

Investigating Self Professional Development in Teaching English: The Case of English College Teachers' Role as Models

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Abstract

Self Professional Development is one of the key factors in Foreign Language Learning, and therefore strategies in developing English professional college teachers should be seen as an important aspect of improving English lecturers' role as models. This research conducted a survey towards 30 EFL lecturers of PGRI Teacher Training College and IAIN Tulungagung, East Java, to highlight the foundations in improving efforts in bringing forth English Professional who try to develop the favourable results of the act of acquiring particular knowledge. The instrument -a questionnaire including three open ended questions-was created by reconsidering similar papers around skilled progress. This study reveals the fact that to be a professional English college teachers, one should develop nine professional efforts namely perceived professional identity as model; progress advancement demands, intellectual and fulfilled proficiency; factual intelligence and well-qualified accomplishments; professional networking; pedagogical content knowledge; perceived benefits of ICT use to students (perceived by the teacher); perceived benefits to the college teachers (self); engaging conducting academic research.

Keywords: Self Professional Development, English teaching, English college teachers

A. Introduction

Living in this digitalized era, English as an international language has an essential role in all aspects of life. Commonly, English college teachers as the motor element face many problems such as the students' low motivation to learn, low input, the implicative government text book, the lack of supporting environment, unsupported school facilities to eradicate students, the lack of English college teachers who master in instructional technology, uncreative English college teachers, the lack of mastering teaching methods or strategies. Meanwhile, the government qualification requirements to English college teachers are high. Self Professional Development is considered as the fundamental in improving English college teacher's quality in reforming the national education. It becomes self responsibility for every single college teachers. Commonly, as educators and teachers, they are definitely required to improve their ability, knowledge, thought and attention. It is closely related to education condition that educational reforms require English college teachers acquire recent acts and styles of instruction, meaning a skilled expansion practice require lecturers to engage in grwong individual habit. The claims mannered by regularly instruction and alternative conditions of productive school educational program carry on taking in a totality of lecturer's strength, thinking, thought and attention (McDiarmid, 1993). Late standardizes in study are continually being recommended in advance in order to recover the nature of conveying training, At the center of complete particular resolves educators or lecturers do magnates. Anyhow in the exapanding universe, lecturers seem to be incumbent upon accomplishing extremely many things in so little time. A few disputes, most of them are competently inclined for thw standardizations which are swindeled them.. In other dilemmas, most of them get insufficient governmental backing. Some English lecturers in Tulungagung, East Java, Indonesia, who once did a research and administration works in Southern country, displayed huge qualified burden the enermous professional pressure that Indonesian lecturers have to deal with. They revealed curious flexibility in regular attempt to prepare the significance on their continuance just as experts. Most of them extend to modify to the advances rfelected in community, similarly the iniation of scientific and technical knowledge such as business, marketing, economics, industry and trade as ESP knowledge.

Some previous studies related to self professional development were conducted by researchers, such as: Dogan & Yagiz, (2015), Sabzien & Gilakjani (2013), Sedova, et al. (2016), are interrelated. Sabzien and Gilakjani (2013) observed whereby educators recognize the operation of telecommunication system used in communication training, but their research revealed such easily proposing telecommunication system do not assure the educators their handling potential. Next another study investigated teachers' and academic perception of professional development according to their gender, experience and working institutions and revealed that not only academic aspect but also teachers have positive perceptions of professional development despite a wide spectrum of impeding factors including excessive workload, strict working hours, financial problems, lack of communication among colleagues, lack of communication with supervisor or administrators, lack of self-motivation, family problems, students' lack of motivation, students' lack of interest, lack of institutional support, education policy, and the educational background (Dogan & Yagiz, 2015). Then other experts

also examined teacher development program which was focused on the implementation of dialogic teaching practice using four indicators of dialogic teaching namely students' use of reasoning to talk, teachers' open questions of high cognitive demand, teachers' uptake, and open discussion (Sedova et al., 2016). The result of the study shows that there is a change in classroom discourse and an increase in the number of students' use of reasoning to talk, attributed to changes in the teacher communication behavior. Unfortunately most of their researches were not focused on the special college teachers self professional development in ELLT but only on the shift on students' learning.

Self Professional Development is one of requirements in improving teacher's personal quality. It becomes self responsibility for every single teacher. Commonly, as educators and teachers, they are definitely required to improve their ability and knowledge. Teacher professional development has always been the most prominent aspect in any level of education. It aims to develop teachers' four competencies as stated in the Ministry of Education Regulation of Republic of Indonesia number 16 of 2007 on the Competencies and Academic Qualification of Teachers: "Teachers must acquire four competencies, namely pedagogical, personal, professional, and social competencies which can be gained through teachers' education" (Permendiknas, 2007). The competencies are very much important for teachers to be professional. To facilitate teachers develop their competencies, Indonesian government has launched a large number of programs. Teachers in primary and secondary levels have opportunities to attend in-service training to promote or advance teachers' experienced and didactic proficiencies. Besides, college teachers are supposed to join teacher organization or teacher community in each local area in which they can regularly share ideas on syllabus, lesson plan, teaching material development, teaching learning programs and processes, teaching techniques and media, assessment, and many more. Furthermore, they have a lot of chances to attend workshops and seminars on various fields. They can also carry out collaborative classroom action research in their own classes. Similarly, teachers of higher education have many opportunities to develop their competencies either inside or outside classrooms. Outside classrooms, teachers can enhance their professionalism through workshops, seminars, conferences, writing journals, developing teaching materials in the form of modules or books, and carrying out research and community services while inside classrooms, teachers can conduct classroom action research or lesson study. By doing these two kinds of activities teachers are able to make reflection on their own teaching and to improve their teaching ability based on the previous weaknesses or problems encountered during the teaching learning process. Moreover, they can see every single student differently.

Professional development is attaining or acquiring of insights, involvement, proficiencies, and the progress of implementation skilled and pedagogical tasks allow single affiliate or associate to adequate support to the organization and community. It is recognized three main features of skilled progress involvement, cognition, and abilities. They also remarked the obligation for the skilled educators to be intensively implicated in their career by expanding undeniable perspectives or as some researchers called them "*personal qualities*". Other definition is line with Mushayikwa (2006) who perceived that outcome of a learning process which is presiding over attaining a balance entity of the practical and theoretical knowledge awareness, perspectives, and

repertoire, as educators, they have to equire for daily rehearsing of their career. It means that this definition is generalized, and then they are more specified and identify the goals of professional development for the institution and community. Thus, according to Tafael & Batani (1992), there is interdependent relationship between necessity of the institution and the progress of the skilled or proficeint seems a guide or administered process, i.e. it is goal oriented. The current study helped to further clarify this relationship. On the contrary, teacher professional is seen as a complex interaction between teacher knowledge and the teaching context (Mushayikwa, 2006). All these views of professional development seem to agree on the premise that professional development is multi-faceted and consist of growth and the adjustment of different facets or teacher knowledge to their context. Teachers bring beliefs, experiences and knowledge about teaching to the learning process and refine these into a coherent and integrated knowledge system (Mushayikwa, 2006). This knowledge system is then applied to the teachers' professional practice. Thus teacher professional development is concerned with teachers as learners. Mushayikwa (2006) argued that the shift in focus is often accompanied by changes in teacher belief systems, attitudes and perceptions. For example the shift in focus from content to skills acquisition enables teachers to deal with changes in their context and results in adaptive practitioners.

In this case, it provides two major reasons why college teachers are engaged to professional development: a) A search for additional resources: Teachers realize that the richness of thought may be obtained by greater diversity and a number of resources. The greater their exposure to resources and to alternative pedagogical approaches, the more rewarding they find their work. They consciously seek to construct multi-dimensional models of their professional practice (Coldron & Smith, 1999). The search for variety is a search for enrichment and does not imply that teachers are deficient in any way but that as adult learners, they have intrinsic desire to grow within their profession (Mushayikwa, 2006), b) Self improvement: It is reflective practice and research exposed by teachers to a wider universe of resources. Elbaz (1992) suggests that reflection on their own practice enables teachers to identify opportunities for learning. Teachers, particularly if they are engaged to reflective practice, decide on choosing and doing what they desire to improve upon, and voluntarily seek ways to pursue their interests. Thus, reflective practice may lead democratic or self-governing skille progress fro educators. It is emphasized on urgent performance played by logic and contemplation skilled progress of individual teachers and they have control over the process of knowledge acquisition that they use reflection on what they understand, can do, and construct practical theory of learning which is dynamic and integrated (Clarke & Hollingsworth, 2002; Mushayikwa, 2006). Furthermore, Moon (2005) also suggested that reflection is a form of mental processing that teachers use to fulfill a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge and understanding, possibly, emotions that teachers already possess. It means that by considering both reasons, the English college teachers conduct self professional development.

The above-mentioned developments emerge as cricial study in as much as several colleges generate an appropriate decision or mangement coping with contributing the self professional development programs of English lecturers. The English lecturers who

are engaged to the dilemmas would be the models in conducting self professional development are conceivably reproduced by the pupils. Therefore, it seems important to run this research to investigate self professional development from the English lecturers' perspective. The spotlight of this research was to resolve or explain the question of what the English lecturers' perception on Self Professional Development in Teaching English is.

B. Literature Review

In the college teacher development, possible teacher selves play an important role. comes up with a classification and underlines the existence of three main teacher selves, namely ideal teacher self, ought to language teacher self, and feared teacher language self (Kubanyiova, 2006; Kubanyiova, 2009). Ideal teacher self is represented by the teachers who should have the feeling of the identity. These possible self initiates not only coming conceptions of individuality objectives but also language teacher's hopes ir desires: s/he is motivated to invest effort in reducing the discrepancy between her actual and ideal teaching selves. The ideal teacher and his/her own self-image are in harmony and ideal in all respects. According to Medgyes (2001), "The ideal non-native English speaking teacher is someone who has achieved near-proficiency in English". Ought-to language teacher self is associated with the language teachers' representation of their responsible and obligations with regard to their work (Dörnyei, 2009; Dörnyei & Ushioda, 2013; Kubanyiova, 2009). Unlike the idea self, the pre condition or prerequisite, which is mostly, depend on a different person's perspectives of their tasks, compulsaries, and duties or functions, declares the intellectual and pragamatic depiction of the habits, ever one or public holds any one is going to or must possess (Higgins, 1987). In ought-to self, the locus of control is not totally in our hands. It is based on extrinsic expectations driven from the surrounding people, administration, inspection, institutions, and professional ethics. This is actually something like of a difference between what the fellow teachers "ought-to be doing" instead of what they are actually doing in foreign language teaching. This type of self is also related with the fact that, as Machida (2011) explains non-native language teachers tend to compare their language proficiency with native speakers' and often feel stressed if their perceived language proficiency does not seem to meet their target level. The ought-to language teacher self is based on extrinsic expectations driven from the surrounding people, administration, inspection, institutions, and professional ethics.

Professional teacher self, which is proposed here as a new term, is a possible L2 or L3 self. It is related with advanced L2 or L3 acquisition and achivement intelligencies and the fundamental involvement to preserve them (Byrnes, 2012). Language instruction could be considered or done during life and eductors of foreign language play binary or double postions instead of being pupil and instructor simultaneously. Therefore, international language educators are generally recognised as the outstanding example or model of prosperous leading scholars or trainees. Their verified verbal competence, definitive or normal tone, fair and fluent pronunciation and intonation while speaking percisely along the school class, and satisfactory structure proficiency and intercultural communicative competence as indispensable featurea of great or satisfying language tutors expected by the students (Brown, 2014; Hadley & Yoshioka-Hadley, 1996; Harmer, 1998; Sercu, 2005; Shimizu, 1995). Professional teacher self is

built up throughout the entirety of teachers' teaching career. Since foreign language teaching is one of the most complicated jobs today, and the merits of teachers with professional self, who have pivotal role in the process of education, are specifically made up of amalgamation of hundreds of qualities that allow them to do their job effectively (Demirezen & Ozonder, 2016).

Related to improving professional ethics, it is necessary for college teachers to improve their quality. They should consider what the characteristics of effective teachers are, what kind of training ensures qualitative teaching, what the different means to ensure ongoing professional development are that need to be explored. A substantial amount of research has been conducted on the teacher development research, following Mann's (2005) feature controlling against circumstantially diverse perspective of the limitation progress, in this case, time period of enduring educator progress (CTD) concerning this research, the reason could be seen as follows. Development should be as a bottom-up process that is initiated by language teacher himself/herself (Mushayikwa & Lubben, 2009); it is a process that extends beyond the initial teacher education or pre-service establishment acquired and is compelled as improvement that extends frequently during the entirety of any one's specialty (van Eekelen, et al., 2006); as times deeply emotional (Wheatley, 2002; Zemblays, 2004); it serves both an enhancement function in relation to development to the personality, in addition a single of reconstructing recognized weakness of individuality (Clarke & Hollingsworth, 2002; Rowe & Sikes, 1989); probably there are some of progressions as well as didactic advancement, communication progress (Kubanyiova, 2006), undertaking research, engaging in mentoring (Halai, 2006), and reflection and collaborative problem solving (Dunn & Shriner, 1999). Then it also considers the nature of educators' attribute, (1) teachers embody or manifest excellence manifest generosity with dynamic moment educators are figured comparatively addressers of civilizing and academic morals. The competence to educate recommended curriculum and the strategies, techniques they resolves incline section of investigation on non native language; (2) teacher will learn longlived, it implied as the particular step to assure moving and running skillful advancement. The everlasting skilled improvement is pivotal toward the pupils performance. Self-drive or self encouragement, enthusiasm to gain and consistent or regular habit are the component of outstanding pupils to study language. A reasonably committed educator is able to impress the students attributes and navigate them prominent over development of attaining communication (Hiver, 2013); (3) to ensure prolonged tie and progressive skilled advancement, as college teachers, they admit countless chances comparable joining upbringing or practice, partaking group study performing symposium, round table, convention, renewing themselves with skill, approaches, interpreting publication, annals, running representative of tutoring association, etc; (4) in practical teaching teaching discussion/allotment or designation plan, one of the great system for tutors renew or modernize themselves by joining practical teaching practice. Upbringing or practice commit perspective of the primary notion, view and foundation as crucial concerning implementing all of them to instruction and the competence in order to determine process, system, rules and ethic or regulation in the school room (Richards, 2005); (5) workshop and seminars function as great scaffoldings with educators training is indisputable and synergetic training and partners instruction are dual perfect results that

they could gain. Seminar are tremendously helpful while they replicate or resemble a schooling environment or scene identical to school rooms and educators may recognize for themselves the factual pertinent of their concept, objective, perception and theories;(6) membership, conforming representative of skilled person and association is extremely effective or helpful for educator's skilled advancement. They contribute connection to the networked or linked publication, review, annals, becoming member of professional bodies and communities is immensely useful for a teacher's professional development. They provide access to the online journals and determined by the development stage of the progress, specialty, and passion individual may choose associations to follow or enroll.

By way of explanation, are view of EFL self professional development college teachers affirmed that skilled and experienced college teachers are that one occupied or seized vigorous punitive ability, equally be associated with didactic subject matter ability and formalistic comtempaltive experience ability (Goodwin et al., 2014; Shagrir, 2010), moreover the particular the one is capable of entrust all the students emotional, intuitive intellectual and theoretical features (Conlink, 2010). In advance of the aforesaid is cautious, the teacher's manifold ability character and the styles or tones of handling over effectively alter the concepts and action students adapt (Shagrir, 2010). Furthermore, college teachers are not only responsible for empowering their students but also setting up them with urgent planning, scenarios to turn into "independent professionals" (Leung, 2009) and hold uprightness for their proficient or experienced progress to be include in various and relevant context. Some experts remarked universal inquiring of educational institution-situated college teachers programs and declining communal tenacity in colleges, academy and departments, notwithstanding the evidence such access or entarnce toward educators or teacher college is binded to detaining or occupying a grade or standard in university that fact facilities accomplishing certificate and attribute qualification and assessment (Goodwin et al., 2014; Snoek, et al., 2011). They further were critical of the reality that investigation has delivered scan attention to "what college teacher or teacher educator should know and be able to do"(Goodwin et al., 2014), which makes teacher educators a 'specific skilled organization along individual management systems" (Snoek et al., 2011) and receives straightforward affect the students' belonging achivement and alternations liability for tutors or college teachers as experienced or skillful and intelligent specialists. That is why it is crucial to run that research to know their perception in improving self professional development.

C. Research Methodology

This investigation intended at discovering English college teachers' views on Self Professional Development in Teaching English. It was realized by giving questionnaire survey towards 30 English lecturers towards two colleges, one state college and one private college in Tulungagung. The State Islamic Institute was State Isalmic Institute, then the private college is PGRI Teacher Training and Education. To this end, the selection of the college teachers was based on two-step purposive sampling (Ary, et al., 2010; Sutopo, 2006). The primary data source was a series of questionnaires and interview conducted in English with 30 participants; secondary sources of data included research journals, analytical memos and extensive annotations of the primary data.

Having first established questioning, a pool of over 12 open-ended questions was compiled on three broad topic areas. Participants were asked to answer the questionnaires to talk about their substantial and potential selves, their experienced advancement decisions or options, and the instruction of system words of communication practices. Piloting of the questionnaires schedule took place with five non-participating individuals. In other words, to collect the data, the subjects claimed a series of questions which consist of 12 questions for capturing English college teachers' perception that one may improve their self professional development. Twelve questionnaires were designed to find out the English college teachers strategies or efforts on professional development outcome based on their' reflection on their practice. Each statement or question is accompanied by three options: agree, disagree, and others. The questions are arranged according to the characteristics professional development outcome (Harland & Kinder, 1997).

Data collection took place over a series of three months from August to October 2017. In order to decrease the perceived power distance between the interviewer and the interviewees (Tam Dam & Blom, 2006), interviews were conducted in either the institutions where participants were teaching or the workplace of the participants. Each of the recordings of dialogue or it could be called interview, conducted diverse in duration, likewise the responses of any interviewees endowed in each dialogue conceded indicative in reach-state continuity and consistency deriving in observer or testimony views (Hayes, 2005). Each hour of recorded interview data produced roughly 10-12 single spaced paged of transcribed data.

Working up against details, facts, circumstances began with parallel-iterative process of analyzing primary details and facts in distinction to questions or points in the time pondering or reviewing the upbringing information or themes, bringing about the supporting details in the form of interpretive notation, interpretation, comment, attempt, effort in the researcher's research journal, and then triangulation these multiple sources data. In the second stage, a three-tiered coding process was conducted (Richards, 2005) by using video recorder. The researcher employed descriptive coding by attributing descriptive and contextual information to each of the cases being studied; then the researcher assigned secondary topic coding to portions of text while saying as basic data, fundamentally what Straus & Corbin (1990) have termed not only fracturing details, facts, circumstances but also verifying categories finally, the data were examined in these 9 topical categories, analyzing the way in which the data were combined and categorized based on their types as a means to elicit further extra-tighten or merged notional level or kinds that could merge in setting all the data back-together in the current or contemporary processes.

During in this tertiary level of analytical coding, it was used by Yin (2003) who mentioned that cross-case synthesis as analytical technique. It was looked for individual instances that corresponded with some uniform pattern among the participant, allowing the researcher to draw cross-case conclusions from the findings. A measure of validity, participants were asked to check the open topic coding and analytical coding of their data for verification. Throughout this study, the researcher has chosen to report the participants' words verbal or verbatim.

D. Findings

The data analysis of the research exhibited that self-skilled advancement could be defined as efforts conducted by the English college teachers because of having some themes to perceive professional identity such as a) perceived role of teacher or model, b) career development needs, c) academic or intellectual and subject matter understanding; d) practical knowledge and professional skills; e) professional networking; f) pedagogical content knowledge; g) perceived benefits of ICT use to students (perceived by the teacher); h) perceived benefits to the teacher (self); (i) academic professional development. The questionnaire found perceived *role of teacher as facilitator* as it was revealed that most of the respondents (17%) agree that they have to fulfill the qualification requirements of English teachers including (1) creating instructional materials, (2) creating daily test analysis, (3) understanding students' characteristics, (4) handling classroom management. It is in line with OECD (2009) that there are references to classroom climate scaffolding, practice activities, coherence content, cooperative learning, goal-oriented assessment, strategy teaching, and achievement expectations. Effective teaching studies results seem to point out the success of eclectic teaching strategies, combining constructivist and direct guided reflection on learning processes. This suggests the effectiveness of a broad spectrum of classroom organizational/teaching skills and rich teaching repertoires.

In *conducting career development needs*, 15% of the respondents agree that continuing professional development to further study, for example joining national or overseas postgraduate program and International standardized tests (TOEFL, IELTS, etc) is important for college teachers. This is in line with what UK's (2007) all standards stated or all the time learning relates to assess pupils personally and fairly. They have to be intended or devoted to learn all their life and work for regular enhancement over contemplative process. The pivotal or major aim of the educator, tutor, or trainer is to set up impressive and inspiring chances of acquiring over tremendous character instruction or guidance that facilitates the advancement and evolvement for all learners. Moreover, in *developing theoretical and content knowledge*, 13% of the respondents agree that they are interested in broadening, deepening or updating teaching materials. It is done to enrich the teaching materials. Then in *improving practical knowledge and professional skills*, 11 % of the respondents agree that they join lesson plan association such as KKNP symposium, TEFLIN association, ASIA TEFL. Then, in *developing professional networking*, 9% of the respondents agree that they share ideas or experiences once a month in English college teachers' discussion by delivering any article.

Next, in developing *pedagogical content knowledge*, 8% of the interview or the subjects admit that they adapt to syllabus depth and conduct students need analysis in order to adjust and tolerate the different students' abilities. They also thought that college teachers need to know the pupils attainment habit preferences and improvise teaching strategies or modify teaching material to generate pupils more interesting in the materials such as asking them to observe the local context, assigning the pupils and providing with the close environment context. This is in line with what Rollet (2001) stated that to be expert teachers, they rely on a greater supply scenario, program, method and experiences that they can call on automatically, leaving them free to deal with unique or unexpected events, the wealth of knowledge and routines that they employ. In fact, it is so automatic that they often do not realize why they preferred a

certain plan of action over another. However when questioned, they are able to reconstruct the reasons for their decisions and behaviour.

Then in *developing perceived benefits of ICT use to students* (perceived by the teacher), 9% of the respondents agree that they conduct online learning by giving assignment using email and the English college teachers also discuss their difficulties on the materials through email or group discussion by messenger. Mushayikwa (2006) revealed that self professional development teachers can be conducted by improving their competence on information communication technology on self-directed, being up date, and creating online learning. The last is, in *perceived benefits to the teacher* 8% of the respondents agree that they conduct the effectiveness of teaching learning. They are more responsive to the students need. The teachers also become more reflective practitioners in which they give chances for the students to discuss the more appropriate topic and make the students study more enjoyable. They also ask the students to give feedback during the teachers are delivering the materials or at last or the final of instructiona and learning. This is parallel with Dean (2015) who examines that becoming reflective teacher could be conducted by providing any feedback from students and writing daily journal about teaching learning process.

Furthermore, academic professional of college teachers are prescribed or recommended to seek intellectual licensed advancement, 10 % of the respondents agree that they engage in attending investigation not only individual but also, collaborative team. It is in line with some researchers Benn-Peretz Some studies conducted by other resarchers found that through engaging in conducting research, the college teachers could improve their academic professional development. Along these lines, intellectual licensed advancement, in that situation college teachers become endeavor to turn out to be the outsatnding or the finest qualified they want to be, could be spilted into some aspects:”institutions, subject domains, and the academic individuals themselves” (Shteiman, et al., 2010). It could be regarded to introduce self- governing investigation for example conducting reflection-in-action and contemplation over reaction, that pricipally attributed to transmitting and allowing individual professional needs,”...updating and build up work-related knowledge” in a promptly widen science age (Minott, 2010).

From the open question on perceived professional identity, it was revealed that in the English college teachers’ opinion, to conduct self professional development, they should possess various qualities such as confident, trustworthy, respectful, motivating, professional, having a good control, and smart. Apart from the requirements, they have to continue professional development by joining the ICT training and to get better qualifications and opportunities they have to conduct further study like postgraduate program. The next qualities which they have to develop are having knowledge especially on new content or interest by downloading the new material from the internet or enriching teaching materials according to teacher professionalism. This includes characters such as responsibility, courage, honesty, and respect, reasoning like analytical and thinking, some other characters for instance prospects call for advance, information-seeking, initiative and directorship, and other personalities just as adjustability, liability, excitement in joining instruction (Anderson, 2004; Hayes, 2005). It also stresses on the priority of personal and mutual impression of self efficacy (Goddard, Hoy, & Hoy, 2000; Sabzien & Gilakjani, 2013).

E. Discussion

Regarding whether self professional development has an impact of professional skills and knowledge, the English lecturers employed some themes to perceive professional identity such as (a) perceived role of teacher or model; (b) career development needs; (c) theoretical and content knowledge; (d) practical knowledge and professional skills; (e) professional networking; (f) pedagogical content knowledge; (g) perceived benefits of ICT use to students (perceived by the teacher); (h) perceived benefits to the teacher (self); (i) academic professional development. The second is how to improve their self professional development, by improving their practical knowledge and professional skills, the teachers have to demonstrate or give illustrations or models, prepare lesson planning, and create variety of teaching approaches. In addition they have to be creative to adjust syllabus, modify materials, link the concepts with current issues, and develop teaching material including test and evaluate materials.

Furthermore, the teachers argue that they should consider the students achievement or the pass quality in any subject, students' motivation or confidence in learning, and students' understanding, creativity, and participation. Then the English college teachers should be more updated, more reflective and creative so that teaching activity becomes interesting. This is in line with Ofsted (2004) who found that the ultimate priority of these very good teachers is that an each time they teach, evaluate their performance and use these analytical assessments to adapt their next activities. Other requirements of improving self professional development is that they should be less isolated, more responsive and more aware to telecommunication science as parallel to another study that portrayed self professional development Southern Africa's educators (Mushayikwa, 2006). English college teachers should also master communication information technology, get a lot of to do, prepare their students make progression and enforce the scenarios during the instruction in case the pupils bring out the the education objectives.

Moreover, it is affirmed that this research showed self professional development including improvisation education scenarios pointed out through bearing positive qualifications, school room handling, prompting, inspiring, fascinating, inviting and appealing to online learning, conducting adaptation to syllabus depth, establishing great familiarity among instruction, written text, work and facts. More importantly, English college teachers should initiate to be models, have strong desire to change students' English competence and their mindset that to be good models needs high motivation, new awareness, to be up date, open minded, to keep on improving the qualities by further study, to appreciate a lot, to be attentive to the students' ability and learning style, to care on students' needs, to be critical, self reflective to make better pedagogical knowledge, communicative competence and emotional skills. This is in line with professional standards that recommended some parallel features in establishing students or pupils such as assessment, comment, evaluation, criticism, in the character of tutors, it is better to "use information to promote learning through questioning and constructive feedback, and involve learners in feedback activities"(UK, 2007).

Last but not least, the role and impact of teacher educators or English college as being empowering educators (Moradkahn, et. al., 2013; Singh & Richards,

2006). Through the contextual knowledge they possess professional college teachers or teacher educators are faced in situation upon conflictingly the English foreign language school room, and the complicated environment of instruction to frame and embody all of the students knowledge. Great moderators suggestions including synergetic and exploring instruction, communal progressive sharing or support and attainment, partaking current skilled insight and lecture, discussion, conversation, rhetoric used as the degrees of innovation and chances which reconsider the performances and duties EFL college teachers persuasive and important legitimizing practioners. It is also in line with other research that in this way perceived the particular characters or aspects seized by the skilled and experienced EFL college teachers or teacher educators under the name of prominent ending with enacting or realizing “Total Quality Management” in EFL and “accountability” to “individual clients” including toward community in a mass”(Farmer & Nucamedi, 2004).

F. Conclusion and Suggestion

To my knowledge, prior to this study only a few of researchs were conducted to investigate self professional development, English college teachers, particularly English college teachers are supposed to be models. Most previous research examined the variety in service training program (Yurtsever, 2013). In the present study, I found eight professional identity and one of professional academic development (Benn-Peretz, et al., 2010; Boei, et al., 2015; Goodwin et al., 2014; Minott, 2010); namely (a) perceived role of teacher or model; (b) career development needs; (c) theoretical and content knowledge; (d) practical knowledge and professional skills; (e) professional networking; (f) pedagogical content knowledge; (g) perceived benefits of ICT use to students (perceived by the teacher); (h)perceived benefits to the teacher (self); (i) academic professional development. The findings of the present research provided more evidence on significance of self professional development, and showed that EFL college teachers gain a lot as result of being empowering educators. In conclusion, if they want to upgrade the educators’professional development, they should have professional identity, career development, mastering academic or intelectual and subject matter ability, factual ability or professional skills, qualified associate and also to be update with communication information technology. However, all those requirements could not always be fulfilled by every English college teacher because of the limited time, condition, chance, fund and ability but most of the English college teachers are asked to conduct self professional development in any case. Besides, they should also have a simple and more reliable guide to teacher skills and qualities as parallel to some researchers’ publication mentoring Towards Excellence who posted top five characteristics, namely understanding, supportive, committed, dedicated, and hardworking (FENTO, 2001).

In fact, it is evident from the study that in order to improve self professional development, they should also have the teaching skills such as clear instruction and presentation, strong communication and active listening, patience, motivation, encouragement, organization and classroom management, teacher qualities including subject knowledge. Again this finding is parallel to UK (2013) who post that LLUK standard has been taken over by the learning and skills (LSIS) which provide an overview on it. The standards are divided into six domains, namely Professional values

and practice, Learning and teaching, Specialist Learning and Teaching, Planning for Learning, Assessment for learning, and Access and Progression. This has close relationship with the efforts of English college teachers to improve self professional development in teaching English.

Those ideal conditions could not be well obtained that the result of English teaching and learning is not optimal. One of English college teachers' efforts to reduce those problems is to improve self professional development by knowing the low input. The college English teachers are obligatory to improve their professionalism and apply good teaching strategies in order to achieve the goals of EFL instruction. In fact, not all English college teachers could accept any feedback or, in other words, they are not accustomed to be criticized. This supports another research which found that acquiring or obtaining the way how to reply emphatically to comment or assessment would gain valued activity accomplishments (Hainsworth, 2005).

Undoubtedly, in conjunction with possessing a wide range of qualities by considering Identification teachers' needs and resources, method of professional development, evaluation on impact and output conducting self professional development, the outcome of this research shed an illumination how EFL college teachers do some efforts to develop their teaching professionalism smoothly, in case they could provide themselves become good EFL model lecturers who are capable of handling outstanding the objectives of instruction.

This study has several limitations. First, findings are based on the perceptions of English lecturers who voluntarily chosen to respond to the interview in video and questionnaire. Therefore, participants may not be representative of all the English college teachers in all Tulungagung educational institutions. The second limitation of this study would be to the time period when the data were collected during a specific time span (August-October, 2017). Consequently, it is not apparent that in other time periods acceptableness perceptions towards using all their self professional development would be the same. The third limitation is as educational institutions could not accept all English college teachers aspirations when their have all ideas, networking, international conferences which are held annually and need more fund to participate in all events. Probably different time periods for data collection may affect findings. Further studies need to focus on collecting and analysing longitudinal data. Subsequently, it is recommended to improve self professionalism development, an EFL college teachers or lecturers are supposed to sustainability improve their tough individual responsibility or solid particular reconciliation and their own profession qualities. Besides, the governmental on schooling or teacher training operating on English instruction curriculum are better willingly contribute the advancement of English lecturers by providing English college teacher associations or professionalism networking. Seeing that this survey just concentrates on English lecturers' perceptions on self professional development with are approximately limited respondents, in addition, the next study is proposed to organized or run with mass respondents chosen from varied or diversified colleges to obtain numerous comprehensive concept of self professional development of EFL lectures should be like.

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