ESP LECTURERS’ INDIVIDUAL – INITIATED PROFESSIONAL DEVELOPMENT: PERCEPTIONS AND PRACTICES

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ABSTRACT
Research on the teacher professional development (TPD) field has rapidly developed in the area of English Language Teaching. Those studies have confirmed that the impact of professional development activities do have positive impact on teachers’ professional practices. However, most of studies reported in the research literature on teacher professional development have been conducted in the area of English language teaching and learning of General English but very little research has been conducted on teacher professional development in the area of English for Specific Purpose (ESP). Therefore this future study aims to explore individual-initiated professional development of ESP lecturers in improving their professional teaching practices in higher education level. This research will employ mixed methods research for data collection. Mixed method study focuses on collecting, analyzing and mixing both data from quantitative and qualitative in a single or series of research.

Keywords: Teacher Professional Development (TPD), Individual-initiated professional development, English for Specific Purposes (ESP)

INTRODUCTION
The demand of learning and having good English is growing rapidly in the world. This can not be denied due to the use of English as a world language has been applied for almost all industry sectors for example, business, engineering, social, technology and education as well. Today, higher education students are expected not only to be fluent in general English but also can communicate effectively in their field of study and work situation. In the industrial segments, many people use English as the way to compete with other co-workers to gain promotion or a certain position in the their work place. For this reason, the demand of mastering English which is suited with specific needs of a profession has become important homework for many English practitioners in particular in Indonesia.

Now, there is a new challenge as an English educator because they are required not only competent in teaching General English but is also able to perform as a teacher of English for Specific Purpose (ESP). In Indonesian context, learning General English should have been a foundation of Indonesian learners as they learn General English (GE) from elementary to high school level. So, at
higher education level, an English teacher should help ESP learners to improve their English proficiency in particular which much more related to learners’ field of study and work place. As it is mentioned in the Decree of the Minister of Education and Culture No. 096/1967 dated 12 December 1967 about the purpose of teaching English in Indonesia are developing communicative English ability which includes students listening, reading, writing and speaking skills. For university level, students are expected to have grammatical knowledge of English and then can apply the knowledge for communicating and interacting in daily life (Harjoprawiro, 1998 as cited in Roza, 2013).

Being an ESP teacher, someone needs to be more open minded and keen to learn because someone who teaches ESP has to also understand the content of the materials. For many English teachers, teaching ESP is a big challenge in particular those have not had any experiences for teaching ESP classes. Sometimes, some teachers are reluctant to teach ESP in the class as the difficulties of understanding of the teaching materials and the delivery in the classroom. In other words, the relevant content of the learning purposes becomes more complicated to make as ESP teachers usually do not possess the knowledge of the field of study or profession in which ESP learners will be function as the users of second language. More importantly, the main responsibility of ESP teachers is how learners will use English in the relevant situation. For example, in the higher education context, language learners are supposed to develop their skills of listening comprehension, to practice their English writing especially it is related to their field of study or future professions, to give English oral presentations etc. Therefore, Indonesian English teachers who experience teaching ESP in the classroom have to enhance their knowledge of teaching practices through teacher professional development.

REVIEW OF LITERATURE

Teacher Professional development has a broad definition in education. Villegas-Reimers (2003) states that Professional development is a person who develops his or her professional position. More specifically, The University of Delaware (2004) defines that professional development as “ability of ordinary teachers to recognize and accept the responsibility for improving not only their own practice, but the shared practice of the profession”(as cited in Kagoda & Ezati, 2014). In other words, professional development may initiate individually from English teachers themselves or the school programs.

Why English teachers need to begin their professional development from their selves because not all English teachers have the same opportunities with other teachers who have financial support from their institution to participate in teacher professional development programs. Moreover, it can be denied that some institutions provide limited number of teachers who could attend professional development programs. Also, teachers have to provide an extra time to attend professional development activities while they still have to teach as a part of their main responsibilities. According to Day (1999) that teacher development covers both personal and professional lives of teachers along with state and school policy which all have an authority for the development of their career. He further
explains that teachers have to keep updating their professional knowledge according to their circumstances where professional development might be natural or opportunistic or it may be planned. Therefore, individual-initiated ESP teacher professional development is important to be explored.

Research on the teacher professional development (TPD) field has rapidly developed in the area of English Language Teaching. Those studies have confirmed that the impact of professional development activities do have positive impact on teachers’ professional practices. For example, the research conducted by Giraldo in 2013 found out that the programs of professional development affect positively on in-service teachers and their teaching performance. The findings of the study revealed that in-service teachers became responsive to issues related to teaching grammar, student motivation and learning strategies. Similarly, some studies related to individual-initiated teacher professional development were also conducted by many researchers, such as: Simegn (2014) conducted a research on EFL teachers’ self-initiated professional development focussed on teachers’ perceptions and practices in Ethiopia. This study assessed secondary school teachers’ perceptions and practices about their self-initiated professional development. The participants of this study were thirty-two EFL teachers in Ethiopia who enrolled at graduate program study (TEFL) at Bahir Dar University. Most of the teachers had three to twenty years of teaching English experiences at high school level. The study results indicated that teachers considered the importance of self-initiated professional development to bring the real change on teachers’ pedagogical effectiveness and efficiency. Another results also showed that the decrease of implementing self-driven professional tasks and activities on teachers’ everyday life. The last results revealed that teachers were less confident on the provision of support and follow up from schools while other teachers worried to perform the self-initiated professional development.

Another study was also conducted by Abbasi (2015) on English language teachers’ view on self-initiated professional development. She investigated perceptions of 48 in-service language teachers of Golestan province in Iran towards their professional development. Most of the participants had diverse age between 22 to 49 years old and 4 to 28 years of teaching experiences. The researcher chose her respondents from different educational settings such as schools, institutions and universities. The results of study found out that almost all English language teachers who became the research participants strongly agree or agree with all the statements which reflected on the ideas of professional development. Most of teachers had positive opinion towards the personal initiation of professional development rather than depending on their school or institution and freedom to choose new ideas or techniques to be tested in practice during development process. Another important result is the majority of teachers preferred large number of teachers to reflect and evaluate of themselves in order to improve their teaching skills. Similarly, collaborative professional development activities are made the majority of teachers are enthusiastic such as sharing experiences, problems with other co-workers, asking for professional assistance, and working on developing new materials, techniques and activities with
colleagues. However, some of participants perceived peer observation was not a vital professional development activity. Abbasi clarified that peer observation was seen as an evaluation and it could trigger negative feeling and reactions among teachers. The research data revealed that teachers simply saw this activity as judgmental rather than development.

Another important research about teachers’ informal learning via social networking technology performed by Rashid, Yahaya, A. Rahman and Yunus (2016) in Malaysia. They investigated how teachers learned informally through their daily experiences. In other words, this study emphasized on the use of Social Network Site (SNS) technology as in informal learning to improve their professional development. Data was generated from 22 English teachers who used Facebook. The study results reveals that teachers often upload teaching related knowledge in their Timeline and receive rich comments from both teaching and non teaching colleagues. This study also argues that Facebook as the Social Networking Site (SNS) is a potential platform to engage teachers as informal learning to enhance teacher professional development.

In Indonesian context, Nurhayati (2018) conducted a study on investigating self professional development in teaching English. She surveyed 30 English lecturers from one state college and one private college in Tulungagung. The results of study revealed that English college teachers as the respondents of this study perceived professional identity into nine themes such as: 1) perceived a teacher role/model; 2) needs for career development; 3) academic or intellectual and subject matter understanding; 4) practical knowledge and professional skills; 5) professional networking; 6) pedagogical content knowledge; 7) perceived positive impact usage of ICT for students (perceived by teacher); 8) perceived ICT had benefit to teachers (self); 9) the development of academic professional. The questionnaire results found that the most respondents (17%) agreed that a role of teacher as a facilitator to fulfill the qualification the qualification requirements of English teachers including creating instructional materials, creating daily test analysis, understanding students’ characteristics, and handling classroom management. The two lowest theme were pedagogical content knowledge and perceived benefits to the teacher. Both themes only had eight percent respondents who admitted that they adopted the syllabus depth and conducted students’ need analysis for adjusting and tolerating the different abilities of students. Next, the teachers agreed that they performed effective teaching and learning. They became reflected teachers in which they gave chances for the students to talk about the more appropriate topics and created learning environment more enjoyable. From open question on perceived professional identity, this study showed that in the opinion of English lecturers, for conducting self professional development, they should acquire various qualities such as confident, trustworthy, respectful, motivating, professional, having a good control, and smart. To get better qualification and opportunities, teachers have to undertake further study like post graduate program.

Most of studies reported in the research literature on teacher professional development have been conducted in the area of English language teaching and
learning of General English but very little research has been conducted on teacher professional development in the area of English for Specific Purpose (ESP). Therefore this future study aims to explore individual-initiated teacher professional development of ESP teachers in improving their professional teaching practices in higher education level. Specifically, this study is going to find out ESP lecturers’ perceptions of individual-initiated professional development and individual-initiated professional development activities practiced by ESP lecturers to support their professional teaching practices.

METHOD
This study aimed to investigate the perceptions of ESP lecturers on individual-initiated professional development benefits, activities and challenges to improve their professional practices as ESP lecturers. A quantitative design was conducted. Questionnaires were distributed to 14 ESP lecturers. The questionnaires were adapted from several resources related to teacher professional development and individual-initiated professional development activities (Villages-Reimers, 2003 & Guskey, 2005). The other questionnaires were also adopted from TALIS (2009, p.49) about individual-initiated professional development activities and challenges as a teacher. The questions of the questionnaires were analyzed by using SPSS 18.0. The analysis of data was based on the interpretations of frequencies and percentages of ESP Teachers’ Perceptions on Individual-Initiated Professional Development for their Professional Practices Development, ESP Teachers’ Responses on Individual-Initiated Professional Development Activities for their Professional Teaching Practices and ESP Teachers’ Responses on Challenges for improving ESP Teachers’ Professional Development.

FINDING AND DISCUSSION
ESP Teachers’ Perceptions on Individual-Initiated Professional Development for their Professional Practices Development

Table 1. ESP Teachers’ Responses on Teaching Practices

<table>
<thead>
<tr>
<th>Teaching Practices</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
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<tbody>
<tr>
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<td>28.6</td>
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<td></td>
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<td>71.4</td>
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<td>Total</td>
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Table 1 shows that 10 (71.4%) of ESP teachers strongly agree that Individual-initiated Professional Development activities enhance their English for Specific Purposes (ESP) teaching practices. Similarly, 4 (2.6%) of ESP teachers agree that their teaching practices are improved through individual-initiated professional development activities.
Table 2. ESP Teachers’ Responses on confidence in teaching

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<th>Frequency</th>
<th>Percent</th>
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<th>Cumulative Percent</th>
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<tbody>
<tr>
<td>Valid</td>
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<td>42,2%</td>
<td>42,2%</td>
<td>42,2%</td>
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<tr>
<td>5</td>
<td>8</td>
<td>57,1%</td>
<td>57,1%</td>
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<tr>
<td>Total</td>
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Table 2 shows there are 8 (57.1%) of ESP teachers respond “strongly agree” that individual-initiated professional development activities improve their confidence in teaching English for Specific Purposes. Likewise, 6 of 14 (42.9%) of ESP teachers agree individual-initiated professional development activities enhance their teaching confidence.

Table 3. ESP Teachers’ Responses on Learners’ performance

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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tbody>
<tr>
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<td>14</td>
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Table 3 presents ESP teachers’ responses on the benefit of individual-initiated professional development on ESP teachers’ professional practices development. 71.4 percent (10 of 14) of ESP teachers strongly agree and 28.6 percent (4 of 14) agree individual-initiated professional development activities enhance their learners’ performance.

Table 4. ESP Teachers’ Responses on motivation

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<th>Frequency</th>
<th>Percent</th>
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<th>Cumulative Percent</th>
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<tr>
<td>Total</td>
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Table 4 shows that most of ESP teachers agree (42.9%) and strongly agree (57.1%) that individual-initiated professional development activities enhance their motivation for teaching English for Specific Purposes (ESP).
Table 5. ESP Teachers’ Responses on knowledge

<table>
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<tr>
<th>Knowledge</th>
<th>Frequency</th>
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<th>Valid Percent</th>
<th>Cumulative Percent</th>
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Table 5 shows that 57.1 percent of ESP teachers strongly agree and 42.9 percent agree that individual-initiated professional development activities enhance their knowledge for teaching English for Specific Purposes (ESP).

ESP Teachers’ Responses on Individual-Initiated Professional Development Activities for their Professional Teaching Practices.

Figure 1. Percentage of ESP Teachers responses on Individual-initiated Professional Activities

Figure 1 illustrates percentage of ESP teachers responses on individual-initiated professional development activities for improving their professional teaching practices. The highest percentage of individual-initiated professional development activity is “Discussing with Colleague” about 100%. Then, it is followed by “Attending workshop/trainings” is about 86% and “Reading Professional Publication” is 71%. The two lowest percentage of individual-initiated professional development are “Conducting Teacher Inquiry/Action Research” (29%) and “Involving in School’s Development Program” (14%). There were not any ESP teachers practiced “Receiving Feedback from other teacher (peer observation)” as their individual-initiated professional development activities.
ESP Teachers’ Responses on Challenges for improving ESP Teachers’ Professional Development

Figure 2 shows that percentage of ESP teachers responses on challenges to improve their professional practices for teaching English for Specific Purposes (ESP). The two highest percentage of challenges responded by ESP teachers are “Professional Development was too expensive” and “There was no suitable professional development offered” is about 79%. Some of ESP teachers also responded “Professional Development conflicted with my work schedule” (57%) as one of the challenges for improving their professional teaching practices as ESP teachers. The lowest percentage of challenges for improving their professional teaching practices are “There was lack of employer support” (29%) and “Did not have time because of family” (14%). There were not any ESP teachers considered “Did not have the pre-requisites” as the challenge of enhancing their professional practices for teaching English for Specific Purposes (ESP).

CONCLUSION

The result of this analysis study indicates that all of ESP teachers respond positively to individual-initiated professional development activities for their professional teaching practices. This can be seen that all of ESP teachers agree individual-initiated professional development affect on their professional teaching practices. Another result reveals that all of ESP teachers chose “Discussing with colleagues” as the most preference individual-initiated professional development they practice for improving their teaching practices as ESP teachers. Also, ESP teachers consider the two toughest challenges faced by ESP teachers for improving their professional teaching practices are “professional development was too expensive” and “there was no suitable professional development offered”.

REFERENCES

Abbasi, F. M. (2015). English Language Teachers’ View on Self-Initiated Professional Development. The Journal of Applied Linguistics, 8(16), 164-


