress in action research.

CHAPTER V

CONCLUSION AND SUGGESTION

The findings of the research have provided some preliminary information about university teachers' involvement in institutional and teacher-initiated professional development activities. The involvement is seen from three areas, those are teaching, researching, other relevant activities. This research is also addressed to know how teachers perceive professional development activities. At the institutional level, teachers are active in following regular teaching-related activities provided by university or faculty authority. When it comes to teacher-initiated professional activities, it has various patterns which is concluded that what they did is based on the teaching demand they have. Involvement in academic forum helps teachers a lot to share ideas. The similar activities happened in researching. Teachers use any chance either competitive research grant or non-competitive to sharpen research skill. Teachers perceive that teacher professional development influence their performance and orientation toward teaching and learning practice.

It is suggested that teachers have sufficient supports to continuously develop themselves. Both institutional and teacher-initiated professional developments will run well if the available activities are done based on sustainable principle. For further researchers, it is suggested to explore in the specific areas on how teachers of ELT language skills and content courses develop professionally.

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