

The 2019 Conference on Asian Linguistic Anthropology

“Revitalization and Representation”

Conference Proceedings Papers

January 23-26, 2019

Royal Angkor Resort
Siem Reap, Cambodia

Hosted by
The Paññāsāstra University of Cambodia

The Conference on
ASIAN LINGUISTIC ANTHROPOLOGY
2019
Siem Reap, Cambodia
<https://cala2019.cala.asia>

The CALA 2019 Proceedings Paper 9 - 2

Language Pedagogies, Paper 2

Challenges and Resources in Enhancing English Teachers' Proficiency

Anita Lie

Widya Mandala Catholic University, Surabaya, Indonesia

Siti Mina Tamah

Widya Mandala Catholic University, Surabaya, Indonesia

Trianawaty

Widya Mandala Catholic University, Surabaya, Indonesia

Fransiskus Jemadi

STKIP St. Paulus, Ruteng, Indonesia

Challenges and Resources in Enhancing English Teachers' Proficiency¹

Anita Lie^a

^a*Widya Mandala Catholic University, Surabaya, Indonesia*

Siti Mina Tamah^b

^b*Widya Mandala Catholic University, Surabaya, Indonesia*

Trianawaty^c

^c*Widya Mandala Catholic University, Surabaya, Indonesia*

Fransiskus Jemadi^d

^d*STKIP St. Paulus, Ruteng, Indonesia*

Abstract

This study addresses the conflicting views of the role of English as a means of global communication. Responding to the growing need to foster communicative abilities in English, schools in Indonesia are driven to make their students proficient in English. However, the majority of English teachers themselves might not be adequately prepared to use English as a means of communication; improving their English proficiency and the willingness to communicate in English (Clement, 2003) has thus become a matter of concern amidst the prevailing resistance to English as the language of the imperialist. The present study focuses on teachers' English proficiency, which has been recognized as an important qualification for successful English teaching. Thirty secondary school teachers of English who were participating in an in-service professional development program were asked to self-assess their English proficiencies based on the ACTFL guidelines as well as to identify their challenges and resources.

The teachers assessed their proficiencies in interpersonal communication, presentational speaking, presentational writing, interpretive listening, and interpretive reading. The study also conducted in-depth interviews of selected teachers.

This study found that teachers strive to build their willingness to communicate in English despite challenges, and still grapple to improve their proficiency. They employ various resources to overcome the prevailing challenges.

Keywords: Continuing professional development; English teachers; proficiency; challenges; resources

Introduction

The Indonesian government has striven to improve teacher quality in the path to improve

¹ This research is part of a three-year study of secondary school teachers of English from five provinces funded by a multi-year research grant from the Directorate of Research and Community Service, the Indonesian Ministry of Research, Technology, and Higher Education.

the quality of its education. All teachers in Indonesia are required to complete a four-year degree program, to attend a Teacher Professional Education program and to pass a certification assessment. Earning the certification does not mean that teachers have reached the peak of their professional journey. Teachers are expected to sustain their professional learning continuously.

A study of teacher professional development by Schleicher (2015) reports that teachers in Indonesia attended teacher development programs involving the district office, culminating in that the school supervisors feel more confident and better prepared. Walter and Briggs (2012) show that a successful continuing professional development (CPD) introduces practical knowledge and skills to help students achieve their learning outcomes. While projects have been designed to enhance teacher education and certification programs in Indonesia, it would require greater efforts before school systems could provide evidence that they are developing effective teachers (de Koning, 2012; Chang et al. 2014).

Unfortunately, in many regions, teachers find it extremely hard to participate in CPD. Due to geographical constraints, teachers do not always have access to CPD. Correspondingly, district education officers also express the challenge of supervising and facilitating educators working in remote regions. In cases like this, the resilience of the school community and intervention by an external institution have enabled teachers to sustain CPD and to enhance their knowledge of pedagogical content when government-initiated professional development programs are non-existent (Harjanto, Lie, Wihardini, Pryor and Wilson 2018).

Teachers of English in remote regions face more complex challenges. Like teachers elsewhere, they have long hours of teaching (in many cases, more than 24 periods of teaching in a week), arduous paper work, non-academic tasks, various extra-curricular activities, and must travel long distances to venues of professional learning events. In addition, unlike their counterparts in urban areas, English teachers in isolated regions have limited access to resources and inadequate learning environments with which to enhance their English proficiency and their pedagogical competence.

This paper reported a study investigating the challenges that English teachers face and the resources they utilize to overcome those challenges in enhancing their English Proficiency. Specifically, this study intends to answer the following research questions:

1. What challenges do teachers face in enhancing their English Proficiency?
 - What challenges do rural teachers face in enhancing their English Proficiency?
 - What challenges do urban teachers face in enhancing their English Proficiency?
2. What resources do teachers capitalize on to overcome their challenges and to enhance their English Proficiency?
 - To what extent do they rely on the school community, principal, peer, or mentor?
 - To what extent do they seek external resources such as reading, professional organization, or teachers from other schools?

Literature Review

Throughout their professional journey, teachers experience significant milestones, from pre-service teacher education, internship in the profession, induction, teacher professional education and certification, and continuous professional development. Completion of teacher education

program does not guarantee that a teacher maintains their high quality. A tendency in teacher education is that student teachers opt for simple and applicable 'tips and tricks,' although teacher educators have attempted to promote more reflective, academic and theoretical approaches (Grossman 1992; Treagust, Won, Petersen and Wynne 2015). Furthermore, a prevailing issue in the teaching profession is that schools not only in Indonesia, but also worldwide, accept under-qualified teachers (Treagust et al. 2015). Particularly in Indonesia, schools in rural areas where stringent educational policies are also enforced may have to recruit under-qualified teachers (Harjanto et al. 2018).

Researchers agree that effective CPD is pivotal in the improvement of teachers' competence. Amidst their heavy workload, teachers suffer from isolation and frustration. Worse, when teachers are asked to self-reflect by observing themselves on tape, they were unable to pinpoint their shortcomings, thus achieving little skill improvement (Hill, Beisiegel and Jacob 2013). Conversely, teachers in rural areas reveal that professional learning communities for critical self-reflection and sharing with other teachers are indispensable (Broadley 2010). Furthermore, Avalos (2011) asserts that co-learning, networking, and exchanges within one school and inter-schools emulate the natural desire of teachers to talk. Similarly, Borko (2004) states that teachers need to have in-depth and adaptable knowledge of the field through professional development sessions with their peers to acquire the skills to sharpen learners' conceptual understanding.

With the increasing importance of English as a language of global communication, teachers of English, particularly, are compelled to demonstrate their English proficiency. Schools have invested in more hours of English instruction and need more qualified English teachers. Therefore, the teachers' English proficiency has drawn research interest particularly in countries where English is not the lingua franca. In her investigation of 20 primary school English teachers in Hong Kong, Tsang (2011) examined to what extent her subjects were aware of English metalanguage and found the need for regular or systematic use of metalanguage among school teachers. Young et al (2014) indicate that many NNEST (non-native English-speaking teachers) may have limited English proficiency and have to fall back on their first language when teaching their students, who also have a low proficiency in English. Therefore, it is a common phenomenon that both teachers and students use their L1 for the most part of the English lessons.

English language proficiency is a significant part of an English teacher's professional competence. To respond to the need to establish a national framework of English language proficiency standards (Renandya, Hamid and Nurkamto 2018), Tamah and Lie (2019) developed an English proficiency test comprising 16 general English, syllabus-oriented, multiple choice items (31 for junior high school and 36 for senior high school level), and an essay prompt instructing teachers to write a three-paragraph reflection of their professional journey and aspiration. In a subsequent study, Lie, Tamah, Trianawaty, Triwidayati and Jemadi (2019) present the proficiency of in-service English teachers at different stages of their professional development in relation to their perception of communicative abilities in English.

While those past studies have revealed the pressing need for competent English teachers, individual teachers' voices need to be listened to and analyzed. This review of past research shows a perpetual tug-of-war between the need for more competent English teachers and teachers' capabilities. Therefore, the present research, investigating what challenges Indonesian teachers of English face to improve their proficiency and how they overcome those challenges, would shed light on the professional journey of English teachers in regions where there is a variation

in the need to use English.

Method

Contexts and Participants

This research is part of a three-year study of secondary school teachers of English from five provinces, funded by a multi-year research grant from the Directorate of Research and Community Service, the Indonesian Ministry of Research, Technology, and Higher Education. Participants of this study were chosen through collaboration with the English Teachers Working Group (Musyawarah Guru Mata Pelajaran or MGMP) in Palembang, Yogyakarta-Sleman, Ruteng, and Maluku. The teachers in East Java were those participating in the two batches of In-Service Teacher Professional Education program.

Initially, this study examined 149 teachers from Palembang, Yogyakarta and Sleman, East Java, Ruteng, and Maluku. They were asked to self-assess their English proficiencies based on the ACTFL guidelines and take an English proficiency test. The teachers assessed their proficiencies in interpersonal communication, presentational speaking, presentational writing, interpretive listening, and interpretive reading, followed by an English proficiency test consisting of syllabus-oriented items, general English items, and a prompt for a reflective essay.

To focus on significant voices that describe their insights on their professional journey, we decided to focus on our in-depth analysis of six teachers as follows:

Teacher	Location	Years of Service	ACTFL Can-Do Statements	English Proficiency Score
1	Surabaya, East Java	< 5 years	Advanced Mid	78.84
2	Surabaya, East Java	5-10 years	Intermediate Low	61.53
3	Ruteng	5-10 years	Intermediate High	81.25
4	Ruteng	> 15 years	Intermediate High	53.84
5	Ambon, Maluku	10-15 years	Advanced Mid	82.69
6	Saumlaki, Maluku	> 15 years	Novice Low	28.80

These six teachers were selected out of 149 teachers to represent the diversity of geographical areas covering the most developed part of Java and the less developed eastern region of Indonesia, years of service from novice, mid-career, and senior teachers, their perceptions of their proficiency as shown in their self-assessed ACTFL indicators, and the administered English Proficiency scores.

As the above table shows, there is not always a congruence between the ACTFL Can-Do Statements and their actual English Proficiency Scores. As teacher participants were asked to self-assess their performance based on the indicators through the Novice, Intermediate, Advanced, Superior, and Distinguished levels, there are possible outcomes. They may overestimate their capability, they may underestimate it, or estimate it just within the correct range.

Data Collection

Data were collected through an English proficiency test, a survey, and a semi-structured interview. The proficiency assessment covered syllabus-oriented items, general English items, and a prompt for a reflective essay. The assessment was pilot-tested among pre-service English teachers and final-semester students majoring in English Education in Surabaya and in Ruteng, East Nusa Tenggara. These two locations were chosen to represent the geographical diversity and development levels in Indonesia.

As triangulation, participants wrote reflective essays describing their professional journey. Each participant's reflective essay was read and assessed by two reviewers based on a given rubric. All the essays were blind-reviewed. An inter-rater reliability was established at a Pearson r of 0.84 (Tamah and Lie 2019).

Next, the survey was developed on the framework of the ACTFL Can-Do Statements to obtain teachers' perceived communicative abilities in English in the five proficiency areas (interpersonal communication, presentational speaking, presentational writing, interpretive listening, and interpretive reading). Participants chose Can-Do Statements indicating their performance indicators in each of those five areas. The statements reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels (<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>).

Furthermore, a 30-minute semi-structured interview was administered on campus for teachers who were then participating in Teacher Professional Education program in Surabaya and in their respective schools for the rest of the teachers. Interviews were either in English or Indonesian. Initially, the interviewers started the interview in English. But then, some of the interviewees had a hard time responding in English and so the interviewers decided to continue the conversation in Indonesian. Interviews were recorded and then transcribed. Transcripts of interviews conducted in Indonesian were translated into English.

Data Analysis

The data collected from the survey responses, assessment scores, and transcripts of semi-structured interviews were analyzed qualitatively. The transcripts were categorized and compiled together into themes. Interpretations were made on the basis of the survey responses, scores and interview analysis. Ultimately, the teachers' reflective essays and interview transcript were coded into related themes to reveal patterns for further interpretation (Miles, Huberman and Saldana 2014).

Findings and Discussion

Similar to fellow teachers worldwide, the teacher participants in this study have to bear various challenges ranging from students' problems, classroom management issues, and time management. Time management poses a predominant hindrance since teaching responsibilities subsume administrative duties, e.g., lesson planning and writing reports. The challenges English teachers face in enhancing their English proficiency depends much on the location of their schools, their own education background, and the number of years of their service.

English teachers in more privileged schools/regions seem to enjoy better support for

professional development while their counterparts in smaller towns feel deprived of the opportunities. Moreover, perusing the onset of their education background may shed light on the professional turmoil of surviving the day-to-day tasks in school. Those who had graduated from some higher institutions that did not actually meet the minimal standards of education felt ill-equipped to carry out their professional practices. For teacher education graduates, a common misconception is that they merely need to apply what they have learned in college or in their 3-month up to 1-year teaching assistantship. The reality is far more complex with the first five years in the teaching career as the most crucial period. Previous studies reveal 24% of novice teachers terminating their profession in the first year, 33% after three years, and 40% - 50% withdrawing before the fifth year (Farrell 2016). Pertaining to novice teachers, in addition to adjusting with unfamiliar school facilities, routines, policies and procedures, they need to fulfill similar duties as experienced workers, which is not the case in other professions (Farrell 2016). Unlike their senior counterparts, novice teachers do not have the luxury of the accumulated skills they can rely on to overcome such challenges.

English teachers in the rural and urban areas may seem to face different challenges but under the surface, they apparently experience the same prevailing predicament. Challenges that teachers face both in rural and urban areas can be categorized into three major issues; the status of English as a foreign or second language, access to adequate language environment, and insufficient school support. To overcome the prevailing challenges, teachers in our study employ various resources.

The Status of English

Our results show that teacher participants doing their assessment and survey in Surabaya gained the highest mean and relatively low variation (Mean: 77.14, SD: 10.73), while participants in Palembang (Mean: 67.88, SD: 10.77) and Yogyakarta (Mean: 61.95, SD: 9.23) scored second and third place respectively. The two lowest average scores belonged to participants from Ruteng (Mean: 58.50, SD: 14.25) and Ambon-Saumlaki, Maluku (Mean: 51.14, SD: 22.35) respectively.

It is interesting to note the differences in their English proficiency results. Surabaya and Yogyakarta are located in Java, the most populated and developed island in Indonesia, while Palembang is the capital of South Sumatera and is one of the big cities in Indonesia. Ruteng² and Ambon-Saumlaki³ are in the eastern regions of Indonesia. Generally speaking, the eastern regions of Indonesia are considered to be less developed than the western parts.

The official status of English in Indonesia is a foreign language. It is officially taught as a foreign language in the Indonesian national curriculum, starting from Grade 7 (or the first year of Junior Secondary School) through Grade 12 (the last year of senior secondary school). At the college level, non-English majors also get a couple of hours of English instruction at the earlier levels. Despite this official status of English in the national curriculum, the integration of English in schools throughout Indonesia is not equally implemented. Many schools, particularly in more developed areas, decide to teach English starting from primary school level and a few schools in big cities even opt to use English as the medium of instruction. Therefore, the stakeholders' expectations of the English teachers vary from school to school and from region to region.

² Ruteng is the capital of Manggarai district (population approximately 400.000 in 2016) in East Nusa Tenggara. This town just celebrated the newly-founded university in 2019, Universitas Katolik Indonesia St. Paulus.

³ Ambon is the capital of Maluku province while Saumlaki is the capital of the Tanimbar district in Maluku. It had a population of approx. 150.000 in 2019.

Our interviews reveal that participants attribute their English proficiency to their geographical locations and their education background. One junior secondary school teacher of English in Saumlaki, Maluku, who scored the second lowest said apologetically that his English “is terrible because I seldom have to use it here [emphasis added]” (Teacher 6, interview transcript). Interestingly, his counterpart from the same province, a senior secondary school teacher in Ambon, scored in the upper 10%. When interviewed, she was informed about her high score and asked about her success factor. She attributed her high English proficiency to the privilege of getting her college education in Surabaya. She felt that her pre-service education had prepared her very well, and added that her colleagues respected her (Teacher 5, interview transcript). Another participant from Surabaya maintained a sense of readiness due to her pre-service education background:

In college I was forced to speak English. All my lecturers used English in class. That has helped me a lot in my everyday teaching. In retrospect, I think God has prepared everything for me.

(Teacher 1, interview transcript)

Alternatively, although Java is considered the most developed island in Indonesia, not all regions in Java have enjoyed the same level of development. Participants from the Surabaya group were actually teachers stationed in various regions in East Java. Teacher 2 scored 61.53 in the proficiency test but thought himself quite proficient. Yet, Teacher 2 was not able to respond to interview questions in English. Regarding his English proficiency, he felt more capable when he was still a student. In college, he had good teachers who encouraged him to speak English. “Sekarang jadi guru, malah lebih goblok” (Now that I’m a teacher, I’ve become dumber) (Teacher 2, interview transcript).

Another case in point, Teacher 3 was a mid-career teacher in Ruteng. He marked himself as Intermediate High and scored 81.25 while Teacher 4, a senior, also marked himself as Intermediate High but scored only 53.84. Both teachers said they did not have much chance to practice their English in school. The difference is that Teacher 4 used Indonesian as the medium of instruction in his English class because his students would not understand it if he spoke English. Teacher 3 always tried to speak English and believed that his attempt would expose his students to use English.

Our teacher participants’ responses reveal that the perceived status of English in the region where teachers teach is somewhat related to their motivation to use and improve their English proficiency. In regions where there is little or no pressing need to master English, teachers do not seem to be driven by a sense of urgency to enhance their English proficiency. The urgent need to master English as a means of global communication is strongly felt in areas which are widely connected to the outside world; for example, through commerce, tourism, and education exchanges. The sense of urgency is also propelled by the increasing demand of the school stakeholders (particularly parents and students themselves) for more competent teachers of English. Teacher 1 felt that her English was inadequate because she taught in one of the prestigious private junior secondary schools in Surabaya.

My students challenged me to improve my English. They read English novels in their spare time and often asked me about difficult vocabularies and expressions. Furthermore, there were times that I used Indonesian in class to

adjust to my weaker students coming from less developed regions. But then my brighter students bluntly reminded me that it was an English class and thus I was supposed to be speaking English.

(Teacher 1, interview transcript)

Whether teachers are driven to employ any resources to improve their English proficiency is contingent on their awareness of the need for improved proficiency. When teachers are trapped within their comfort zone, they find little or no impending need to improve their English. The In-Service Teacher Professional Education program that was started in 2018 has been an important forum to gather teachers who come from different regions and hence their varying levels of English proficiency. This interaction is expected to raise the awareness of their individual needs and to drive them to find benchmarks for improvement (Lie et al, 2019).

Access to Adequate Language Environment

This part includes access to learning resources such as the library, technology and Internet, a language environment with peers, and professional development resources. One prevailing issue in such a big and diverse country as Indonesia is the inequality in quality enhancement among schools due to the different levels of resources provision. Some schools are very advanced in the overall quality of the teachers and the supporting resources while others are in dire need of intervention. Our participants reveal their different situations which mirror their distinguishing abilities.

Teacher 2 did the proficiency test, survey, and interview when he was in the TPE program in Surabaya. He was actually a teacher in a small town in Banyuwangi district at the eastern tip of Java. As a teacher with almost 10 years of service, Teacher 2 felt he had lost quality chances to enhance his English. He did not have counterparts with whom to use his English. Teacher 2 often skipped meetings by the MGMP (the English Teachers Working Group) because he thought they were just a waste of time. The events were usually held in a faraway venue that he would have to spend a few hours to attend. His principal did not seem to give him the freedom to participate in MGMP events because the school did not have a teacher substitute to fill in his classes during his absence. With regards to his English proficiency, he felt like a lone ranger in his school,

Tidak ada yang bisa diajak bicara bahasa Inggris. Dulu waktu masih kuliah, masih mending. Ada dosen-dosen. Sekarang di sekolah tidak ada. Guru bahasa Inggris satu-satunya saya.

(Teacher 2, interview transcript)

(No one to speak English with. When I was in college, it was still OK. There were the lecturers. Now none in school. I'm the only English teacher).

To mitigate the scarcity of a network of teachers, this study recommends engaging teachers in context-specific regional projects with direct contribution to problems in their individual setting. The MGMP should integrate a model of CPD that derives from “teacher inquiry,” involving a reciprocal flow between curriculum objectives, institutional needs, contextual factors including the needs and responses of learners, and the wider professional communities. The MGMP can also adopt a metacognitive approach, or “learning to learn” (Phelps, Graham,

and Kerr 2004), i.e., CPD workshops need to consider teachers' existing knowledge. Program goals and achievements should be self-regulated rather than imposed; teachers should recognize, express and set goals autonomously. A prevailing issue in the design of CPD for English teachers is the wide range of English proficiency levels among teachers and in parallel the stakeholders' differing expectations. Within this context, the metacognitive approach should raise teacher awareness of the need for CPD i.e., enhanced teacher professionalism and fruitful learning processes in the classroom.

Teacher participants who are driven to enhance their English proficiency seek out external resources to make up for limited access to language environment. Teacher 1 pushed herself to enhance her English by reading, searching for references, and finally enrolling herself in a Master's program (Teacher 1, interview transcript) while Teacher 5 did her Master's while continuing to teach in her school. Furthermore, Teacher 5 made conscious efforts to improve her English by communicating with friends in English in social media, attending seminars, participating in MGMP events, reading, and communicating with other English teachers in English. She found those activities useful not only to enhance her English but also "to enrich [her] knowledge of the world." Contrary to Teacher 2, Teachers 1 and 5 believed that the MGMP activities were important for them because members discussed the updated curriculum, syllabus, teaching methods and techniques, and relevant experiences.

Considering the limited access to rich language environment, Information and Communications Technology (ICT) should be used to support reflective and metacognitive CPD. Web-based tools and e-learning platforms have proliferated, enabling self-directed learning and at the same time, also offering collaboration opportunities, and collegial feedback from professional communities, independent of time and distance (Phelps, Graham and Kerr 2004).

Insufficient school support

Teacher participants expressed the lack of school support as challenges in improving their English proficiency. Examples include heavy workload (teaching hours, paperwork, non-curricular tasks) and work climate not supporting professional development. These issues sound cliché but almost all the teacher participants in this study are concerned about the lack of a supportive working environment regardless of their geographical location, education background, and the number of years of their service. This concern is apparently still incongruent with the proposition that the availability of a supportive working environment is pivotal in the success of CPD (Van Droogenbroeck, Vrije and Vanroelen 2014; Bick-har 2012).

In a study of the role of MOOC in teachers' CPD, Pramastiwi, Lie, Widiati and Trianawaty (2018) find that novice and mid-career teachers showed a similar pattern, namely, they sought for guidance and affirmation from senior teachers. Similarly, senior teachers expressed appreciation for the professional development system including induction, a series of training for different levels of teachers, supervision, teacher evaluation, and mentoring.

When teachers were asked to observe themselves on tape and self-reflect, they were unable to pinpoint their weaknesses, thus achieving little skill improvement (Hill, Beisiegel and Jacob 2013). However, teachers in rural areas reveal that professional learning communities for critical self-reflections and sharing with other teachers are invaluable (Broadley 2010). Furthermore, Avalos (2011) asserts that co-learning, networking, and exchanges within one school and inter-

schools emulate the natural desire of teachers to talk. Along the same lines, Gorozidis and Papaioannou (2014) suggest a combination of professional autonomy, competence, personal relevance and peer support sustained in the work environment would yield a sense of loyalty to the school and teachers' mental well being.

Not many of the teacher participants mentioned seeking support from external resources from outside their school system. Among external resources they mentioned is a network with teachers from other regions or countries. Some of them also found support and affirmation to stay in their teaching profession and to continue to improve their English proficiency is from their families and English Teachers Working Group. Those whose parents were also teachers received even more encouragement and support from their family. As Yumarnamto (2017, 11) concludes, "the decision to choose to enter the teaching profession and to stay in the profession is determined not only based on individual decisions but also by sociocultural factors."

Conclusion and Recommendations

Teachers' English proficiency has been recognized as an important qualification for successful English teaching. The majority of English teachers might not be adequately prepared to use English as a means of communication; improving their English proficiency and the willingness to communicate in English have thus become a matter of concern amidst the ever increasing importance of English as a means of global communication. With the differing status of English, limited access to an adequate language environment, and insufficient school support, English teachers may experience isolation and different levels of urgency to improve their English proficiency. Those teaching in regions where the school stakeholders do not yet have the direct necessities to use English do not seem to have the awareness of the need, while those in other areas where there is an increasing expectation for school investment in better English instruction are compelled to employ various resources to enhance their English proficiency.

As many teachers are trapped in the plateau of their professional development, their awareness to expand collegial networks should be raised. Novice teachers who are en route to their certification would have the opportunity to gather and interact with teachers coming from different education backgrounds and teaching in different schools. This opportunity should serve as a springboard for reflection over their professional journey and a momentum to drive them to make efforts in enhancing their English competence.

For teachers who have passed the milestone of certification, CPD should be demanded and integrated systematically into the teaching profession. The existing Teachers Working Group or the MGMP would be a proper avenue for systematic CPD, provided that the Working Group mechanisms are improved.

Finally, to support CPD programs and to mitigate geographical constraints in the organization of the Teachers Working Group events, Massive Open Online Course (MOOC) may serve as an efficient means to form professional learning communities within a purposeful and cognitively stimulating scheme, bearing immediate value to individual context. Although cost-efficiency, retention and relevance of such a program are yet to be examined, the reflective-collaborative Online environment is integral to what constitutes a desirable CPD that is metacognitive teacher inquiry. With the widespread availability of the Internet, this MOOC platform is becoming more feasible and can be integrated into the existing SIMPKB or Sistem Informasi Manajemen Pengembangan Keprofesian Berkelanjutan (Management Information

System of Continuous Professional Development) that has been set up by the Indonesian Ministry of Education and Culture.

References

- Avalos, B. (2011) Teacher professional development in Teaching and Teacher Education over ten years. *Teaching And Teacher Education*, 27, 1, 10-20.
- Borko, H. (2004) Professional Development and Teacher Learning: Mapping the Terrain. *Educational Researcher*, 33, 8, 3-15.
- Broadley, T. (2010) Digital revolution or digital divide: Will rural teachers get a piece of the professional development pie?. *Education in Rural Australia*, 20, 2, 63.
- Chang, M. C., Shaeffer, S., Al-Sammarrai, S., Ragatz, A. B., de Ree, J., and Stevenson, R. (2014). *Teacher reform in Indonesia*.
- de Koning, L. (2012) Coaching the transition towards developmental education: Exploring the situation with teachers. In *Developmental Education for Young Children* (pp. 189-205). Springer, Dordrecht.
- Farrell, T. (2016) Surviving the transition shock in the first year of teaching through reflective practice. *System*, 61, 12-19.
- Gorozidis, G., and Papaioannou, A. (2014) Teachers' motivation to participate in training and to implement innovations. *Teaching and Teacher Education*, 39, 1-11.
- Grossman, P. (1992) Why Models Matter: An Alternate View on Professional Growth in Teaching. *Review Of Educational Research*, 62, 2, 171.
- Harjanto, I., Lie, A. Wihardini, D., Pryor, L., and Wilson, M. (2018) Community-Based Teacher Professional Development in Remote Areas in Indonesia. *Journal of Education for Teaching*. 44, 2, 212-231.
- Hill, H., Beisiegel, M., and Jacob, R. (2013) Professional Development Research: Consensus, Crossroads, and Challenges. *Educational Researcher*, 42, 9, 476-487.
- Lie, A., Tamah, S.M., Trianawaty, Triwidayati, K.R., and Jemadi, F. (2019). English Proficiency of Secondary School Teachers in Indonesia. *Beyond Words*, 7(2), 86-100. E-ISSN: 2338-6339 DOI: <https://doi.org/10.33508/bw.v7i2>
- Miles, M. B., Huberman, A. M., and Saldana, J. (2014) *Qualitative data analysis: A method sourcebook*. CA, US: Sage Publications.
- Phelps, R., Graham, A., and Kerr, B. (2004) Teachers and ICT: Exploring a metacognitive approach to professional development. *Australasian Journal of Educational Technology*, 21, 1, 49.
- Primastiwi, P., Lie, A. Widiati, S. and Lie, T. (2018) Challenges and Resources in CPD for In-Service Teachers: Establishing Communities of Inquiry, *Beyond Words*, 6, 2, 66-87.
- Renandya, W., Hamid, F. and Nurkamto, J. (2018) English language proficiency in Indonesia: Issues and Prospects. *The Journal of Asia TEFL*, 15, 3, 618-629.
- Schleicher, A. (2015) *Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches. International Summit on the Teaching Profession*. OECD Publishing, 2, Rue Andre Pascal, F-75775 Paris Cedex 16, France.
- Tamah, S.M., and Lie, A. (2019). Analysis of a Research Instrument to Map English Teachers' Proficiency. *IJEE (Indonesian Journal of English Education)*, 6 (1), 48-64. P-ISSN: 2356-1777, E-ISSN: 2443-0390 DOI: 10.15408/ijee.v1i1.11888

- Tsang, W.L. (2011) English metalanguage awareness among primary school teachers in Hong Kong. GEMA Online® *Journal of Language Studies*, 11, 1, 1-16.
- Treagust, D., Won, M., Petersen, J. and Wynne, G. (2015) Science Teacher Education in Australia: Initiatives and Challenges to Improve the Quality of Teaching. *Journal of Science Teacher Education*, 26, 1, 81-98.
- Van Droogenbroeck, F., Spruyt, B. and Vanroelen, C. (2014) *Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work*, 99-109. <http://dx.doi.org/10.1016/j.tate.2014.07.005>
- Walter, C. and Briggs, J. (2012) *What professional development makes the most difference to teachers*. A report sponsored by Oxford University Press.
- Young, J. W., Freeman D., Hauck. M. C., Garcia Gomez P. and Papageorgiou, S. (2014) *A design framework for the ELTeach program assessments (ELT Research Report No RR- 13-46)*. Princeton, NJ: Educational Testing Service.
- Yumarnamto, M. (2017) The career path of an Indonesian EFL teacher: a professional capital perspective. *RELC Journal*, 50, 3.