The Issues of English Teachers' Professional Development:
A Focus on Aceh, Indonesia

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ABSTRACT

This research concerns with the issues of professional development faced by English teachers in Aceh, Indonesia. Teachers must enrich knowledge and awareness of their professional development for their careers. It is also imperative for schools and policymakers to host more continuous programs that can increase teachers' quality and ability. Data were collected from 92 English teachers using a questionnaire and the results were analyzed by using a simple percentage formula. The results showed that there were six issues posed by the teachers. They concern with the programs most participated by teachers for their development, the programs with the most influence, the incentives they receive for participating in these programs, the informal programs that they can do on their own and their impact on their professional life as a teacher, the topics that require enhancement in the future development program planning, and finally, the reasons that can prevent teachers from participating in these development programs. English teachers' professional development should be improved by government programs so that the teachers' pedagogical theories and practices can be fully developed, studied, and evaluated for greater improvement of the country's education system.

Keywords: English; non-native teachers; professional development; programs.

Introduction

There has been a long debate on 'teaching is a profession' both concerning the theoretical orientation and the logical position to clarify whether teaching is a profession or not (Cobbold, 2015). To be called a profession, a certain job has to possess certain characteristics such as an institution and/or an association for that profession, a professional salary plus legal and community recognition (Susanto, 2004). Thus, if a profession must be recognized as such, therefore it can be called a profession. In Indonesia, for example, practicing teaching is a type of profession but it still lacks the degree of recognition given to other professions such as practicing medicine by doctors or practicing law by lawyers. Traditionally, teaching like being a chef has not been categorized as a full profession (Ingersoll, 2003).

On the other hand, many experts agree that teaching is a profession. These include Richards and Lockhart (2005) who have stated that teaching is a profession and those who work in it are called educational professionals or teachers. Teaching is a career Underwood and Joshevska (2019, p. 119) note that "teachers certainly build a canon of knowledge and skills through their career". In Musriadi (2016), teaching is considered as a profession because it has certain characteristics of a profession. They are such as portraying intellectual activity, employing various disciplines of knowledge, requiring training and certain educational background, requiring experience in teaching through an internship, and finally, it is collected into and represented by legally established professional organizations. In Indonesia, this organization is called the *Persatuan Guru Republik Indonesia* (PGRI or The Association of Indonesian Teachers). This is mentioned in the Teacher and Lecturers Law Number 14 of 2005, Chapter I, Article I which says that teaching is a profession in Indonesia.

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In Chapter III, Article VII, point I of the Teachers and Lecturers Law (2005), it mentions several characteristics of this profession, which are, first, and those who become teachers and lecturers should have talent, willingness, and idealism in education. Second, these teachers should make strong commitments to improve the quality of education. Third, they must bear academic qualifications following their field of duty. Fourth, they are highly competent and responsible for carrying out their duty. Then, for their work, they earn a salary. Besides, they must also have chances to develop their professional skills with long-life learning programs. Next, their positions are protected by the laws of the country, and finally, there is a professional organization that regulates and supervises them. In short, teaching is a profession. Furthermore, teachers must develop professionally and be able to handle problems in their work situations (Alimehmeti & Danglli, 2013). The government's involvement is crucial in this domain since it affects the education system as a whole (Thanalerdsopit, et al., 2014).

Several studies have been done on teachers' beliefs and awareness towards their professional development. Among them was a qualitative case study which was conducted by Larenas et al. (2015) which was aimed to identify the beliefs of 16 EFL teachers in Chile who were working in public secondary education. From the results, it was learned that the professional beliefs of the participants were affected by their academic context and the academic background of the learners. Besides, they also found that their beliefs were profoundly influenced by the cognitive and affective domains in their academic life. Another very small-scale study by Ningsih and Fata (2015) tried to shed some light on the beliefs of teachers of English at middle schools and senior high schools in Aceh. They selected three teachers to answer fifteen questions to collect their data. Their results showed that generally, the teachers' beliefs or problems were merely to do with the issue of teaching methodology. They believed that teaching methodology should be changed as time passes by to fit in with the changes in students' needs. Finally, a study by Khader (2012) was a qualitative case study to find out the correlation between the pedagogical beliefs of social studies teachers and their classroom performance. The results showed that there was hardly any correlation between the teachers' beliefs and their classroom performance in social studies.

Thus, no studies have focused on the English teachers' professional development in Aceh, and this research intends to fill in the gap. As mentioned earlier, this province is known to receive a sub-standard result amongst other provinces in Indonesia in the Sustainable Professional Development for teachers' competency tests (Yusuf, 2018), and amongst these teachers, English teachers are included. Therefore, the present research formulated one research question to highlight, that is: what are the issues faced by especially English teachers in Aceh, Indonesia, in their professional development? This study aimed to find out the teachers' background, professional development, feedback and appraisals, and teaching practice and their self-efficacy. The results of this research are expected to enrich teachers' knowledge and awareness of the importance of teachers' professional development for their professional life. Besides, for schools and policymakers, they need to host more continuous programs that can increase teachers' quality and ability. This research may contribute to a better understanding and deeper exploration of the importance of teachers' professional development, specifically in Aceh.

This research focused on teachers in Pidie Regency, Aceh Province, Indonesia. This location was chosen because the teachers in Aceh reached a sub-standard result in the Sustainable Professional Development for teachers' competency tests in the country (Zulfikar, 2017; Yusuf, 2018). Furthermore, the English teachers in the Pidie Regency in Aceh received the lowest scores. To further understand the core of this problem, this research seeks to investigate the issues faced by these teachers in their professional development.

Literature Review

The Indonesian educational system and educational ranking in the world are still low (Mutohar, 2016). This proposition is supported by the fact that less than half of the country's teachers have even the minimum qualifications to teach properly (Anjani, 2013). Meanwhile, in the Aceh province, the data released by the Indonesian Ministry of Education and Culture on Sustainable Professional Development (formerly known as the Teacher Competency Test (or

Uji Kompetensi Guru, abbreviated UKG) for 34 provinces in Indonesia shows that Aceh ranks 15th nationally (Yusuf, 2018). This is a sub-standard result which does not portend well for Aceh, exclusively when the Governor of the province has made the issue of education as indeed one of his "15 Superior Programs", which according to the plan, will be included in the Aceh Medium Term Development Plan (RPJM) (Zulfikar, 2017). Despite there have been a lot of programs introduced by the government to help improve teachers' competencies such as seminars and other professional development programs, but it seems that these efforts have not yet had satisfying results. Specifically speaking, Aceh needs improvement on the level of professional teachers if seen from the results of the competency tests.

To look deeper into this problem, the cause may not that of the teachers alone, as there are a lot of factors that can influence their conditions such as the teachers' beliefs in their capability (Farrel, 2005; Li & Walsh, 2011). Beliefs are psychologically held thoughts that they accept as true, and this is vital for teachers to keep themselves in mind that their profession is important (Borg, 2001). Teachers' beliefs about their profession can also affect their performance as teachers (Khader, 2012; Larenas, et al., 2015). Accordingly, teachers' individual beliefs on the importance of self-professional development can affect their overall performance (Postholm, 2012).

Teachers' Beliefs

Richards and Lockhart (2005) classify several kinds of teachers' beliefs, including beliefs about learning, beliefs about teaching, beliefs about programs and curriculum, and beliefs about teaching as a profession. Belief about learning means that they are aware of their life-long responsibility to learn, which leads to the fact that their knowledge is never enough to serve their students so that they always have to be ready for self-development at all times. Then, belief about teaching means that they have to serve to do their best for their students and they should strive to find better ways to teach their students. Besides, students nowadays are most likely to be more informed than the teachers, therefore teachers must strive to provide more especially in the knowledge that requires their assistance. Next is the belief about programs and curriculum. In this case, teachers should believe that all the programs and curriculum made by the government were the best ones for the students and the teaching-learning process at the time they were made but that they are always open to being further improved so that they commit their fullest to implement them and to improve them. And finally, beliefs about teaching as a profession which means that the teachers should not feel undervalued by comparison with other professions which may appear to be more highly recognized by the community.

What becomes interesting is that what teachers have in their mind, may appear different when how they perform it in class. This means that although they bear positivity and strong beliefs in the value of education as well as high integrity in their mind when they perform, they may not perform as well as they should. In Aceh, for example, most teachers work to finish their duties so that they can collect their right - i.e., their salary - but they rarely consider how to improve the quality of their teaching. Some teachers believe that teaching is a profession that needs professionalism in doing it; however, some others may consider it only as a job in particular. Nevertheless, how teachers see their profession can affect their performance as a teacher (Guerriero & Deligiannidi, 2017; Postholm, 2012). This means that if the teachers see themselves as professionals, then there is a greater feeling of responsibility to improve their quality and they will work harder to achieve better results now and in the future. Thus, while teaching, they will do their best and consider all aspects possible for improvement such as better teaching materials, better teaching methods to use to help their students in the class (Jackson, 2012), and even include technology in the teaching and learning process (Lehiste, 2015; Muslem, et al., 2018, Silviyanti & Yusuf, 2015; Yusuf, et al., 2018).

Teachers Professionalism

The notion of professionalism is very crucial in a profession. It influences the teachers not only through the subjects they teach but also through the quality that the teachers give to teaching their students (Cobbold, 2015). Once their beliefs change into more positive ones, the better changes in teaching practice can soon be seen and this will have a good effect

not only for the students but also for the education system as a whole. When teachers can see that what they do is valuable, they will start to make changes to improve their teaching practices and to improve their professional development. This can further assist other stakeholders, such as the government, with programs to improve their professional development and to give more enhancement and development of their professional awareness (Yoshihara, 2012).

According to the OECD (2009), developing teachers professionalism means to renew the teachers' knowledge in their subject area of expertise, to update the skills, attitudes, and teaching methods that they can use in their teaching practice and make them able to implement any curricular changes that have been made by a higher stakeholder – in this case the Indonesian government – to enable schools to share and develop up-to-date strategies in teaching, to share information not only amongst teachers but also amongst other stakeholders such as academics, and to help the weaker teachers to perform better and more effectively. Furthermore, there are two types of professional development for teachers; they are formal and less formal development (OECD, 2009). Formal development covers activities such as courses and workshops on the subject matter that are related to the teachers' discipline. These also include education conferences or seminars where teachers can meet researchers who have more theoretical perspectives on the ontology or realities of teaching and other educational and teaching problems. It is found that conducting or coaching collaborative research between teachers and other academicians is among the tools that can develop their professional development because it brings impact on their pedagogy and personal growth (Mukrim, 2017). Programs for degree qualifications, observations, and visits to other schools, participation in teacher networks are also essential. Concerning the less formal development for teachers, this can be done through reading more literature about the teachers' field of discipline and engaging in professional dialogues with their peers and colleagues and others with an interest in their field.

Two levels can be affected by the teachers' professional development, they are (1) the effect on teaching practices and (2) the effect on the level of job satisfaction of the teachers. The extent of these effects depends on how the teachers evaluate their quality and the usefulness of each program they participate in to improve their professionalism in their various environments, whether in their school environment, in conferences or seminars, or other formal and less formal engagements with peers and supervisors. The OECD (2009) suggests that teachers who possess the sense and awareness to attempt professional growth during their participation in a professional development program may have a stronger awareness of their professional competence and higher satisfaction in their job as a teacher. This is essential since professional competence relates to their mastery and understanding of the subjects they are teaching as well as to the structure and concepts used to assist their students' in overcoming difficulties in comprehension of certain concepts (Sudarsono, et al., 2017).

Methods

The sample for this research was 92 high school teachers of English in Pidie Regency and all have consented to participate in this study before filling in the questionnaire. The questionnaire was used because this instrument was deemed more efficient to reach out to more English teachers teaching in schools in the regency. In the questionnaire, they were asked about their professional development programs and issues they faced in developing their professionalism. The questionnaire was adapted from TALIS (OECD, 2013). They were asked to give information about whether they had participated in training (for teaching English, for teaching methods, and other related topics), had participated in conferences or seminars, had obtained degree qualifications, had ever visited other schools, had participated in any teachers union program, had done any classroom action research (or CAR, either individually or in collaboration), and whether they had ever participated in any teachers seminar or peer observations.

Overall, there were seven items in the questionnaire that inquired about the professional development of these teachers. The choices prepared for the items were 'Yes', 'No', and 'No answer'. The frequency of occurrence of answers to the items was then converted into percentages for the reporting of the results.

Findings

The results from the questionnaire are displayed in Table 1. For the teachers' participation in professional development programs, it can be seen that most teachers have participated in the teachers union programs (88%), followed by participating in training for English teaching, teaching methods, and other related topics (85%), participated in a teachers seminar and/or peer observations (67%) and have done CAR either individually or collaboratively (51%). Meanwhile, other activities that were deemed to be less important were participating in conferences or seminars (35%), visiting other schools (28%), and to have earned a degree qualification (10%) was the lowest. These findings are quite alarming, especially that almost all teachers (90%) have never earned a degree qualification, either in teaching or in English.

Table 1. Participation of teachers in professional development programs (the frequencies are in percentages).

No	Statement	Yes (%)	No (%)	No answer (%)
1	I have participated in training for English teaching, teaching methods, and other related topics	85	15	-
2	I have participated in English conferences or seminars	35	52	13
3	I have earned a degree in teaching English	10	78	12
4	I have participated in visits to other schools	28	61	11
5	I have participated in the teachers' union programs	88	8	4
6	I have done CAR either individually or collaboratively	51	38	11
7	I have participated in a teacher's seminar and/or in peer observations	67	23	10

The next descriptions explain the teachers' participation in less formal development programs such as reading the literature on the topic and having professional dialogues with their colleagues. Table 2 shows the overall results of this issue.

Table 2. Teachers' participation in engaging in reading literature and professional dialogues.

Activity	Yes (%)	No (%)	No answer (%)
Reading literature	45	39	16
Having professional dialogues	60	23	17

Table 2 shows that most teachers took part in some forms of informal development programs. About 60% had professional discussions with their peers and 45% of them said that they read relevant literature such as books, journals, thesis, and so on. However, 39% of teachers did not read any literature on teaching and teachers' professionalism and 23% did not have any professional dialogues with their peers. Meanwhile, 16 to 17% did not give any answer to these questions.

Next, Table 3 displays topics of discussion in programs, workshops, seminars, or lectures that are needed for teachers' professional development.

Table 3. Teachers' needs for teachers' professional development.

No	Program topics	Not necessary	Slightly necessary	Necessary	Very necessary
1	Curriculum	0	3	18	79
2	Student assessment	1	4	8	87
3	Classroom management	0	2	11	87
4	English in theory	0	11	13	76

No	Program topics	Not necessary	Slightly necessary	Necessary	Very necessary
5	English in practice	0	6	9	85
6	ICT in teaching	0	6	21	73
7	Students with special needs	14	13	25	48
8	Student behavior	2	6	7	85
9	Student control	2	5	14	79

Table 3 shows that the teachers said that professional development training in both student assessment (87%) and classroom management (87%) are very necessary. Following these are English in practice (85%) and students' behavior (85%). Other very necessary program topics for the teachers are the curriculum for professional development (79%), English in theory (76%), student control (79%), ICT in teaching (73%), and finally students with special needs received the least need for special attention (48%).

Finally, Table 4 presents the reasons why the teachers think that they will have problems participating in a development program to enhance their professional life.

Table 4. Teachers' reasons for having problems participating in development programs.

No	Reason	Percentage (%)
1	I am not qualified	25
2	I cannot afford the program	17
3	I only receive a little support from my school	24
4	The programs are mostly during my working hours	20
5	I do not have time because of family responsibilities	23
6	The programs mostly do not suit what I intend/need to learn	25
7	Other reasons	8

Table 4 shows that some teachers felt that they were not qualified (25%) or that the programs do not offer the knowledge/training/skills that they wanted to learn (25%). While 24% said that they did not receive enough support from their schools to attend such programs. Furthermore, 23% did not have time for them because of their family responsibilities. Other reasons for not participating in the programs were because these programs were conducted during their working hours (20%) or they could not afford these programs (17%) and (8%) for other reasons that were not specified by the teachers.

Discussion

Based on the results of this research, there are six points to be discussed. They concern with (i) the programs most participated in by teachers for their development, (ii) the programs with the most influence, (iii) the incentives they receive for participating in these programs, (iv) the informal programs that they can do on their own and their impact on their professional life as a teacher, (v) topics that require enhancement in the future development program planning, and (vi) the reasons that can prevent teachers from participating in these development programs.

First, concerning the development programs that were most participated in by the teachers were the teachers' union programs, which in Indonesia are known as the *Musyawarah Guru Mata Pelajaran* (MGMP) programs or the Subject Teachers Discussion group programs. In these discussion groups or clubs, teachers who teach the same or similar subjects share and discuss their opportunities and challenges during their teaching performances. They also share teaching materials that they use in their classrooms. Most teachers prefer this type of professional development because it is easier to make social links between teachers with the same subject matter. Besides, teachers of the same or a similar subject can feel more supported by each other because, in general, they face similar challenges concerning the

teaching of their subject, in this case: English. This is supported by Postholm (2012) who has said that this form of a group is good to create a positive culture and environment. A good school should build open co-operation between their teachers with teachers from other nearby or similar schools and they should also organize and provide activities that will enhance the quality of their teachers' teaching in their profession. Activities such as the MGMP and interschool competitions are examples of these types of activities.

Second, the data shows that the biggest impact also comes from the teachers' union, the MGMP. Thus, it can be assumed that the interaction between teachers of the same or of similar subjects - even though from different schools - can build better awareness in the teachers' development of their professional life. This is in line with the preposition by DeMonte (2013) that teaching is not a monotonous practice; different schools face different problems or phenomena so that there are good opportunities to enhance the experience by sharing amongst teachers from different schools.

Third, it's a fact is that some teachers will use their own money to participate in the development programs, even though they do not get extra incentive payments for joining such programs. To heighten their motivation, teachers should receive extra payments if they participate in professional development programs that they have to pay for. This is supported by Harvey-Beavis (2003) who says that teachers should be paid based on a performance-based reward system which means that the better they perform, the higher the rewards/salary that they will be paid. There are several reasons for supporting this type of reward system, in particular, to stimulate them to improve their performance and their awareness of how to develop their professional life, so that they can perform to their best, day in and day out. This kind of reward system can also strengthen the bonds between the administration and the teachers, it can spur higher students' achievements as well as it can make the public give teaching a higher status, like medicine and law where the professionals earn much more than the also-rans. Udoba (2014) adds that teaching is not an easy or simple job so that all teachers deserve to be paid more and the very best professional teachers deserve to be paid much more. Moreover, the living condition of teachers in Indonesia is mostly far from wealthy, many need to work in second jobs to make extra money to fulfill their needs for life. Since teachers are people with basic primary needs, it is logical that when they are doing their job, they should be able to focus on the problems at work, in their schools, not have to worry about their financial problems at home, outside their workplace. This point should be considered seriously by the Indonesian government since it is well known that there is a consensus from us all that a better education system is what is needed and what must be planned and strived for.

Fourth, most of the teachers also engaged in informal personal development programs such as reading relevant literature in books, magazines, and blogs on the internet and having professional dialogues and discussions with their peers. And many of them said that having dialogues with their peers had a bigger impact than reading more literature on teaching. This again is supported by Postholm (2012), namely that social interaction between teachers can enhance their development. Through socialization amongst teachers—in this case, through professional conversations—pre-service and beginning teachers can get a lot of knowledge that they can use for the development of their teaching practice and professionalism. For example, they can find out what their students already know, which means they can redesign their programs so that their students will not be bored; they can become more familiar and intimate with their students, and they can reorganize their classroom management to improve their teaching-learning practices. Through this process, they can minimize the challenges of disruptive behavior in their classroom. As a point of information, the beginning teachers are likely to fail this process and fail in their performance when dealing with classroom management and disruptive behavior by hyperactive students.

The fifth point includes curriculum, student assessment, and classroom management: Teaching English in practice needs to be given more importance in Indonesian teachers' professional development programs. This is logical since the curriculum is one of the factors that determine success in reaching the purposes of education (So & Kang, 2014; Natsir, et al., 2017; Tedesco, et al., 2013). Besides, all educators need to become specialists in curriculum development, which means knowing the critical role and the normative role of a curriculum (Young, 2014). Young (2014) further clarifies that teachers need to understand the critical role of a curriculum by doing assumption analysis,

and knowing the strengths and weaknesses of the curriculum being used. The curriculum theory that points out the important things—that are being taught at school and college—needs to be analyzed based on the existing consensus. The curriculum is considered as a means to implement an educational policy that provides content unity and coherence for professionals in the domain of education. Unhappily, most Indonesian teachers and many other education professionals see curriculum as a heap of lesson plans, subject matters, and teaching syllabi. While in fact, the curriculum is far more than that. It has become the reflection of political, educational, and societal agreement about what a country should do within its educational system. Curricula have a wide range and are affected by many stakeholders. So, there is a public consensus in the framed curricula of a country that hopes to develop a better education system for the future. Besides, learners can also be more aware and informed about what their responsibilities toward the consensus are (Tedesco, et al., 2013). However, the top-down structured curriculum is not always compatible with what teachers and students want to do in the classroom. Thus, it can become a challenge when an educational professional working as a teacher has to follow what has been set by the government, yet it appears inappropriate for the conditions that the teacher has to face in reality (Widiati, et al., 2018; Udoba, 2014).

Finally, there are other reasons why teachers may not participate in professional development programs, they are: (i) They may think that they are not qualified to join the program, (ii) they may have a lot of family responsibilities, (iii) they may receive little support from their schools, and (iv) the programs may not suit the materials that they want to learn. In particular, the school should be the main supporters of such programs that can motivate their teachers to do better in their teaching performances as well as in their long-term professional life. Basic support is the primary thing that teachers need to do their job well. Support can improve teaching performances, increase commitments, promote well-being, fulfill many requirements, and help beginning teachers understand the culture of teaching (Stansbury & Zimmerman, 2000). According to the latter, three major supports can be found, they are (i) personal and emotional support which is needed to help teachers relieve their stress during teaching and provide them with personal mentoring where they can freely share their feelings and the problems that they face, (ii) problem-focused support where they are trained to identify and focus on solving the problems and challenges that they have both inside and outside the classroom, and (iii) reflection support on teaching practices which can be very helpful for their professional development. Teachers must constantly be reminded that education and learning are dynamic lifelong processes to improve their instructional practices (Azkiyah, 2017; Shanmugam & Mee, 2017).

Conclusion and Recommendations

Based on the results and discussions elaborated above, the following conclusions have been drawn. First, most of the teachers that participated in this study also participated in some form of teachers' development program and the most popular programs were those run by their teachers' union, which is Musyawarah Guru Mata Pelajaran (MGMP). Second, the biggest impact was also from their teachers' union, MGMP, but third, to participate in these programs, teachers must use their own funds and they may not get paid any extra incentive for doing so. Nevertheless, fourth, most of these teachers also participated in informal personal development programs such as reading literature and having professional dialogues with their peers. The majority of them said that having dialogues with their peers had a bigger impact than reading the literature on teaching or watching relevant programs on the internet. Reading literature takes more time and that time has to be allocated, whilst having conversations amongst peers can happen anytime at the workplace, e.g. during coffee breaks without any need for any special preparation from the teachers and their peers. Fifth, these teachers believe that the curriculum, student assessment methods, and classroom management for teaching English in practice need more emphasis and importance in the present professional development programs because these topics are important to them. Finally, reasons for the teachers not participating more in professional development programs include (i) they think they are not qualified, (ii) they have a lot of family responsibilities, (iii) they receive little support from their school, and (iv) the programs available did not suit what they wanted to learn.

This study has limitations as it only focused on the professional development of some of the English teachers in

Pidie Regency, Aceh, Indonesia. Further research should endeavor to engage with more participants all over Indonesia and maybe even overseas, e.g. making comparisons with its neighboring countries, such as Malaysia, Thailand, and Brunei Darussalam. Furthermore, it should use more instruments to gain more data on the issues raised herein; such as using an open-ended questionnaire, using interviews, and providing concrete training to study the impact before and after such a program. More domains in the issue of professional development should also be considered so that the teachers' pedagogical theories and practices can be fully studied and evaluated to make more and better improvements in Indonesia's education system conducted during their working hours, or they could not afford these programs, and for other reasons that were not specified by the teachers.

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مشكلات التطوير في المهنية المعلمين اللغة الإنجليزية: التركيز في آتشيه، إندونيسية

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ملخص

كان البحث يتعلق بمشكلات التطوير المهني التي يواجهها المعلمون اللغة الإنجليزية في آتشيه، إندونيسيا. يجب على المعلمين إثراء المعرفة والوعي بتطورهم المهني من أجل حياتهم المهنية. المهمة للمدارس وصانعي المحكمات لاستضافة المزيدة من البرامج المستمرة التي تزيد من كيفية المعلمين وقدراتهم. كان جمع البيانات من 92 معلم اللغة الإنجليزية باستعمال الاستبيان وتحليل النتائج باستخدام صيغة النسبة المئوية البسيطة. يدل النتائج يكون ستة مشكلات طرحها المعلمون. يهتمون المعلمون البرامج المشاركة لتطويرها، كان البرامج المأثرة الكبيرة، والحوافز التي يتقبلونها للمشاركة في البرامج، البرامج غير الرسمية التي يمكنهم القيام بنفسهم وتأثيرهم على حياتهم المهنية كالمعلم، الموضوعة التي تحتاج التحسين في تخطيط البرنامج التطوير المستقبل، وهكذا الأسباب أن تمنع المعلمين للمشاركة في برامج التطوير. لابد التطوير المهنية المعلمين اللغة الإنجليزية المترقى بالبرامج الحكومية التي النظريات والممارسات التربوية المعلمين تكون كاملة التطورها وتعلمها وتقويمها لترقية نظام التربوية الحكومية الأعلى.

الكلمـات الدالـة: اللغة الإنجليزية، المعلم لغير الناطقين بها، التطوير المهنية، البرامج.