

Current Trends on the English Language Teacher Professional Development

Yusnamariah Md Yusop, Hayati Ismail* and Ramiaida Darmi

Faculty of Major Language Studies, Universiti Sains Islam Malaysia, Bandar Baru Nilai, 71800 Nilai, Negeri Sembilan, Malaysia.

ABSTRACT - The professional development of English language teachers is essential for enhancing their proficiency and teaching competency. This study examines the current state of Teacher Professional Development (TPD) programmes aimed at improving the English language pedagogical skills of teachers. Despite the importance of these programmes, there remains a gap in understanding how effectively they address the needs of teachers and align with educational policies. By conducting a thematic review of literature published between 2019 and 2024, this research explores key themes in TPD for English language teachers. Utilising keywords such as English language and teacher professional development from the SCOPUS and WoS databases, the study identifies five central themes: digital and technological integration professional development, teacher beliefs, perceptions, and practices, specific training programmes and frameworks, the impact of professional development on teaching quality and student outcomes, and professional development in various educational contexts. The findings provide valuable insights for educators, policymakers, and stakeholders aiming to enhance the quality and impact of TPD programs for English language teachers.

ARTICLE HISTORY

Received: 27 August 2024

Revised: 28 April 2025

Accepted: 14 May 2025

Published: 18 May 2025

KEYWORDS

Current trends

English language

Teacher professional development program

Thematic review

1.0 INTRODUCTION

Teacher professional development programmes play crucial roles in enhancing proficiency and teaching competency among teachers (Prince, 2020). As the educational landscape evolves, it becomes increasingly important for teachers to engage in continuous professional development to stay abreast of the latest pedagogical practices and standards. Teacher Professional Development (TPD) programmes are designed to meet these needs (Guskey, 2002), equipping teachers with the necessary skills (Darling-Hammond, 2017), knowledge (Desimone, 2009), and support (Zwart et al., 2007) to enhance their instructional methods (Desimone et al., 2019) and, consequently, student outcomes (Ventista & Brown, 2023). Effective TPD programmes can lead to improved teaching strategies, greater student engagement, and better academic performance (Richards & Farrell, 2005).

However, the dynamic nature of education, driven by technological advancements and changing policy frameworks, necessitates the regular updating of TPD practices to remain relevant and impactful (Desimone, 2009; Donlon & Tiernan, 2023). This ongoing evolution highlights the critical need for comprehensive reviews and evaluations of current TPD trends and practices. Despite the recognised importance of TPD, there remains a significant gap in understanding how effectively these programmes address the specific needs of English language teachers and align with educational policies. Many TPD initiatives are implemented without thorough evaluations, leading to uncertainties about their actual impact on teaching practices and student outcomes (Guskey, 2002).

This gap underscores the necessity of examining current trends and practices in TPD to ensure they are both relevant and effective. Additionally, there is a need to explore how TPD programmes can be tailored to meet the diverse contexts and challenges faced by English language teachers especially in ESL and EFL contexts. This includes understanding how teachers perceive and engage with professional development opportunities and identifying the factors that facilitate or hinder their professional growth (Borko, 2004). Addressing these gaps can help develop more effective and impactful TPD programmes that truly enhance teacher competency and student learning.

This study aims to bridge this gap by conducting a thematic review of literature published between 2020 and 2024, focusing on key themes in TPD for English language teachers. By utilising keywords such as "English language" and "teacher professional development" from the SCOPUS and Web of Science (WoS) databases, the research identifies five central themes: digital and technological integration in professional development, teacher beliefs, perceptions, and practices, specific training programs and frameworks, the impact of professional development on teaching quality and student outcomes, and professional development in various educational contexts. Each of these themes represents a critical area that influences the effectiveness and relevance of TPD programmes (Darling-Hammond, Hyler, & Gardner, 2017).

The findings from this review are expected to provide valuable insights for educators, policymakers, and stakeholders aiming to enhance the quality and impact of TPD programmes. By synthesising existing literature and identifying key trends, this study contributes to the ongoing efforts to improve educational practices and outcomes, ensuring that English language teachers are well-equipped to meet the demands of their profession. The aim of the study will be achieved by answering the following research questions:

*CORRESPONDING AUTHOR | Hayati Ismail | ✉ hayati.ismail@usim.edu.my

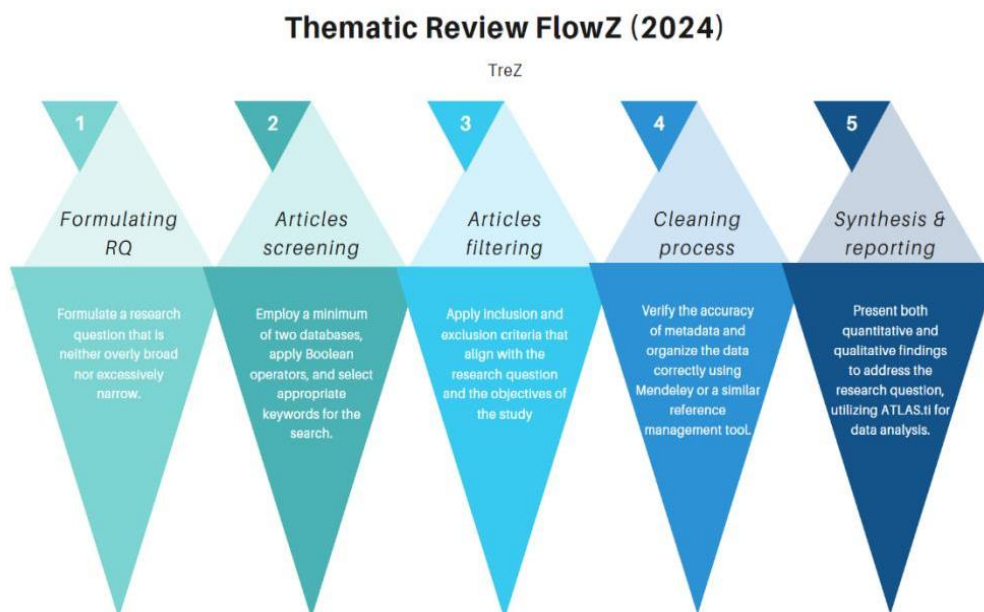
1. What are the current trends of the English language Teacher Professional Development being discussed from 2020 to 2024?
2. How do these current trends in Teacher Professional Development address the specific challenges and needs of English language educators in diverse educational contexts?

2.0 METHODOLOGY

The concept of thematic review involves the utilisation of ATLAS.ti as the primary tool, as originally proposed by Zairul, (2021b), (2021a); Zairul et.al., (2023); Zairul & Mohd Zairul, (2020). This approach has also been safeguarded by copyright protection with the registration code CRLY2023W02032 (Zairul, 2023). TreZ is employed due to the adherence of this research's methodology to the thematic analysis framework for conducting a comprehensive literature review. Thematic analysis is a systematic process of recognising patterns and formulating themes by engaging in extensive reading on the relevant topic (Braun & Clarke, 2021).

Figure 1

Thematic Review FlowZ (TreZ)



The analysis using TreZ involves several steps. The process commences with the formulation of the research question (Define RQ), as outlined in the preceding section. This research question serves as a foundational framework for the subsequent stages of the review, defining both its focus and scope. Next, the screening of articles (Screen) (refer to Table 1) involves the identification and selection of studies relevant to the research question. Subsequently, the filtering stage (Filter) (as illustrated in Figure 2) applies inclusion and exclusion criteria to refine the selection process, ensuring that only the most pertinent articles are retained for detailed examination. The fourth stage referred to as cleaning (Finalise) (see Figure 1), requires a meticulous verification of the articles' metadata to ensure the accuracy and completeness of the compiled data. Finally, the data extraction phase (Synthesis) (illustrated in Figure 1) involves conducting a thematic analysis using tools such as ATLAS.ti to develop themes derived from a thorough investigation of the selected articles' content. This methodical approach enhances the trustworthiness and comprehensiveness of the review, thereby ensuring a thorough analysis of the literature.

Table 1

Search strings from Scopus and WoS

Database	Search String	Results
Scopus	TITLE-ABS-KEY ("teacher professional development" AND "english language") AND PUBYEAR > 2019 AND PUBYEAR < 2025 AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (SRCTYPE, "j")) AND (LIMIT-TO (PUBSTAGE, "final")) AND (LIMIT-TO (OA, "all"))	56 results
Web of Science (WOS)	"TEACHER PROFESSIONAL DEVELOPMENT" AND "ENGLISH LANGUAGE" (Topic) and O Access and 2024 or 2023 or 2022 or 2021 or 2020 (Publication Years) and Article (Docum Types) and English (Languages)	30 results

The next phase focuses on recognizing patterns and developing categories to comprehend the trends associated with teachers' professional development and the English language, as discussed in the literature from 2020 to 2024. This stage of the study aims to analyse and interpret the findings to formulate recommendations for future research within the English Language Teacher Professional

Development program in the field of English Language education. This approach is essential for clarifying the evolution of these trends over time and identifying potential new directions or innovations that may be significant for future progress in these areas. To ensure a comprehensive and relevant analysis, the literature selected for this review adhered to specific criteria: i) a publication ranging from 2020 to 2024, ensuring the research's relevance and timeliness; and ii) the inclusion of key terms such as 'English Language' and 'Teacher Professional Development' in the literature, to focus on studies that are directly pertinent to the core themes of this investigation. This systematic selection process helps to encompass a broad spectrum of contemporary insights and developments within these fields.

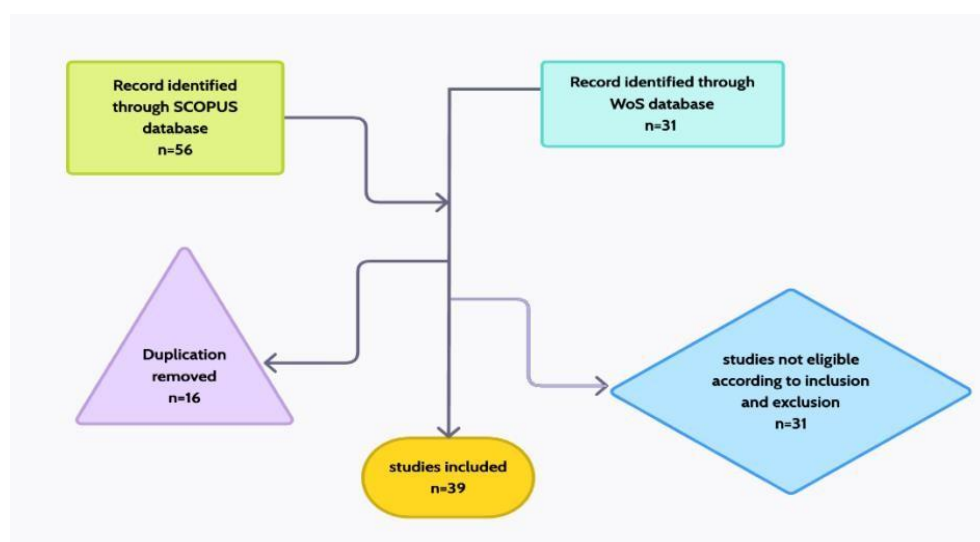
The review of existing literature involved an in-depth investigation using two major academic databases, SCOPUS and Web of Science (WoS). These databases were selected for their comprehensive range of peer-reviewed journals relevant to the principles of circular economy in the context of English Language Education and Teacher Professional Development. In SCOPUS, the search was limited to articles containing the terms "Teacher Professional Development" and "English Language" in the title, abstract, and keywords (TITLE-ABS-KEY), focusing on publications from 2020 to 2024. The search was restricted to freely accessible academic articles published in English (LIMIT-TO (DOCTYPE, "ar"), LIMIT-TO (LANGUAGE, "English"), LIMIT-TO (OA, "all")). This approach yielded a total of 56 articles, indicating a substantial body of recent literature. In contrast, the search conducted in Web of Science was more extensive, employing the same search terms across all fields without specific limitations, and targeted solely at openly accessible articles in English. This strategy resulted in 30 articles. The variation in the article counts from the two databases may reflect differences in their indexing depth, journal coverage, and search algorithms, thereby offering a diverse selection of articles for evaluation. Within the framework of the thematic review (TreZ), the study defined and executed a meticulous selection process to pinpoint relevant literature from SCOPUS and Web of Science (WoS). The methodological steps taken are illustrated in Figure 2 below, ensuring a rigorous approach to the selection of studies that supports the integrity and reliability of the review findings presented in Table 1.

The investigation began with thoughtfully constructed queries designed to meet the research objectives. These queries were employed within the SCOPUS and Web of Science databases, resulting in the identification of 56 and 30 records, respectively. The initial search outcomes were comprehensive, encompassing a wide variety of relevant literature. After aggregating the search results from both databases, the next step involved identifying and removing duplicate entries to maintain the uniqueness of each record for further analysis. A total of 16 duplicates were identified and removed from the dataset. The remaining records underwent a rigorous screening process based on pre-established inclusion and exclusion criteria, carefully designed to align closely with the research questions and objectives of the review. During this phase, 31 records were excluded for failing to meet the necessary criteria, ensuring the retention of only the most relevant studies.

As a result of this thorough screening process, 39 studies were ultimately selected for inclusion in the systematic review. These studies collectively met all defined eligibility criteria and are expected to provide valuable insights into the research questions. The systematic approach to study selection described above emphasises the diligence required for conducting a comprehensive review. This selection process not only ensures the inclusion of relevant data but also significantly mitigates biases, thereby enhancing the reliability of the conclusions drawn from the review. This document serves as a foundational element of my review article, providing transparency and clarity regarding the methods employed for study selection, an essential aspect for the reproducibility and confidence in the findings as presented in Figure 2.

Figure 2

Inclusion and exclusion criteria in TreZ (Zairul, 2023)



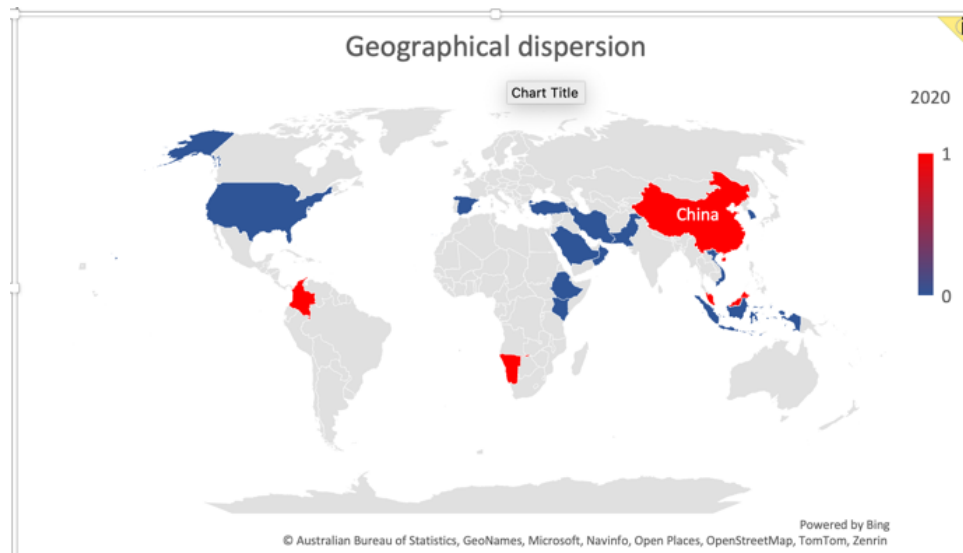
2.1 Country versus Year

The dataset further provides a longitudinal examination of the participation of various nations from 2020 to 2024, documenting yearly frequencies of occurrences of a specific attribute or incident within the education field. The primary objective of this research is to elucidate the trends and patterns discernible throughout the specified timeframe. Analysis of the data indicates notable discrepancies

in occurrence frequencies among the nations under investigation. Noteworthy is the consistent and high level of involvement shown by countries across multiple years, in contrast to the sporadic or minimal engagement observed in others. During the initial year of 2020, significant involvement was recorded from China, Indonesia, Malaysia, the United Kingdom, and Turkey, each reporting at least one instance, signifying their early importance in the study period. The participation landscape underwent a slight alteration in 2020, as Austria and the Netherlands started to emerge as key contributors, alongside Canada and Denmark. The inclusion of these nations implies a widening scope of the attributes or incidents under scrutiny.

Figure 3

Frequency of events by country from 2020 to 2024



The examination of data spanning from 2020 to 2024 reveals significant patterns in the frequency of occurrences among different countries, indicating shifts in focus and participation within the specified context. During 2020, the dataset indicates a relatively modest degree of engagement among countries, encompassing a total of four events. China, Colombia, Ethiopia, and Namibia are countries that are included in this. The limited activity suggests the initiation of a phase characterised by emerging interest or the commencement of events. The year 2021 witnessed a significant increase in activities, with the total number of occurrences increasing to 11. This escalation is linked to heightened participation from Argentina (2 occurrences), Iran, and Spain (each registering 1 event), among others. The data emphasises a considerable elevation in interest or noteworthy occurrences during this specific period, conceivably instigated by emerging trends or novel initiatives in these regions.

In 2022, the upward trajectory persists, with a total of 12 occurrences. Saudi Arabia emerges as a significant contributor with three events, while Turkey documents two events, demonstrating increased activity in these areas. Other countries like Argentina and South Korea also play a role in this upsurge, indicating a widening scope of participation. The year 2023 experienced a slight decrease in the total number of occurrences to 10. However, the United States of America enters the scene with one event, and Indiana, previously unmentioned, registers its initial involvement. The consistent engagement from countries such as Saudi Arabia and Hong Kong underscores continuous participation and possibly the influence of sustained initiatives or collaborations. By 2024, the total occurrences had plummeted significantly to two, with only Pakistan and Oman documenting one event each. This decline may signal a period of consolidation or the culmination of specific projects and initiatives, reflecting a potential shift in focus or priorities.

The data illustrate a dynamic landscape of country involvement over the five years. Specifically, certain countries like Saudi Arabia and Argentina demonstrate enduring high frequencies of participation, indicating the ongoing importance and potential success of initiatives within these regions. Conversely, countries with sporadic or minimal occurrences, such as Vietnam and Ethiopia, may suggest areas of emerging interest or lesser significance within the study's context. The identified trends emphasise the significance of longitudinal data in comprehending the dynamics of international involvement. The fluctuations in occurrences denote varying levels of engagement and spotlight regions of consistent activity and interest. Further investigation could delve into the underlying factors contributing to these trends, encompassing economic, political, or social influences, offering deeper insights into the observed patterns. This evaluation provides valuable insights for policymakers and stakeholders, underscoring the necessity for targeted approaches to maintain and bolster international collaborations and initiatives. Grasping these trends can facilitate improved resource distribution, strategic planning, and the establishment of frameworks to bolster sustained growth and engagement in pivotal areas.

2.2 Themes versus Year

The Sankey diagram depicts the progression and dissemination of five principal themes in professional development spanning from 2020 to 2024. The initial theme, "Digital and Technological Integration in Professional Development," exhibits a robust presence over the years, reflecting the increasing emphasis on integrating technology into educational practices. This theme underscores the imperative for educators to adjust to digital tools and resources, which have become progressively crucial in the contemporary educational sphere. The consistent significance of this theme accentuates ongoing endeavours to enhance educators' technological proficiencies and integrate digital solutions into pedagogical approaches.

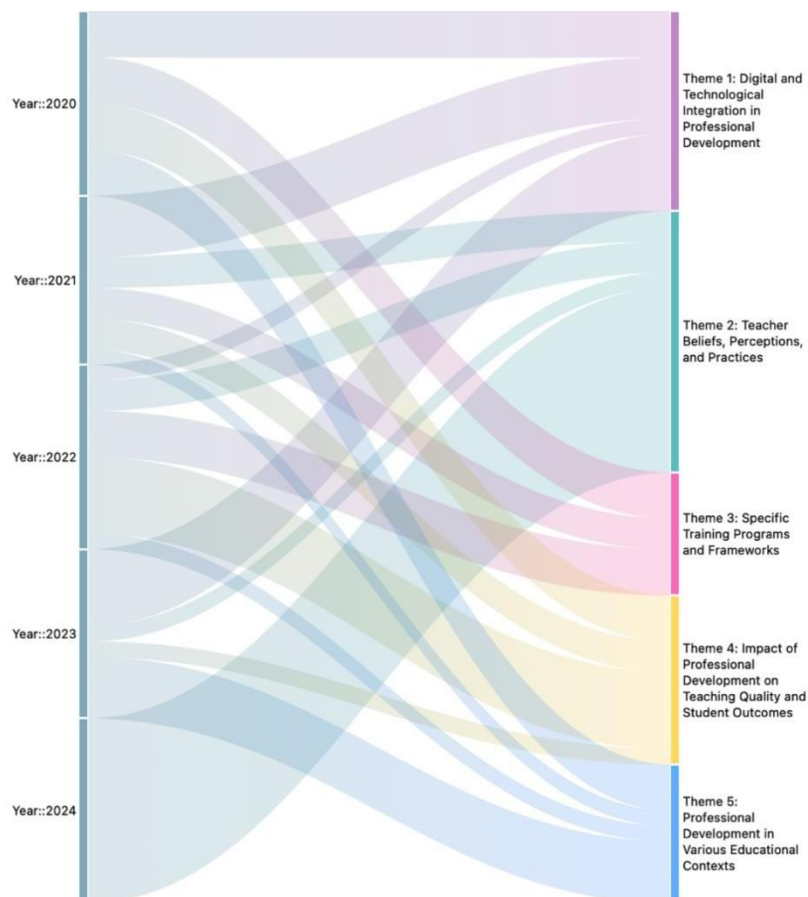
The subsequent theme, "Teacher Beliefs, Perceptions, and Practices," also retains noteworthy relevance throughout the research period. This theme underscores the significance of comprehending and addressing educators' viewpoints and instructional strategies, which are pivotal for effective professional development. The diagram reveals notable intersections with other themes, suggesting that teacher beliefs and practices are influenced by, and reciprocally influence, various facets of professional development, such as specific training schemes and their impact on instructional quality. This interconnectedness implies that professional development initiatives should be comprehensive, considering both the psychological and pragmatic aspects of pedagogy.

The third theme, "Specific Training Programs and Frameworks," demonstrates a fluctuating presence, indicating changes in focus or the introduction of novel training schemes over time. The varying prominence of this theme implies that while particular programs are essential, their execution and consequences may evolve based on changing educational requirements and priorities. The fourth theme, "Impact of Professional Development on Teaching Quality and Student Outcomes," gains momentum towards the latter years, underscoring the increasing acknowledgement of the direct relationship between professional development and educational achievements. This trend highlights the necessity of assessing and enhancing professional development endeavours to ensure they effectively elevate teaching standards and student performance.

Lastly, the fifth theme, "Professional Development in Various Educational Contexts," exhibits a steady presence, stressing the importance of customizing professional development to diverse educational milieus. The constancy of this theme mirrors the recognition that context-specific approaches are indispensable for tackling the distinct challenges and opportunities within varied educational settings. Overall, the Sankey diagram furnishes a comprehensive depiction of the dynamic interplay among these themes, furnishing valuable insights for educators, policymakers, and stakeholders striving to formulate and execute efficacious professional development initiatives.

Figure 4

Evolution and distribution of key themes in professional development from 2020 to 2024



2.3 Word Cloud

The word cloud derived from the analysis of research data uncovers various significant themes pivotal to the examination of teacher professional development and English language teaching. Key terms like "language," "teaching," "teacher," "learning," "practice," and "development" imply a profound concentration on the fundamental aspects of educational processes and instructional enhancement. The spotlight on "student" and "classroom" accentuates the practical application of theoretical frameworks in authentic educational environments, highlighting the significance of student-centred methodologies and efficient classroom management. Moreover, terms such as "assessment," "knowledge," "skill," and "training" draw attention to crucial areas of professional advancement and competence development among educators. The inclusion of words like "research," "study," "program," and "analysis" signifies a substantial involvement in scholarly exploration and evidence-based methodologies. The recurring presence of "context," "experience," "course,"

Table 2*Author versus Theme*

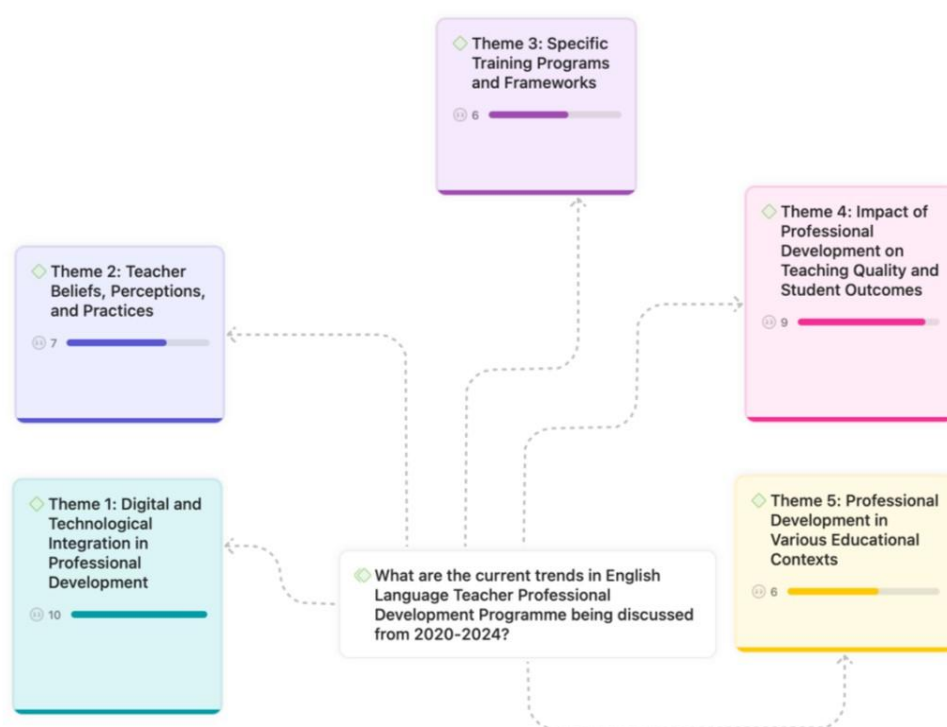
AUTHOR	Theme 1: Digital And Technological Integration in Professional Development	Theme 2: Teacher Beliefs, Perceptions, And Practices	Theme 3: Specific Training Programs and Frameworks	Theme 4: Impact of Professional Development on Teaching Quality and Student Outcomes	Theme 5: Professional Development in Various Educational Contexts
Hiew & Murray, (2021)					
Zainal & Zainuddin, (2021)					
Hatuye Helate Et.Al., (2023)					
Zarrouk Et.Al., (2022)					
Al Siyabi Et.Al., (2024)					
Aziz Et.Al., (2020)					
Imran Et.Al., (2024)					
Jati, (2023)					
Wang, (2023)					
Lo & To, (2023)					
Mirici & Pulatsu, (2022)					
Giraldo & Yan, (2023)					
Head Et.Al., (2023)					
Camila Coronado Rodriguez Et.Al., (2022)					
Giraldo, (2020)					
Nguyen & Stracke, (2023)					
Choi Et.Al., (2023)					
West, (2023)					
Al-Bargi, (2021)					
Dafouz, (2021)					
Warsi & Khurshid, (2022)					
Achmad & Miolo, (2021)					
Abraham Et.Al., (2022)					
L. J. Choi & Park, (2022)					
Al-Busaidi & Al-Seyabi, (2021)					
Banegas, (2021)					
Bayram & Bikmaz, (2021)					
Hung & Thuy, (2021)					
Nekongo-Nielsen & Ngololo, (2020)					
Omar Et.Al., (2022)					
Koşar Et.Al., (2022)					
Ahmad & Shah, (2022)					
Almosa & Alzahrani, (2022)					
Zhiyong Et.Al., (2020)					
Banegas & Glatigny, (2021)					
Vadivel Et.Al., (2021)					
Mohamed Mohamed Ali El Deen, (2023)					

3.1 Qualitative Reporting

Figure 6 below provides a comprehensive overview of the current trends in English Language Teacher Professional Development, being discussed from 2020 to 2024. This analysis discovers a multifaceted emphasis encompassing five primary themes. Theme 1 'Digital and technological integration' is the most extensively explored, with ten research studies highlighting its significance in enhancing professional development. The 'Significance of Teacher beliefs, perceptions, and practices' (Theme 2) is also paramount, with seven scholarly investigations delving into how these elements impact the efficacy of training. The scrutiny of 'Specific training programmes and frameworks' (Theme 3), conducted in six research works, offers comprehensive insights into the structure and execution of professional development initiatives. The evaluation of the 'Impact of professional development on teaching quality and student outcomes' (Theme 4) is of utmost importance, as evidenced by nine studies illustrating its role in enhancing educational methodologies and student performance. Finally, the discourse on 'Professional development in various educational contexts' (Theme 5) is the subject of six studies, emphasising the necessity for tailored strategies to address the varied needs of educators globally. This thorough analysis highlights the intricate nature and wide-ranging factors that affect the efficacy of professional development initiatives for English language educators.

Figure 6

The five themes of Teacher Professional Development in the areas of English Language



3.1.1 Theme 1: Digital and Technological Integration in Professional Development

The integration of digital and technological tools in professional development (PD) for English as a Foreign Language (EFL) teachers plays a crucial role in enhancing teaching efficacy and addressing contemporary educational challenges. Nguyen (2023) emphasizes the impact of technology on creating flexible learning environments in blended EFL contexts, highlighting the importance of teacher involvement. Jati (2023) further explores the use of Massive Open Online Courses (MOOCs) as a technology-focused PD tool for EFL teachers in Indonesia, showcasing the potential of such platforms in offering accessible and scalable training opportunities. Additionally, Hiew (2021) advocates for the incorporation of technological competencies into PD programs to better equip teachers for digital classrooms, proposing an enhanced evaluation framework for teacher PD.

The COVID-19 pandemic has accelerated the adoption of online PD, as evidenced by Al-Bargi (2021), who discusses the adaptations and implications of online PD during this period, emphasizing the necessity for robust digital infrastructure and support. Wang (2023) delves into the effects of cloud computing-based PD on pre-service EFL teachers' professional development, highlighting the significant enhancements in the learning experience through cloud-based tools. Aziz and Zail (2020) focus on supporting ESL teachers' PD through online affinity spaces, underscoring the role of collaborative digital platforms in fostering professional growth. Zainal and Zail (2021) present a narrative inquiry into Malaysian ESL teachers' use of digital technologies during the pandemic, showcasing increased teacher agency and adaptation to new teaching modalities. These studies collectively emphasize the positive impact of technology integration in PD on teacher efficacy and professional development.

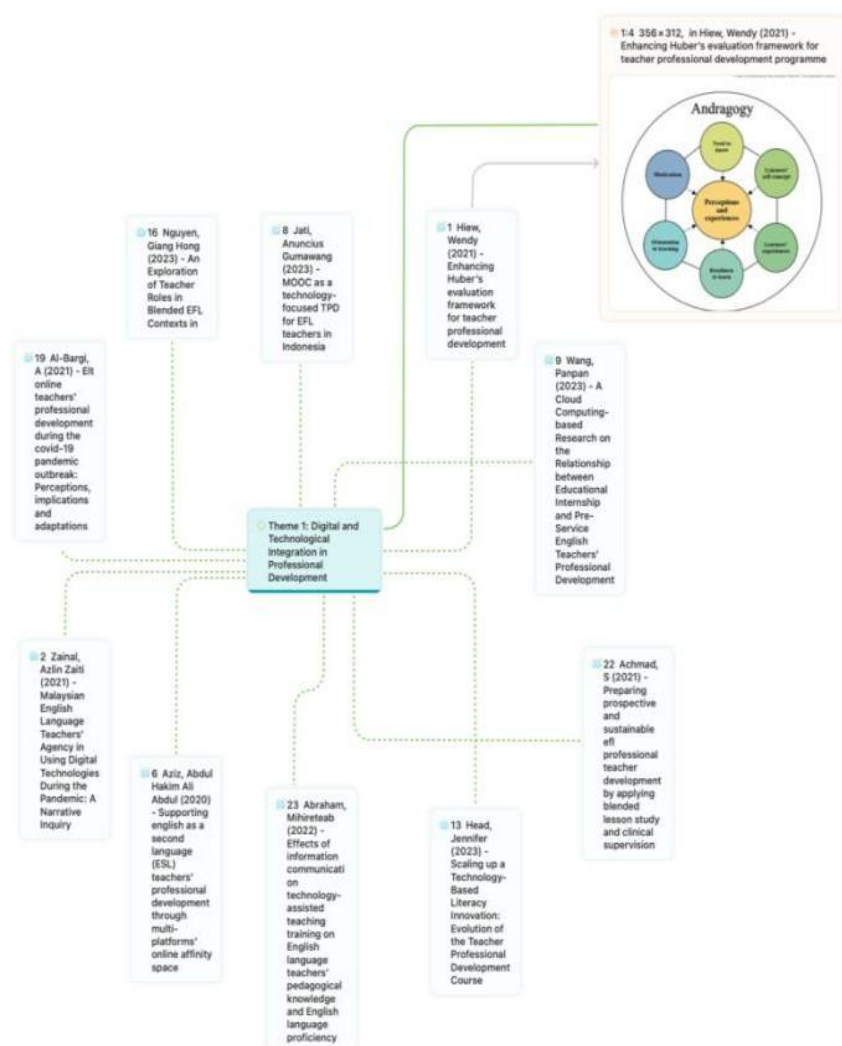
Looking towards the future, Head (2021) explores the scalability of technology-based literacy innovations through the evaluation of the Teacher Professional Development Course, illustrating the potential for widespread impact through well-structured digital

programs. Achmad (2021) discusses the preparation of sustainable PD by combining digital tools with traditional methods like lesson study and clinical supervision, highlighting the importance of a holistic approach to PD. These studies underscore the critical role of digital integration in PD, providing continuous learning opportunities for EFL teachers and facilitating their professional growth.

In brief, the synthesis of these findings underscores the pivotal role of digital and technological integration in EFL teacher professional development. By leveraging technology in PD programs, educators can enhance their teaching efficacy, adapt to evolving educational landscapes, and meet the diverse needs of learners. Educational institutions and policymakers must prioritize the development of comprehensive PD frameworks that incorporate technological advancements, ensuring that EFL teachers are well-prepared to navigate the demands of modern education effectively.

Figure 7

Theme 1: Digital and Technological Integration in Professional Development



3.1.2 Theme 2: Teacher beliefs, perceptions, and practices

The realm of English as a Foreign Language (EFL) education is a complex and dynamic field that requires a deep understanding of teacher beliefs, perceptions, and practices to enhance pedagogical effectiveness and address the challenges encountered in diverse educational settings. Imran (2024) emphasizes the significance of student-centred approaches and interactive teaching methods among elementary-level EFL teachers, highlighting the need for engaging classroom environments. This aligns with Al Siyabi's (2024) observation that while teachers recognize the importance of inclusive practices, they often face obstacles such as limited resources and inadequate training, hindering the implementation of effective teaching strategies. Moreover, Helate (2023) underscores the pivotal role of continuous professional development in equipping teachers with the latest pedagogical techniques to promote student engagement and academic achievement. Reflective teaching practices, as noted by Hung (2021), empower teachers to critically assess and improve their instructional methods, thereby catering to the diverse needs of their students.

Professional development emerges as a crucial factor in advancing EFL teaching practices, as evidenced by Afiqu (2022), who demonstrates the positive impact of training courses on teachers' performance and their ability to incorporate new teaching strategies efficiently. Kosar (2022) further emphasizes the necessity for tailored professional development programs tailored to the specific needs of high school EFL teachers in Anatolia. This need is echoed by Banegas (2021), advocating for collaborative professional development models like the Ateneas model, which has shown effectiveness in enhancing teaching practices and fostering teacher collaboration.

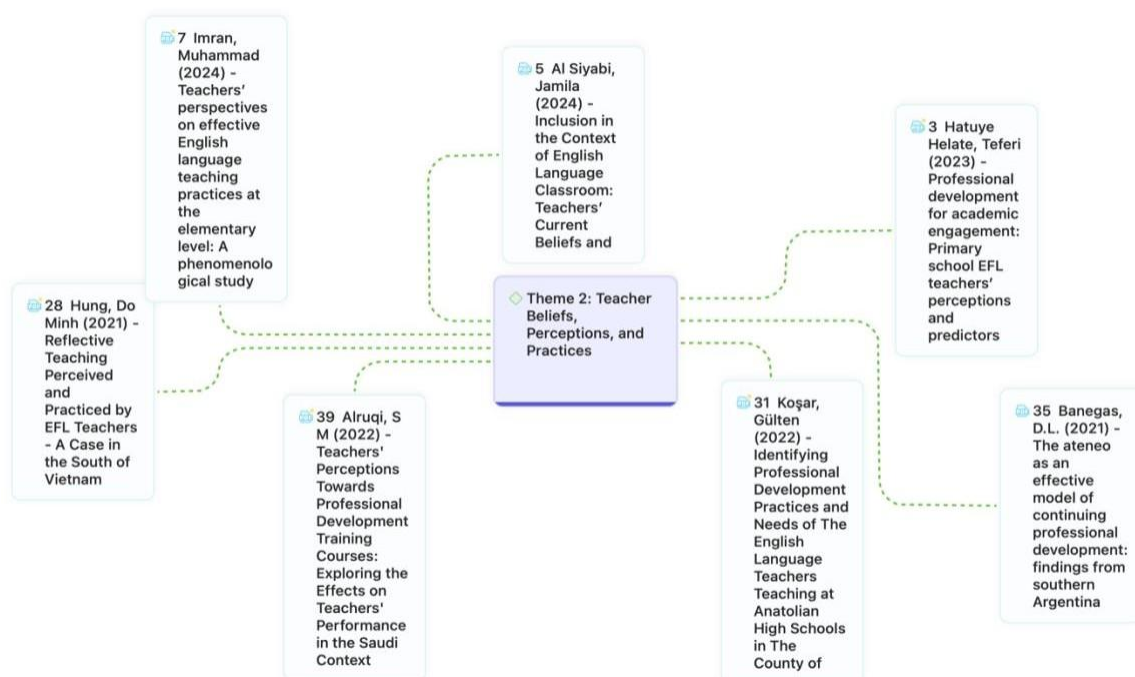
These studies collectively underscore the essential role of targeted and context-specific professional development initiatives in enhancing the quality of EFL instruction across diverse educational landscapes.

The synthesis of these findings reveals that while EFL teachers' beliefs and perceptions align with modern pedagogical ideals, translating these beliefs into practice is often impeded by contextual challenges. To address these obstacles effectively, a multifaceted approach is necessary, encompassing robust support systems, adequate resources, and continuous professional development opportunities tailored to the unique requirements of EFL educators. The convergence of reflective practices, inclusive teaching strategies, and ongoing professional development is crucial for creating an environment conducive to effective language learning. Therefore, educational policymakers and institutions must prioritize these elements to bridge the gap between teacher beliefs and classroom practices, ultimately enhancing the quality of EFL education and improving outcomes for students across diverse contexts.

In this comprehensive exploration of EFL teacher beliefs, it is evident that a deep understanding of teachers' perspectives, coupled with targeted professional development, is essential for advancing EFL pedagogy and overcoming the challenges faced in diverse educational settings. By acknowledging the importance of student-centred approaches, interactive teaching methods, and continuous professional development, stakeholders in EFL education can work towards creating supportive environments that foster effective language learning experiences for students. The integration of reflective teaching practices and inclusive strategies further enhances teachers' abilities to cater to the diverse needs of learners, ultimately contributing to improved educational outcomes in EFL contexts.

Figure 8

Theme 2: Significance of Teacher Beliefs, Perceptions and Practices



3.1.3 Theme 3: Specific Training Programmes and Frameworks

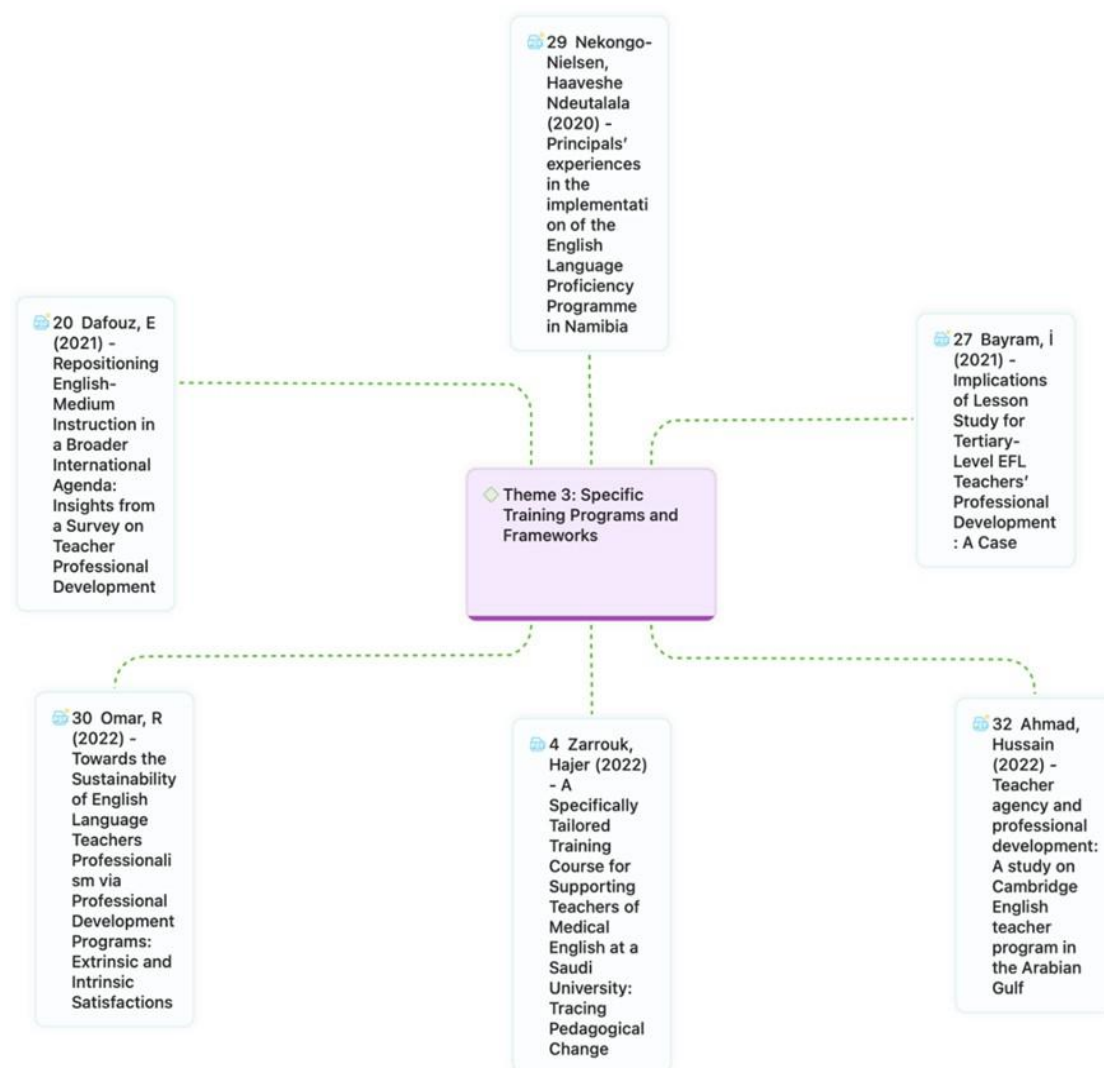
The exploration of specific training programmes and frameworks in English as a Foreign Language (EFL) teacher professional development reveals diverse approaches tailored to meet the needs of educators in varied contexts. Nekongo-Nielsen (2020) examines the implementation of the English Language Proficiency Programme in Namibia, highlighting the critical role of principals in facilitating successful programme adoption. This study emphasises the importance of leadership and administrative support in professional development initiatives, a theme echoed in Dafouz (2021), which discusses the repositioning of English-medium instruction (EMI) within a broader international agenda. Dafouz's insights underscore the necessity for comprehensive surveys to gauge teacher needs and perceptions, ensuring that PD programmes are aligned with global educational trends. The effectiveness of these programmes is further substantiated by Omar (2022), who investigates the sustainability of English language teachers' professionalism through extrinsic and intrinsic satisfactions derived from PD programmes.

In addition, tailored training courses play a pivotal role in enhancing the pedagogical skills of EFL teachers, as demonstrated by Zarrouk (2022), who explores a specifically designed course for supporting teachers of medical English at a Saudi university. This study illustrates the impact of context-specific training on pedagogical change and teacher efficacy, reinforcing the need for targeted PD initiatives. Similarly, Bayram (2021) delves into the implications of lesson study for tertiary-level EFL teachers' professional development, providing evidence that collaborative and reflective practices significantly enhance teaching quality. The integration of lesson study into PD frameworks fosters a culture of continuous improvement and peer learning, which is crucial for adapting to evolving educational demands. These findings align with Ahmad (2022), who examines teacher agency and professional development through the Cambridge English teacher programme in the Arabian Gulf, highlighting the programme's effectiveness in empowering teachers and promoting innovative teaching practices.

The synthesis of these studies indicates that effective EFL teacher professional development requires a multifaceted approach that includes administrative support, tailored training, and collaborative practices. The role of leadership, as emphasized by Nekongo-Nielsen (2020) and Dafouz (2021), is crucial in creating an enabling environment for PD programs. Tailored training, as shown by Zarrouk (2022) and Ahmad (2022), addresses specific educational needs, thereby enhancing teacher competence and confidence. Collaborative frameworks, such as lesson study highlighted by Bayram (2021), foster a supportive community of practice that encourages continuous professional growth. Overall, these studies collectively underscore the importance of a holistic approach to professional development that integrates various elements to support EFL teachers in delivering high-quality education.

Figure 9

Theme 3: Specific Training Programmes and Frameworks



3.1.4 Theme 4: Impact of Professional Development on Teaching Quality and Student Outcomes

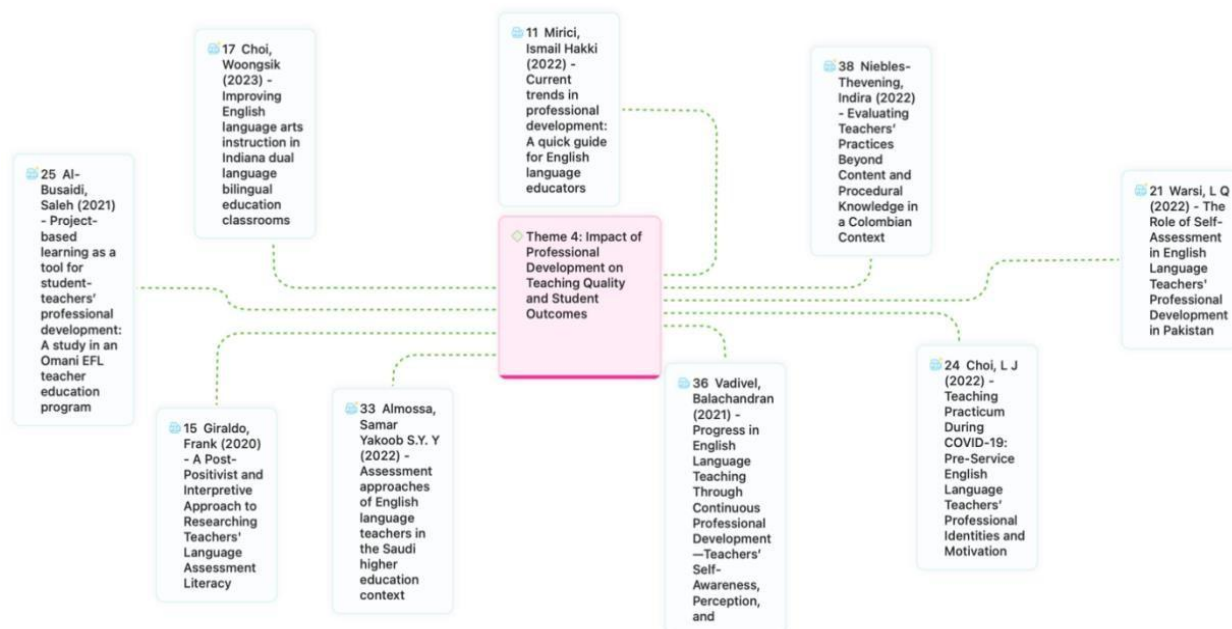
The impact of professional development (PD) on teaching quality and student outcomes in English as a Foreign Language (EFL) context is a critical area of study that has been explored by various researchers. Mirici (2022) provides valuable insights into current trends in PD for English language educators, emphasizing the importance of staying abreast of developments to enhance instructional methodologies. Al-Busaidi (2021) demonstrates the effectiveness of project-based learning as a PD tool, showcasing improvements in student-teacher interactions and teaching quality in Omani EFL teacher education programs. Choi (2023) further supports the positive impact of PD on English language arts instruction in bilingual education classrooms, highlighting the enhancement of bilingual teaching strategies through targeted initiatives. Giraldo (2020) adds to this discussion by exploring how PD enhances teachers' assessment skills, subsequently improving student outcomes.

Assessment and reflective practices are integral components of effective PD, as discussed by Almosai and Yakob (2022) in Saudi higher education, where continuous PD in assessment techniques enhances teachers' evaluative capabilities and instructional quality. Warsi (2022) delves into the role of self-assessment in Pakistani EFL teachers' PD, emphasizing how reflective practices contribute to teachers' self-awareness and professional identity development. Nieblas-Thevenin (2022) evaluates teachers' practices in Colombia, stressing the importance of PD programs that go beyond content knowledge to include procedural and practical skills. Vadivel et al. (2021) also emphasize the progress in English language teaching through continuous PD, which fosters teachers' self-awareness and perception, crucial for adapting instructional methods to diverse student needs.

The necessity of adapting PD programs to address challenges posed by global crises, such as the COVID-19 pandemic, is further highlighted in the literature. Choi (2022) explores the pandemic's impact on teaching practicums, emphasizing how the sudden shift to online learning environments shaped pre-service EFL teachers' professional identities and motivations. Almossa and Yakob (2022) stress the importance of effective PD in equipping teachers with the skills needed to navigate remote and hybrid teaching contexts. Reflective practices, as discussed by Warsi (2022) and Giraldo (2020), become even more critical in dynamic educational landscapes. Overall, the studies collectively underscore the significance of well-structured PD frameworks, tailored to contemporary challenges and incorporating reflective practices, in enhancing teaching quality and student outcomes in EFL education.

Figure 10

Theme 4: Impact of Professional Development on Teaching Quality and Student Outcomes

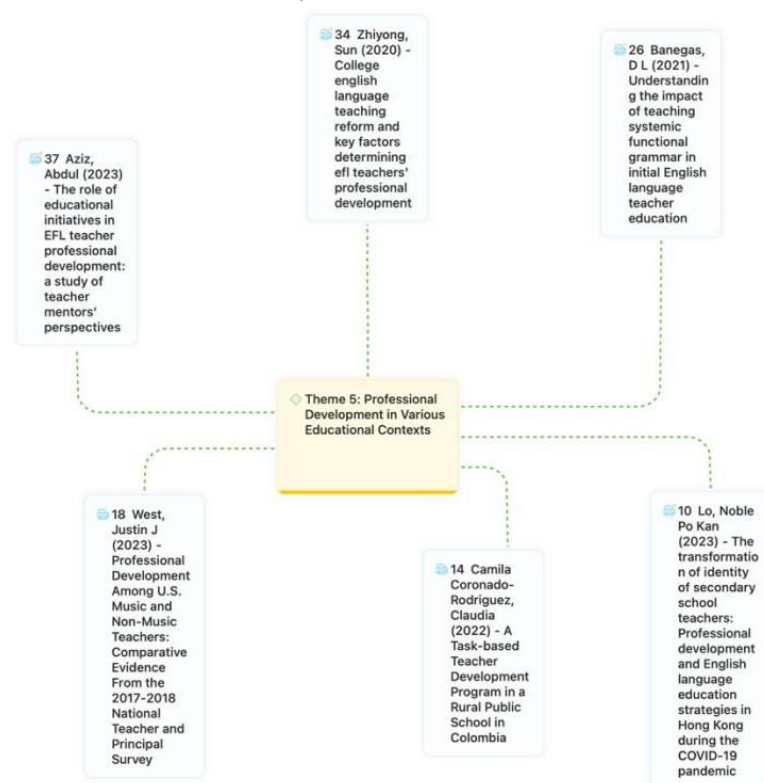


3.1.5 Theme 5: Professional development in various educational contexts

The impact of professional development (PD) in English as a Foreign Language (EFL) education is a multifaceted and context-specific area that has been extensively studied by researchers. Zhiyong (2020) emphasizes the importance of key factors such as administrative support, teacher collaboration, and access to resources in determining the success of PD initiatives in college English language teaching in China. Banegas (2021) demonstrates the positive impact of specialized PD programs, such as teaching systemic functional grammar, on enhancing teachers' grammatical knowledge and pedagogical skills. Aziz (2023) further highlights the role of educational initiatives in shaping effective PD practices, particularly through teacher mentors' perspectives that foster a supportive and collaborative learning environment.

Comparative studies across different teaching disciplines provide additional insights into effective PD strategies. West (2023) reveals the importance of tailored PD programs that address subject-specific needs, as evidenced by examining PD among U.S. music and non-music teachers. Coronado-Rodriguez (2022) showcases the effectiveness of a task-based teacher development program in a rural public school in Colombia, emphasizing how practical, hands-on PD activities enhance teachers' instructional capabilities. These studies collectively underscore the necessity for diverse PD frameworks that cater to various educational disciplines, ensuring that teachers receive relevant and impactful training tailored to their specific needs.

The transformative nature of PD in shaping teacher identities, especially in response to global challenges like the COVID-19 pandemic, is evident in the literature. Lo (2023) discusses how secondary school teachers in Hong Kong adapted their professional identities and teaching strategies during the pandemic, highlighting the crucial role of PD in facilitating this transition. Banegas (2021) emphasizes the importance of PD programs that prepare teachers for unforeseen disruptions in education. Additionally, West (2023) and Coronado-Rodriguez (2022) illustrate how PD fosters resilience and adaptability among teachers, essential qualities in navigating dynamic educational landscapes. These studies collectively underscore the importance of dynamic and flexible PD programs that support teachers in enhancing their professional growth and effectiveness amidst evolving educational challenges.

Figure 11*Theme 5: Professional Development in Various Educational Contexts*

4.0 DISCUSSION

The findings of this study highlight several critical challenges that ESL and EFL teachers face in their professional development journey and emphasise the need for pedagogical improvements, technological integration and structured institutional support. A major challenge in teacher professional development is improving pedagogical approaches to ensure that teachers are equipped with effective teaching strategies that meet modern learning needs. Many teachers find it difficult to bridge the gap between theoretical knowledge and classroom application. This is often due to a lack of contextualised training that directly addresses their teaching realities. To overcome this, reflective teaching methods and task-based language teaching (TBLT) can be integrated into professional development programmes to ensure that teachers refine their teaching techniques through structured self-assessment and collaborative group discussions.

A key trend that has reshaped TPD is the integration of technology, which has been further accelerated by the COVID-19 pandemic. Although digital tools and online platforms offer scalable and flexible training opportunities, many teachers face challenges in utilising them effectively due to limited digital skills, inadequate training and insufficient access to a robust technological infrastructure. Studies have highlighted the significant role of AI-driven and blended learning models in creating interactive and adaptive professional development programmes (Jati, 2023; Nguyen & Stracke, 2023). However, the success of technology-based professional development depends on ongoing support systems that ensure teachers can confidently use these tools in their practice. Institutional investment in comprehensive digital professional development programmes and training workshops on AI-enhanced pedagogy can significantly improve teachers' readiness to integrate technology into their classrooms.

Despite the growing interest in digital professional development, contextual challenges remain a major barrier to effective implementation. Many ESL and EFL teachers, especially in under-resourced educational institutions, lack access to quality professional development due to financial constraints, limited institutional support and policy missteps. The gap between teachers' beliefs and practical implementation has persisted for over a decade (Swan, 2007), suggesting that simply providing training is not enough without addressing structural challenges such as insufficient funding, lack of incentives and lack of time (Imran, 2024; Al Siyabi, 2024). To mitigate these issues, leadership support and customised professional development initiatives must be prioritised. School administrators play a crucial role in ensuring that CPD is not only accessible but also tailored to the specific challenges teachers face in the classroom through mentorship programmes, collegial collaboration and targeted instructional coaching (Bayram, 2021).

Furthermore, professional development must be adaptable and flexible, especially in response to global crises and changing educational landscapes. The COVID-19 pandemic has emphasised the need for dynamic professional development models that prepare teachers for hybrid and remote teaching environments. Future professional development programmes should be designed to be context-specific to ensure that training is relevant to the realities of educators in different educational environments. Studies suggest that bilingual education strategies, project-based learning and continuous professional development in assessment techniques are effective in improving the quality of teaching and student engagement (Al-Busaidi & Al-Seyabi, 2021; Almosai & Yakob, 2022). In addition, culturally sensitive teaching methods should be integrated into professional development programmes to provide teachers

with strategies for dealing with linguistic and cultural diversity and to ensure that ESL and EFL classrooms remain inclusive and student-centred.

Given the increasing complexity of ESL and EFL teaching, sustainable professional development requires long-term investment in teacher support systems. Teachers should not only receive one-time training but should have access to ongoing mentoring, networking opportunities and collaborative learning environments. Administrators and policymakers must also recognise the role of data-driven decision-making in evaluating the effectiveness of professional development programmes and ensure that professional development initiatives are refined and adjusted based on teacher feedback and student learning outcomes (West, 2023; Coronado- Rodriguez, 2022). This shift towards evidence-based professional development can contribute to more effective and sustainable professional development practises in ESL and EFL instruction.

To summarise, addressing the specific challenges and needs of English teachers in different educational contexts requires a multidimensional approach to professional development. Current trends in professional development emphasise pedagogical refinement, technological integration, institutional leadership and context-specific adaptability. However, ensuring the long-term success of these initiatives requires sustained administrative support, flexible learning models and teacher-centred training frameworks. By prioritising collaborative learning, digital literacy and data-driven evaluation, educational institutions can bridge the gap between CPD theory and classroom practice and ultimately improve teacher competence and student learning outcomes. Future research should focus on developing adaptive and inclusive professional development models that address the evolving needs of ESL and EFL teachers and ensure that they are well-equipped to meet the challenges of modern language teaching.

5.0 CONCLUSION

The findings from this study emphasise the important role of digital and technological tools in the professional development of teachers, especially ESL and EFL teachers. Integrating technology into professional development allows teachers to create more flexible and scalable training environments and improve their ability to adapt to the evolving educational landscape. The acceleration of online learning through the COVID-19 pandemic has emphasised the need for a robust digital infrastructure and ongoing support to ensure teachers can effectively integrate technology into their classroom practice. However, bridging the gap between teachers' beliefs and practical implementation remains a major challenge, often due to limited resources, inadequate training and a lack of sustainable professional development models.

To overcome these challenges, professional development programmes need to adopt blended learning models that combine online and face-to-face training and provide teachers with a more flexible and engaging professional development experience. In addition, the inclusion of Task-Based Language Teaching (TBLT) can help teachers apply language teaching strategies more authentically and communicatively, ultimately improving students' language skills. In addition, culturally sensitive teaching should be embedded in professional development programmes to provide teachers with strategies to promote inclusive teaching that recognises and celebrates linguistic and cultural diversity.

Data-driven decision-making is another important element in improving the effectiveness of professional development programmes is data-driven decision-making. This involves training teachers to analyse student achievement data and refine their teaching strategies accordingly. By integrating data literacy into professional development programmes, teachers can make informed pedagogical decisions that directly impact student learning outcomes. In addition, social-emotional learning (SEL) should be emphasised as part of teacher training to promote the emotional well-being of both teachers and students. SEL fosters resilience, motivation and positive engagement in the classroom, all of which are critical in a language learning environment.

In addition to these pedagogical improvements, the sustainability of professional development initiatives depends on strong leadership support, customised training and collaborative peer learning opportunities. Encouraging teachers to engage in reflective practices will improve their evaluation skills and teaching methods and foster a culture of continuous professional development. Professional development programmes must be designed to be adaptable, flexible and dynamic to ensure that teachers are able to continue to teach in hybrid and remote teaching contexts and respond to future disruptions in the education system. In addition, context-specific professional development programmes should be developed to meet the unique needs of different educational settings, highlighting the importance of collaboration between teachers and administrative support for successful professional development initiatives.

In conclusion, the future of professional development for ESL and EFL teachers lies in comprehensive digital professional development approaches, strong leadership support and sustainable, data-driven and culturally sensitive training models. By incorporating blended learning, SEL, communication skills and TBLT, educational institutions can significantly improve teacher effectiveness and student outcomes. Continued research and investment in these areas will ensure that ESL and EFL teachers continue to be well prepared for the demands of modern education and ultimately promote an inclusive and high-quality language learning environment.

ACKNOWLEDGEMENTS

This study was not supported by any grants from funding bodies in the public, private, or not-for-profit sectors

CONFLICT OF INTEREST

The authors declare no conflicts of interest.

AUTHOR CONTRIBUTIONS

Yusnamariah Md Yusop (Conceptualisation, Methodology, Formal analysis, Data curation, Investigation, Resources, Software, Visualisation and Writing - original draft)

Hayati Ismail (Supervision, Validation, Writing - review & editing)

Ramiaida Darmi (Supervision, Validation, Writing - review & editing)

REFERENCES

- Abraham, M., Arficho, Z., Habtemariam, T., & Demissie, A. (2022). Effects of information communication technology-assisted teaching training on English language teachers' pedagogical knowledge and English language proficiency. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2028336>
- Achmad, S., & Miolo, S. (2021). Preparing prospective and sustainable efl professional teacher development by applying blended lesson study and clinical supervision. *European Journal of Educational Research*, 10(3), 1449–1470. <https://doi.org/10.12973/EU-JER.10.3.1449>
- Ahmad, H., & Shah, S. R. (2022). Teacher agency and professional development: A study on Cambridge English teacher program in the Arabian Gulf. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2080352>
- Al Siyabi, J., Tuzlukova, V., Al Kaabi, K., & Almaawali, A. (2024). Inclusion in the Context of English Language Classroom: Teachers' Current Beliefs and Practices. *Journal of Teaching English for Specific and Academic Purposes*, 12(1), 1–14. <https://doi.org/10.22190/JTESAP230223001A>
- Al-Bargi, A. (2021). ELT online teachers' professional development during the Covid-19 pandemic outbreak: Perceptions, implications and adaptations. *Theory and Practice in Language Studies*, 11(10), 1161–1170. <https://doi.org/10.17507/tpls.1110.03>
- Al-Busaidi, S., & Al-Seyabi, F. (2021a). Project-based learning as a tool for student-teachers' professional development: A study in an Omani EFL teacher education program. *International Journal of Learning, Teaching and Educational Research*, 20(4), 116–136. <https://doi.org/10.26803/ijlter.20.4.7>
- Almosa, S. Y., & Alzahrani, S. M. (2022). Assessment approaches of English language teachers in the Saudi higher education context. *Language Testing in Asia*, 12(1). <https://doi.org/10.1186/s40468-022-00160-x>
- Alruqi, S. M., & Alharbi, M. S. (2022). Teachers' Perceptions Towards Professional Development Training Courses: Exploring the Effects on Teachers' Performance in the Saudi Context. *Theory and Practice in Language Studies*, 12(9), 1723–1735. <https://doi.org/10.17507/tpls.1209.04>
- Aziz, A. H. A. A., Zainudin, W. Z. B. W., & Rashid, R. Ab. (2020). Supporting english as a second language (ESL) teachers' professional development through multi-platforms' online affinity space. *International Journal of Interactive Mobile Technologies*, 14(9), 258 – 264. <https://doi.org/10.3991/ijim.v14i09.11158>
- Banegas, D. L. (2021). Understanding the impact of teaching systemic functional grammar in initial English language teacher education. *International Journal of Applied Linguistics (United Kingdom)*, 31(3), 492–507. <https://doi.org/10.1111/ijal.12346>
- Banegas, D. L., & Glatigny, R. (2021). The ateneo as an effective model of continuing professional development: findings from southern Argentina. *Pedagogies*, 16(4), 363–377. <https://doi.org/10.1080/1554480X.2021.1897012>
- Bayram, İ., & Bıkmaz, F. (2021). Implications of Lesson Study for Tertiary-Level EFL Teachers' Professional Development: A Case Study from Turkey. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211023771>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide* (1st ed.). Sage Publications.
- Camila Coronado-Rodriguez, C., Fernanda Aguilar-Pena, L., & Fernanda Jaime-Orsorio, M. (2022). A Task-based Teacher Development Program in a Rural Public School in Colombia. *How-A Colombian Journal for Teachers Of English*, 29(1), 64–83. <https://doi.org/10.19183/how.29.1.640>
- Choi, L. J., & Park, M. Y. (2022). Teaching Practicum During COVID-19: Pre-Service English Language Teachers' Professional Identities and Motivation. *SAGE Open*, 12(3). <https://doi.org/10.1177/21582440221119472>
- Choi, W., Kim, W. H., Wright, W. E., & Morita-Mullaney, T. (2023). Improving English language arts instruction in Indiana dual language bilingual education classrooms. *Language and Education*, 37(2), 151–170. <https://doi.org/10.1080/09500782.2022.2032731>
- Clarke, V., & Braun, V. (2013). Successful Qualitative Research: A Practical Guide for Beginners. In *Successful qualitative research*. SAGE Publications Inc.
- Dafouz, E. (2021). Repositioning English-Medium Instruction in a Broader International Agenda: Insights from a Survey on Teacher Professional Development. *Revista Alicantina de Estudios Ingleses*, 34, 15–38. <https://doi.org/10.14198/raei.2021.34.08>

- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/teacher-prof-dev>
- Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. Education Policy Analysis Archives, 8(1). <https://doi.org/10.14507/epaa.v8n1.2000>
- Darman, D. (2023). *The effect of teaching quality and campus facilities on student learning motivation*. The Eastasouth Journal of Learning and Educations, 1(2). <https://doi.org/10.58812/esle.v1i02.100>
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199.
- Desimone, L. M., Stornaiuolo, A., Flores, N., Pak, K., Edgerton, A., Nichols, T. P., Plummer, E. C., & Porter, A. (2019). Successes and Challenges of the "New" College- and Career-Ready Standards: Seven Implementation Trends. *Educational Researcher*, 48(3), 167–178. <https://doi.org/10.3102/0013189X19837239>
- Donlon, E., & Tiernan, P. (2023). *Chatbots and citations: An experiment in academic writing with generative AI*. Irish Journal of Technology Enhanced Learning, 7(2). <https://doi.org/10.22554/ijtel.v7i2.125>
- Giraldo, F. (2020). A post-positivist and interpretive approach to researching teachers' language assessment literacy; [Un enfoque post-positivista e interpretativo para investigar la literacidad en evaluación de lenguas de docentes]. *Profile: Issues in Teachers' Professional Development*, 22(1), 189 – 200. <https://doi.org/10.15446/profile.v22n1.78188>
- Giraldo, F., & Yan, X. (2023). Planning an Online Assessment Course for English Language Teachers in Latin America. *PROFILE-Issues in Teachers Professional Development*, 25(2), 147–164. <https://doi.org/10.15446/profile.v25n2.104703>
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381–391. <https://doi.org/10.1080/135406002100000512>
- Hatuye Helate, T., Metaferia, T. F., & Gezahegn, T. H. (2023). Professional development for academic engagement: Primary school EFL teachers' perceptions and predictors. *Social Sciences and Humanities Open*, 8(1), 100577. <https://doi.org/10.1016/j.ssaho.2023.100577>
- Head, J., Lysenko, L., Wade, A., & Abrami, P. C. (2023). Scaling up a Technology-Based Literacy Innovation: Evolution of the Teacher Professional Development Course. *International Journal Of Technology In Education*, 6(4), 541–560. <https://doi.org/10.46328/ijte.541>
- Hiew, W., & Murray, J. (2021). Enhancing Huber's evaluation framework for teacher professional development programme. *Professional Development in Education*, 00(00), 1–15. <https://doi.org/10.1080/19415257.2021.1901236>
- Hung, D. M., & Thuy, P. T. (2021). Reflective Teaching Perceived and Practiced by EFL Teachers - A Case in the South of Vietnam. *International Journal of Instruction*, 14(2), 323–344. <https://doi.org/10.29333/iji.2021.14219a>
- Imran, M., Almusharraf, N., Sayed Abdellatif, M., & Ghaffar, A. (2024). Teachers' perspectives on effective English language teaching practices at the elementary level: A phenomenological study. *Heliyon*, 10(8). <https://doi.org/10.1016/j.heliyon.2024.e29175>
- Jati, A. G. (2023). MOOC as a technology-focused TPD for EFL teachers in Indonesia. *Indonesian Journal of Applied Linguistics*, 13(2), 270 – 282. <https://doi.org/10.17509/ijal.v13i2.63067>
- Johnston, R. B. (2016). Arsenic and the 2030 Agenda for sustainable development. *Arsenic Research and Global Sustainability – Proceedings of the 6th International Congress on Arsenic in the Environment*, AS 2016, 12–14. <https://doi.org/10.1201/b20466-7>
- Koşar, G., Dolapçioğlu, S., & Akbana, Y. E. (2022). Identifying Professional Development Practices and Needs of The English Language Teachers Teaching at Anatolian High Schools in The County of Antakya, Turkey. *Participatory Educational Research*, 9(5), 243–261. <https://doi.org/10.17275/per.22.113.9.5>
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional Competence of Teachers: Effects on Instructional Quality and Student Development. In *Journal of Educational Psychology*. <https://doi.org/10.1037/a0032583>
- Lo, N. P. K., & to, B. K. H. (2023). The transformation of identity of secondary school teachers: Professional development and English language education strategies in Hong Kong during the COVID-19 pandemic. *Cogent Education*, 10(1). <https://doi.org/10.1080/2331186X.2022.2163790>
- Mirici, I. H., & Pulatsu, G. (2022). Current trends in professional development: A quick guide for English language educators. *Journal for Educators Teachers and Trainers*, 13(4), 317–328. <https://doi.org/10.47750/jett.2022.13.04.043>
- Mohamed Mohamed Ali El Deen, A. A. (2023). The role of educational initiatives in EFL teacher professional development: a study of teacher mentors' perspectives. *Heliyon*, 9(2). <https://doi.org/10.1016/j.heliyon.2023.e13342>
- Nekongo-Nielsen, H. N., & Ngololo, E. N. (2020). Principals' experiences in the implementation of the English Language Proficiency Programme in Namibia. *Journal of Educational Administration*, 58(1), 81 – 95. <https://doi.org/10.1108/JEA-06-2018-0113>
- Nguyen, G. H., & Stracke, E. (2023). An Exploration of Teacher Roles in Blended EFL Contexts in Vietnam. *JOURNAL OF ASIA TEFL*, 20(2), 286–299. <https://doi.org/10.18823/asiatefl.2023.20.2.4.286>
- Niebles-Thevening, I., Bailey, A., & Rosado, N. (2022). Evaluating Teachers' Practices Beyond Content and Procedural Knowledge in a Colombian Context. *Profile: Issues in Teachers' Professional Development*, 24(2), 99–115. <https://doi.org/10.15446/profile.v24n2.92797>

- Omar, R., Ab Rashid, R., Yusoff, S., Ismail, H. H., Saed, H., Yassin, B., & Al-Smadi, O. A. (2022). Towards the Sustainability of English Language Teachers Professionalism via Professional Development Programs: Extrinsic and Intrinsic Satisfaction. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.828060>
- Paudel, J. (2023). Teacher Education and Issues of Professional Development for Quality and Creativity of Teachers. *Pragya Darshan प्रज्ञा दर्शन*, 5(1), 7–10. <https://doi.org/10.3126/pdmdj.v5i1.52254>
- Prince, O. M. (2020). The Import of Professional Development Programmes for Primary School Teachers in Nigeria. In *International Journal on Integrated Education*. <https://doi.org/10.31149/ijie.v3i7.507>
- Rockoff, J. E. (2004). The Impact of Individual Teachers on Student Achievement: Evidence From Panel Data. In *American Economic Review*. <https://doi.org/10.1257/0002828041302244>
- Schleicher, A. (2016). Teaching Excellence through Professional Learning and Policy Reform. In *Lessons from Around the World, International* https://read.oecd-ilibrary.org/education/teaching-excellence-through-professional-learning-and-policy-reform_9789264252059-en#page1%0Ahttps://www.oecd-ilibrary.org/docserver/9789264252059-en.pdf?expires=1583263820&id=id&accname=quest&checksum=C878411FC0F0
- Swan, M. The impact of task-based professional development on teachers' practices and beliefs: a design research study. *J Math Teacher Educ* 10, 217–237 (2007). <https://doi.org/10.1007/s10857-007-9038-8>
- Vadivel, B., Namaziandost, E., & Saeedian, A. (2021). Progress in English Language Teaching Through Continuous Professional Development—Teachers' Self-Awareness, Perception, and Feedback. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.757285>
- Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences and Humanities Open*, 8(1), 100565. <https://doi.org/10.1016/j.ssaho.2023.100565>
- Wang, P. (2023). A Cloud Computing-based Research on the Relationship between Educational Internship and Pre-Service English Teachers' Professional Development. *International Journal on Recent and Innovation Trends in Computing and Communication*, 11(6), 78 – 88. <https://doi.org/10.17762/ijritcc.v11i6s.6812>
- Warsi, L. Q., & Khurshid, K. (2022). The Role of Self-Assessment in English Language Teachers' Professional Development in Pakistan. *Education Research International*, 2022. <https://doi.org/10.1155/2022/9401995>
- West, J. J. (2023). Professional Development Among U.S. Music and Non-Music Teachers: Comparative Evidence From the 2017-2018 National Teacher and Principal Survey. *JOURNAL OF RESEARCH IN MUSIC EDUCATION*. <https://doi.org/10.1177/00224294231180084>
- Zainal, A. Z., & Zainuddin, S. Z. (2021). Malaysian English Language Teachers' Agency in Using Digital Technologies During the Pandemic: A Narrative Inquiry. *Ikala*, 26(3), 587–602. <https://doi.org/10.17533/udea.ikala.v26n3a07>
- Zarrouk, H., Derbel, F., Gandy-Tobin, B., Alyousef, M. I., & Mohammed, W. A. I. (2022). A Specifically Tailored Training Course for Supporting Teachers of Medical English at a Saudi University: Tracing Pedagogical Change. *ASp*, null(81), 5–28. <https://doi.org/10.4000/asp.7665>
- Zhiyong, S., Muthukrishnan, P., & Sidhu, G. K. (2020). College english language teaching reform and key factors determining efl teachers' professional development. *European Journal of Educational Research*, 9(4), 1393 – 1404. <https://doi.org/10.12973/eu-er.9.4.1393>
- Zwart, R. C., Wubbels, T., Bergen, T. C. M., & Bolhuis, S. (2007). Experienced teacher learning within the context of reciprocal peer coaching. *Teachers and Teaching: Theory and Practice*, 13(2), 165–187. <https://doi.org/10.1080/13540600601152520>