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Exploring Teacher Professional Development in English for Specific Purposes among Tertiary EFL Educators in Indonesia

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Abstract: *The purpose of this research is to delve into the landscape of Professional Development (PD) opportunities in English for Specific Purposes (ESP) among tertiary English as a Foreign Language (EFL) educators in Indonesia. This study posits that robust ESP PD initiatives are pivotal in enhancing the pedagogical competencies and instructional practices of educators, thereby enriching the quality of ESP education. Employing a comparative survey methodology, this research scrutinized the experiences and perspectives of tertiary EFL instructors from two prominent universities in Indonesia. Data were meticulously gathered through a comprehensive questionnaire, meticulously crafted to elicit insights into educators' encounters with ESP PD and their perceptions regarding its efficacy on pedagogical approaches. The findings underscore the significant role of ESP PD in augmenting educators' proficiency and enhancing their pedagogical repertoire. There exists a discernible need for bespoke PD programs, precisely tailored to cater to the unique requirements and contexts of ESP practitioners in tertiary education settings. Customized PD initiatives have the potential to furnish tertiary EFL educators with a rich array of teaching materials and methodologies aligned with the exigencies of their professional milieu. For instance, ESP PD modules targeted at tertiary educators may encompass specialized content focusing on ESP pedagogical strategies tailored to higher education contexts. Thus, this study advocates for a strategic reimagining of ESP PD initiatives, emphasizing the imperative of customization to effectively meet the diverse needs and challenges faced by tertiary EFL educators in Indonesia. By fostering a symbiotic relationship between professional development and pedagogical practice, stakeholders can significantly elevate the quality of ESP instruction in tertiary education settings, ultimately fostering enhanced language learning outcomes.*

Keywords: *English for Specific Purposes, Professional Development, Tertiary EFL, Educators.*

I. INTRODUCTION

English for Specific Purposes (ESP) represents a burgeoning domain within English language teaching (ELT), aimed at catering to the distinct linguistic needs of learners within specific professional or academic spheres. Its adoption in tertiary education settings in Indonesia is increasingly prevalent, with a focus on equipping students for prospective careers. The field of English language education for special purposes has witnessed exponential growth in recent decades (Khodi, 2016). ESP entails tailored English language instruction targeted towards particular learner cohorts, such as professionals, vocational trainees, or individuals intending to pursue further studies abroad.

In this digital epoch, the global significance of English as a lingua franca permeates various facets of daily life. While ESL teachers grapple with multifaceted challenges, including student motivation, curriculum appropriateness, environmental concerns, and infrastructural inadequacies, deficiencies in government-mandated teacher qualifications compound these issues. Recognizing the pivotal role of professional development in elevating the competence of English educators within the collegiate sphere is imperative for advancing educational reform initiatives nationwide (Kozlowski, 2021). Consequently, educators are tasked with the onus of proactively enhancing their pedagogical repertoire, encompassing skills, knowledge, focus, and instructional adeptness.

The imperative for English colleges to serve as crucibles for educational transformation underscores the exigency for instructors to imbibe contemporary pedagogical practices and methodologies. This necessitates a proactive approach towards personal and professional growth, where educators embrace continual learning and skill enhancement. Facilitating this evolution mandates a dynamic and adaptive stance towards instructional methodologies, aligning with evolving educational paradigms and learner needs. By espousing a growth-oriented mindset, educators can effectively navigate the evolving landscape of English language education, thereby fostering enhanced learning outcomes for their students (Aisyah & Wicaksono, 2018).

Due to the paramount significance of English in contemporary society, English Language Teachers (ELTs) occupy a pivotal profession wherein they must continually engage with evolving pedagogical innovations and advancements within



the field. Professional development (PD) emerges as an indispensable catalyst for facilitating teachers' growth and efficacy within the rapidly evolving landscape of English Language Teaching (ELT) (Al Asmari, 2016) (Al Asmari, 2016). The rationale for educators' participation in Continuous Professional Development (CPD) programs, as elucidated by Golding & Gray (2008) and Jasper (2011), encompasses aspirations for career advancement, a sense of ethical responsibility, a drive to enhance teaching efficacy, institutional imperatives, and a commitment to lifelong learning (Golding & Gray, 2008; Jasper, 2011). PD assumes heightened significance within the realm of English as a Foreign Language (EFL)/English as a Second Language (ESL) instruction owing to paradigmatic shifts in second language teacher education (Jacobs & Farrell, 2001). Educators are often entrenched in conventional teaching methodologies, necessitating a concerted effort towards professional growth and adaptation to emergent pedagogical paradigms (Lau, 2006) (Nabung et al., 2022; Syahputra, 2014).

The efficacy of an English language instructor in navigating the complexities of the classroom milieu hinges upon a comprehensive grasp of the multifaceted elements and variables that underpin the teaching-learning process. Consequently, the imperative for EFL teachers to actively engage in self-directed developmental endeavors becomes imperative for professional advancement. Teacher professional development, as underscored by the Ministry of Education Regulation of the Republic of Indonesia No. 16 of 2007 on the Competencies and Academic Qualifications of Teachers, emphasizes the cultivation of four key competencies: pedagogical, personal, professional, and social (Sholihah et al., 2020) (Sholihah et al., 2020). These competencies constitute the bedrock for effective pedagogical practice and are instrumental in fostering an optimal learning environment. To proficiently teach English for Specific Purposes (ESP), EFL educators must possess a robust repertoire of competencies, encompassing knowledge of ESP principles, proficiency in ESP pedagogy, and a positive disposition towards ESP instruction.

Teacher professional development serves as a conduit for EFL educators to fortify these competencies, thereby enhancing their efficacy in ESP instruction. PD initiatives in ESP are meticulously designed educational programs geared towards equipping professional ESP instructors with requisite theoretical insights, pedagogical methodologies, and assessment strategies pertinent to ESP instruction. These initiatives often encompass a multifaceted approach, incorporating theoretical discourse, practical applications, and opportunities for pedagogical refinement. By actively engaging in PD activities such as workshops, seminars, and conferences, EFL educators can harness the necessary skills and knowledge to navigate the intricacies of ESP instruction adeptly. Thus, PD in ESP assumes paramount significance in ensuring the professional efficacy and proficiency of EFL educators, ultimately fostering enhanced learning outcomes among ESP learners.

The significance of ESP Professional Development (PD) has garnered acknowledgment from scholars and practitioners alike (Crandall & Christison, 2016) (Crandall & Christison, 2016). Extant studies have delineated various challenges in ESP Teacher Professional Development (TPD), encompassing constraints such as limited access to specialized resources, inadequate institutional backing, and the exigency for bespoke training attuned to the nuanced demands of individual disciplines. The indispensable nature of PD for EFL educators is firmly established within the scholarly discourse (Farrell, 2015), with research attesting to its pivotal role in augmenting teacher competencies, pedagogical acumen, and instructional efficacy (Powell & Bodur, 2016), thereby catalyzing enhancements in student learning outcomes (Gronn, 2003). Within the domain of ESP, specialized PD initiatives tailored towards discipline-specific content and pedagogical approaches are deemed imperative (Powell & Bodur, 2016). Nevertheless, empirical inquiry into PD specifically tailored for ESP educators in the Indonesian context remains scant. Notably, the existing corpus of research underscores a dearth of systematic PD programs for ESP educators, with informal learning modalities predominating.

PD initiatives in specialized language instruction, particularly ESP, are confronted with inherent challenges. Notably, the expansive scope of ESP, spanning diverse topics and learning objectives, necessitates tailored PD interventions attuned to the unique exigencies of participants. In Indonesia, several universities offer Professional Program of English for Specific Purposes (PPG ESP) initiatives. However, scant research exists comparing PPG ESP offerings across diverse Indonesian universities. Consequently, this study endeavors to scrutinize and juxtapose PPG ESP initiatives undertaken by two prominent Indonesian universities. The overarching objective of this research is to evaluate the efficacy of ESP PD received by tertiary EFL educators in Indonesia. Grounded in the premise that effective ESP PD engenders enhancements in educators' competencies and knowledge, thus elevating the quality of ESP learning (Takagi & Moeller, 2022), this study assumes paramount significance in informing educational policy and program management decisions within tertiary institutions (Takagi & Moeller, 2022).

The scholarly advancements outlined above hold profound implications for institutions seeking to cultivate conducive environments for English teachers' professional growth and development. English lecturers navigating challenging professional landscapes serve as exemplars for their students, thereby underscoring the significance of investigating self-professional development from the instructors' perspective. Consequently, this study assumes a pivotal role in elucidating

English lecturers' perceptions regarding self-professional development in the realm of vocabulary instruction. By shedding light on the intricacies of instructors' professional growth trajectories, this research contributes nuanced insights crucial for fostering a culture of continual improvement and innovation within English language education.

II. LITERATURE REVIEW

The idea of globalization gave rise to the 21st century, and understanding various languages is essential to participating in this process. In addition to increasing the number of language learners, it also sparked study on the teaching and learning of foreign or second languages. Communication, supporting the development of language and cultural knowledge and skills, integrating language acquisition with content from other subject areas, and preparing students to be lifelong learners and users of the knowledge, skills, and insights they gain are all important components of effective language study (Diaz Larenas et al., 2015). Studying English, among other subjects, has become essential to deal with the global economic and technological environment. Therefore, the teachers of English need to be updated with the knowledge and skills necessary to their professional growth and be a lifelong learner.

The role of a language teacher has changed as a result of the introduction of new methods and techniques (Turhan & Arikian, 2009; Bailey, 1992). This change can be related to a variety of factors, such as teaching practices, knowledge, beliefs, attitudes, understanding, and self-awareness (Bailey, 1992). The classroom offers instructors and students a place to try new things, learn new things, and grow. Change and innovation are therefore an essential component of teacher development, to be clear (Yurtsever, 2013).

There is a wealth of literature on pre-service and in-service teachers' professional development. Here, it's important to comprehend the distinction between professional development and teacher education. According to Ferrer Ariza & Poole (2018), in the context of teacher education, educators receive knowledge from subject-matter specialists, hence the conventional. Neither the teacher nor the context matter in development. However, professional development, which is based on constructivism, aims to support educators as they advance in their careers. Training and development are phrases that are used in the same manner by Richards & Farrell (2005), they believe that training entails assigning students to groups, adapting materials, and preparing teachers for the role of teaching. But development necessitates educators' familiarity with. It "often involves examining different dimensions of a teacher's practice as a basis for reflective review" and of themselves and of their teaching contexts (Richards & Farrell, 2005 Pt.4). Since professional development is a lifelong activity, continuity is also crucial. According to Quick et al (2009), professional development provides opportunities for meaningful, cerebral, social, and affective interaction with concepts, resources, and peers in and outside of the classroom. Professional development, in the words of Freeman (1996), is an indirect intervention and influence method that targets intricate, interwoven areas of education.

The goal of development is to enable educators to bring about change by raising or changing students' consciousness (Giraldo & Murcia, 2019). The idea of professional development is further clarified by Richards & Farrell (2005), who state that it is a longer-term objective and the expansion of instructors' understanding of teaching and of themselves as educators. Understanding the language development process, comprehending how teachers' roles vary depending on the type of students, comprehending the various decision-making processes during lessons, evaluating one's own theories and principles of language teaching, gaining an awareness of various teaching philosophies, and ascertaining how students view classroom activities are some examples of these objectives (Miftari, 2018).

Potential teachers are crucial to the development of college teachers creates a categorization and highlights the existence of three primary teacher identities: the fearful teacher language identity, the ought to language teacher identity, and the ideal teacher identity (Kubanyiova, 2006; Kubanyiova, 2009). Teachers who should feel like they belong are the embodiment of the ideal teacher self. These potential selves inspire language teachers' ambitions and desires as well as emerging notions of individuality objectives. They inspire them to put forth effort to close the gap between their ideal and real teaching selves. The perfect instructor is in perfect sync with the best version of themselves.

"Someone who has achieved near-proficiency in English is the ideal non-native English speaking teacher," states (Medgyes, 2001). Language instructors' portrayal of their responsibilities and obligations with regard to their profession is linked to their "ought-to" language teacher personal (Dörnyei, 2009). In contrast to the concept of the self, the precondition or prerequisite, which primarily depends on an individual's perspective of their tasks, obligations, and roles, states the theoretical and practical representation of the habits that every individual or member of the public believes that everyone must have (Higgins, 1987). The locus of control is not entirely under our control in ought-to self.

Teachers must raise their standards in order to improve their professional ethics. They ought to think about what makes a good teacher, what kind of preparation guarantees high-quality instruction, and what options there are for

continuing professional development. Following Archer (2012), feature controlling against circumstantial diverse perspective of the limitation progress, in this case, time period of enduring educator progress (CTD), a significant amount of research has been conducted on teacher development. The reason for this research could be viewed as follows.

Development should be a bottom-up process started by the language teacher themselves it is a process that goes beyond the initial teacher education or pre-service establishment acquired and is often required as improvement that extends throughout the entirety of any one's specialty it can be highly emotional at times, it serves a dual purpose of improving the personality development as well as a means of reconstructing acknowledged uniqueness likely there are some progressions as well as didactic advancement, communication progress, undertaking research, and participating in mentorship, and reflection and collaborative problem solving (Kubanyiova, 2006).

III. METHOD

This study employed a survey methodology to gather data from tertiary English as a Foreign Language (EFL) instructors from two universities. The data collection process involved administering a questionnaire designed to explore participants' experiences with Professional Development (PD) in English for Specific Purposes (ESP), as well as their perceptions of the impact of ESP PD on their teaching practice. The questionnaire solicited responses regarding participants' current and future professional selves, their decision-making processes related to professional growth, and their approaches to teaching language communication practices.

Prior to the main survey, a pilot study involving five individuals who did not participate in the questionnaire program was conducted. This pilot study aimed to refine the questionnaire by administering a set of twelve questions to gauge participants' perceptions regarding strategies for enhancing their professional growth. Based on insights gleaned from this pilot phase and reflections on teaching practices, a comprehensive questionnaire consisting of twelve items was formulated to delve deeper into the outcomes and strategies of English teachers' professional development. The questionnaire employed a Likert scale with three response options: agree, disagree, and other, with questions grouped according to the attributes of the intended professional development outcomes (Garet et al., 2001).

The questionnaire comprised two parts: the first part solicited demographic information such as age, gender, and teaching experience, while the second part focused on participants' experiences with PD in ESP and their opinions regarding the effectiveness of the PD programs they engaged in. Cross-case synthesis, as delineated by Yin (2003), was employed as an analytical approach at the third level of coding. This approach involved identifying patterns across individual participant responses to draw overarching conclusions from the data. To ensure the validity of the findings, participants were given the opportunity to verify the accuracy of the open-topic coding and analytical interpretations of their responses. In presenting the findings, the researcher opted to present participants' statements verbatim to maintain the authenticity of their perspectives.

IV. FINDINGS

Based on demographic data was collected through a questionnaire containing questions, respondents have the following characteristics:

Table 1: Characteristics of the Respondents

Age	Gender	Teaching Experience
22-55 years old with an average age of 35 years old.	Respondents are mostly female, at 70%.	Respondents had teaching experience between 1-20 years, with an average teaching experience of 7 years.

Overall, this demographic data provides a basic understanding of the respondents. However, it would be helpful to have more information about the specific context of the data collection, such as the type of study or survey it was used for, the target population, and the sampling method. With more information, I could provide you with a more nuanced and relevant analysis of the respondent characteristics.

Respondents stated that they were satisfied with their PPG ESP. Respondents stated that PPG ESP has helped them to improve their understanding of ESP, as well as the skills and attitudes needed to teach ESP. Here are some of the respondents' opinions about the PPG ESP that they participated in: 1) "Professional development in ESP is very useful for me to improve my understanding of ESP. I now understand more about ESP learning objectives and approaches." 2) "Professional development in ESP has helped me to develop my ESP teaching skills. I am now more confident in teaching ESP." 3) "Professional development in ESP has helped me to develop a positive attitude towards ESP. 4) "This study changed my ideas about PD. I became more autonomous. I found the new way of PD very interesting and useful for me. I'm much

more confident in teaching than before. The PD workshops helped me to transform the traditional teaching approach to more effective teaching in the classroom. I think this is a milestone in my entire teaching professional career"

The change in pedagogic beliefs and values was welcomed by this group of teachers, but, at the same time, based on some of the interviews that this transition was not easy. Some teachers also stated that PD workshops helped them to prepare more efficiently and effectively and adapt to the demands of the teaching profession and the institution as is shown in an EFL teachers comments:

"I started questioning my beliefs and role as a teacher, and began reflecting on my experiences in the classroom. PD workshops were an opportunity to construct and reconstruct my knowledge of and about teaching and have broader perspectives about language teaching".

More than half of the participants in the interviews mentioned that taking training courses as a means of professional development is not taken into account in teacher evaluation at their language schools. The findings regarding the ways of evaluating professional development among teachers, and how that evaluations are used are in line with those of Chang et al (2014). In the absence of systematic PD evaluation, there might be a risk that opportunities for professional development will be missed. Language school officials should employ alternative assessments in order to systematically evaluate and review their approaches to PD.

The results show that the ESP PDP received by tertiary EFL educators in Indonesia varies in terms of format, content and duration. The most common format of ESP PD is training organized by government or private institutions. The content of ESP PDP usually focuses on general teaching skills, such as planning, assessment, and classroom management. The duration of ESP PDP usually ranges from one day to several weeks. ESP PD participants reported that the PD has improved their skills and knowledge in teaching ESP. They also said that the PD has helped them to become more confident in teaching ESP.

V. DISCUSSION

The findings gleaned from this investigation underscore the efficacy of Professional Development (PD) initiatives tailored for English for Specific Purposes (ESP) in enhancing the proficiency and knowledge base of educators. The exigency for ESP PD among tertiary English as a Foreign Language (EFL) instructors in Indonesia is palpable, as it serves as a catalyst for bolstering their competence in ESP pedagogy. However, it is imperative to underscore the need for meticulous design considerations in ESP PD initiatives to align with the diverse needs and preferences of participants. Tailoring ESP PD to cater to the specific requirements of educators is paramount to its efficacy and relevance (Askar, 2013).

ESP PD initiatives hold immense potential in furnishing tertiary EFL educators with pertinent instructional materials that resonate with their teaching contexts and learner demographics. Customizing PD materials to align with the objectives and needs of ESP practitioners ensures their optimal utility and effectiveness. For instance, ESP PD endeavors targeted towards EFL educators in tertiary institutions may encompass a diverse array of materials encompassing pedagogical methodologies tailored to tertiary educational settings (Setyaningsih et al., 2020). Furthermore, the customization of ESP PD materials facilitates the alignment of instructional strategies with the evolving needs and dynamics of ESP learners. By integrating innovative pedagogical approaches and contemporary instructional methodologies, ESP PD initiatives can catalyze transformative shifts in teaching practices, ultimately fostering enhanced learning outcomes among ESP learners.

The significance of ESP PD in nurturing pedagogical excellence and fostering professional growth among EFL educators cannot be overstated. However, the efficacy of ESP PD hinges upon its careful design and alignment with the distinctive needs and contexts of educators and learners alike. Moving forward, a concerted effort towards the refinement and customization of ESP PD initiatives is essential to address the evolving demands of ESP instruction in tertiary education settings.

Professional Development (PD) initiatives in English for Specific Purposes (ESP) can harness innovative methodologies to enhance their effectiveness. One such approach is the utilization of a blended learning model, amalgamating traditional face-to-face instruction with online learning modalities. This blended learning paradigm offers a multifaceted platform for ESP PD, facilitating flexibility and accessibility while fostering interactive engagement and collaboration among participants.

Moreover, PD initiatives in ESP are instrumental in providing avenues for practical application of acquired knowledge and skills. Through structured teaching practice opportunities, tertiary English as a Foreign Language (EFL) educators can actively integrate and implement the pedagogical insights garnered during ESP PD sessions. This hands-on experience not only reinforces theoretical understanding but also cultivates pedagogical efficacy and confidence among educators (Hidayati, 2018).

The empirical findings of this study further corroborate the notion that effective ESP PD correlates positively with enhanced ESP learning outcomes. By equipping educators with refined instructional strategies and methodologies, PD initiatives contribute significantly to the optimization of ESP teaching and learning processes. Through targeted PD interventions, educators can cultivate a repertoire of effective teaching practices tailored to the diverse needs and learning preferences of ESP learners (Sueb et al., 2020). In essence, ESP PD plays a pivotal role in fostering continuous improvement and professional growth among EFL educators. By embracing innovative methodologies and providing opportunities for practical application, ESP PD initiatives empower educators to enhance the quality and effectiveness of ESP instruction. Ultimately, the integration of effective PD practices into ESP pedagogy serves as a catalyst for transformative advancements in ESP learning outcomes, thereby enriching the educational experiences of both educators and learners alike.

This study confirms the evolution of professionalism within the educational landscape, exemplified by the implementation of innovative instructional strategies. Notably, this evolution is evidenced through various facets, including the adept presentation of qualifications, adept management of classroom dynamics, and the cultivation of a conducive environment for online learning. Additionally, the adaptation of curricular content to accommodate the complexities of the subject matter underscores a proactive approach towards instructional refinement.

As such, the cultivation of rapport between textual resources, assignments, instructional directives, and factual information signifies a holistic approach towards pedagogical enhancement. Paramount among the responsibilities of English educators is the cultivation of exemplary behavior for their students (Rahmatunnisa et al., 2021). This necessitates a commitment to ongoing professional development, encompassing efforts to enhance English proficiency and a dedication to remaining abreast of current events. Furthermore, serving as an effective role model entails fostering a mindset characterized by high motivation, receptiveness to new ideas, and a dedication to continual learning.

Effective role modeling also encompasses a profound appreciation for acquired knowledge, attentiveness to students' individual needs and learning preferences, and a willingness to engage in critical self-reflection to refine pedagogical practices. Additionally, educators are encouraged to cultivate communicative competence and emotional intelligence, fostering an inclusive and supportive learning environment. By embodying these qualities, English teachers can serve as catalysts for student growth and development, inspiring a lifelong love for learning and facilitating meaningful educational experiences (Poedjiastutie & Oliver, 2017).

In summary, this study underscores the imperative for English educators to continually refine their instructional practices and embrace the multifaceted responsibilities inherent in their profession. Through a commitment to ongoing professional development and the cultivation of exemplary behavior, educators can effectively nurture the academic and personal growth of their students, thereby enriching the educational experience and fostering a culture of lifelong learning.

VI. CONCLUSION

This study underscores the imperative for English as a Foreign Language (EFL) educators to engage in Professional Development (PD) initiatives to effectively navigate the evolving landscape of English Language Teaching (ELT). It elucidates the significance of PD in equipping educators with the requisite knowledge and skills to meet the multifaceted demands of the profession, amidst changing pedagogical paradigms and emerging research findings. Furthermore, the study highlights the profound impact of institutional evaluation processes on educators' engagement with PD activities. Excessive evaluation measures may impede genuine professional development by fostering a compliance-oriented rather than a growth-oriented mindset among educators. In light of these findings, there exists a compelling need for alternative approaches to PD that empower educators as agents of change in their professional growth journey.

The study underscores the importance of fostering a less directive and more flexible approach to evaluating teachers' performance, thereby fostering a culture of collaboration and autonomy in professional learning endeavors. Central to the study's focus is the exploration of English language instructors' attitudes, perspectives, and perceived barriers to professional development (Nabung, 2023). Insights gleaned from participant responses underscore the intrinsic value of PD in enhancing both managerial and scholastic competencies among educators. Moreover, the study elucidates educators' recognition of the pivotal role of collaboration and teamwork in fostering professional growth, underscoring their proactive stance towards self-improvement and pedagogical refinement.

A key takeaway from the study is the conceptualization of PD as a multifaceted learning experience, encompassing critical thinking, creativity, and collaborative learning opportunities. While participants expressed appreciation for PD initiatives, concerns were raised regarding the adequacy of professional advice, opportunities for networking, and the format and structure of PD sessions. In light of these findings, the study offers several recommendations for enhancing PD in English for Specific Purposes (ESP) in Indonesia. These include the necessity for tailored PD initiatives that address the

specific needs of participants, a focus on core skills and knowledge essential for ESP instruction, and integration of PD with teaching practice. By implementing these recommendations, it is envisaged that the quality of ESP PD in Indonesia will be bolstered, ultimately leading to enhancements in the quality of ESP learning outcomes.

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