



EFL TEACHERS' PERCEPTIONS ON ICT USE FOR CONTINUING PROFESSIONAL DEVELOPMENT

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ABSTRACT: Continuing professional development is imperative. However, teachers are often constrained by the lack of availability of time and financial support in joining formal face-to-face professional development program. The development of technology such as ICT provides solutions to create a new learning environment for the teachers to continue their professional development. This study was intended to investigate how EFL teachers' perceive ICT for continuing professional development, which domain competency that the teachers typically develop through the use of ICT and which ICT tools that teachers mostly used during continuing their professional development. This study employed qualitative approach with a case study design. The participant involved were 16 EFL teachers from five different schools in West Java. The data were collected by using questionnaires and interviews. This study used five dependent variables proposed by Richards & Farrell (2005) in order to describe the component of ICT and of professional development itself. The result showed that teachers do use ICT as a media to continue professional development. The study also revealed that teachers mainly use ITC tools to improve their understanding about the subject matter and also pedagogical knowledge of the subject. As the recommendation it is expected that teachers could maintain and regulate their commitment on continuing professional development.

Keywords: Continuing Professional Development (CPD); EFL Teachers' perception; ICT

INTRODUCTION

Teachers are important people. By this it means that quality of education can only be as good as the quality of the teachers that are working within it (Forde, McMahon, & McPhee, 2006 pp. 4-6; Richards & Farrell, 2005). It is stated that one of the best ways to enhance the quality of the teachers is through continuing professional development. Although continuing professional development seems to be indispensable from teachers' professional lives (Richards & Farrell, 2005), yet, research (Ojalere & Taiwo,

2009) shows that teachers are often constrained by the lack of availability of time and financial support in joining formal face-to-face professional development program. The availability of technologies or ICT tools and devices are assumed to be able to assist teacher to tackle that problem (Dede, 2006).

Currently, the issue has become much more significant as language teachers, especially English for foreign language teachers, are indicated to possibly require different forms of technology from that of others especially in the areas of professional

development (Dede, 2006). Therefore, it seems that taking a closer look on how EFL teachers perceive the use of technologies or ICT for continuing professional development is worth to be conducted especially in Indonesia context where efforts on integrating technology in educational areas have been put into priority (Indonesian Law number 14/2000). Furthermore, it is also stated that investigating the overall perceptions or beliefs on how something works may become valuable input for the betterment especially for the area of education in the future (Richards & Farrell, 2005)

Numbers of literatures indicate that ICT has long been trusted to provide its users with a great number of possibilities to enhance many aspects of their lives (Murray, 2013, pp. 16-18) including teachers' professional development (Dede, 2006). Thus, it is assumed that applying ICT for the purpose of continuing professional development can be very beneficial both for the teachers or mentors. In this case, it is stated that ICT will make the process of learning or developing teachers' competence become much simpler without time or space restriction (Dede, 2006). Furthermore, it is also recognized that Indonesian Law number 14/2005 line 20 has also clearly stipulated that the development of technology is supposed to be exploited as a means of continuing teachers' professional development.

Unlike other forms of medias, Dede (2006) argues that ICT tools are more transferable, storable, and widely accessible for the teachers to use and explore. Additionally, there are also varieties of forms and features that teachers can specifically use as a means of continuing their professional development (Mizell, 2010). Depending on the teachers' needs, Mizell (2010) clarifies that they may use not only one but also synchronous or integrated technologies, i.e. combining several technologies at once, while they are in the process of continuing their professional development. Meanwhile Perraton (2001) adds that there are at least seven varieties of ICT tools that are widely used in educational environment, these include:

- a. Text only
- b. Audio (it includes radio, audio-cassettes, and CD)
- c. Two-way radio (telephone)
- d. Video (example: broadcast television or video cassette)

- e. Computer-based learning (without network connection)
- f. Internet materials and resources (example: Website or YouTube)
- g. Internet communications (example: Blog, Facebook etc.)

Other benefits of using ICT for continuing teachers' professional development was also stated by Murray (2013, pp. 25-26). In this case, he states that teachers' sense of autonomy in continuing their professional development can be fostered or nourished by the assistance of ICT tools and devices. In this case, Murray (2013) clarifies that by using ICT tools or devices teachers can autonomously decide the 'what', 'when' and 'how' to learn the domain competencies listed in their professional development program itself (Richards & Farrell, 2005). In sum, Dede (2006) states that with the assistance of ICT, teachers may even able to continue their professional development although it may not being accompanied by the assistance and guidance of mentors or experts (Richards & Farrell 2005; Dede, 2006; Murray 2013). In this case, it is stated that what teachers need is to be precise on what they want to develop and to be discipline and persist in continuing professional development itself (Murray, 2013).

Although it is stated that ICT tools can facilitate teachers' autonomy in CPD, which means that to some extends teachers can decide what they want to learn and how to learn it (Murray, 2013), yet, according to Dede (2006) ICT tools or devices themselves may not always suit for all types of teachers' learning outcomes or for all teachers' personal instructional situations. Thus, clear and divine guidelines on what to learn and to what extend still have to be had and followed by the teachers themselves. In this regard, according to law number 14/2005 on teachers and lecturers in Indonesian context, for instance, there are at least four domain competencies that teachers must possess and must continue to develop. These competencies include; professional competence, pedagogical competency, personal competency, and social competency. Additionally, those competencies are also covered by Richards & Farrell (2005, pp. 9) as the main competencies of teachers' professional development program with one additional variable; that is career advancement competency. Accordingly, it is

stated that teachers can explore the use of ICT in order to develop these competencies.

Additionally, along with the increase in popularity of ICT for continuing professional development, now there are many research studies found to be specifically dedicated to explore the assumption regarding the beneficial relations of these aspects (Farrell, 2005; Cowan & Westwood, 2006; Mushayikwa & Lubben, 2009; Liu, Carr, & Strobel 2009; Murugaiah, Azman, Yacob, & Thang 2010; Shohel & Bank, 2010; Leask; 2013; Hayes, 2014). These research studies generally show that continuing professional development is critical and indispensable from teachers' professional lives as educator (Farrell, 2001; Mushayikwa & Lubben, 2009; Hayes, 2014). Furthermore, they also signal teachers' indications of the need of ICT assistances for continuing their professional development (Cowan & Westwood, 2006; Liu, *et al.* 2009; Shohel & Banks, 2010). In addition, others research studies have also found beneficial effect on the use of ICT for continuing professional Development (Murugaiah, *et al.* 2010; Leask, 2013)

The first group of research studies for instance, has clearly depicted the importance of continuing professional development (Farrell, 2001; Mushayikwa & Lubben, 2009; Hayes, 2014). The study conducted by Mushayikwa & Lubben (2009), for instance, identified that teachers found it necessary to keep continuing their professional development. The reason for it was due to the demands that came from their working institutions and from their classroom needs. In addition, Farrell (2005) and Hayes (2014) reported that the needs for the teachers to continuing their professional development were typically triggered by the critical friendship from their colleagues at work. In this case both Farrell (2001) and Hayes (2014) found that the sense of belonging or the sense of being part of the community at work could actually trigger the teachers' willingness and motivation to continue their professional development.

The other group of research studies, on the other hand, has specifically focused on highlighting the resources that can help teachers to conduct professional development program more effectively (Cowan & Westwood, 2006; Liu, *et al.* 2009; Murugaiah, *et al.* 2010; Shohel & Banks, 2010; Leask, 2013). In this case, Cowan & Westwood (2006) revealed that journal writings, both using paper pencil or online journal, were found to be helpful to

be used as resources or tools for continuing teachers' professional development. In this case, the process of writing a professional development journal was proven to be effective in fostering teachers' self-reflection and self-awareness. The improvement on teachers' self-reflection and self-awareness was gained as the teachers were asked to regularly write their experiences, thoughts and feelings about their professional lives as teachers on the journal itself. In addition, Shohel & Banks (2010) depicted that school-based support systems combined with technologies were regarded as appropriate tools or resources that could enhance open and distance learning that were also critical in the process of continuing professional development of the teachers especially for those who were located in remote areas. Lastly, Leask (2013), Liu *et al.* (2009), and Murugaiah *et al.* (2010) suggested that teachers' collaboration via blogs and internet devices were classified as excellent ways of exposing teachers to skills that are critical for enhancing their existing competences as educators.

Finally, it can be summed is that is that continuing professional development is critical (Hayes, 2014; Farrell, 2001; Mushayikwa & Lubben, 2009). During the process of continuing their professional development teachers can exploit many resources available so that the process of professional development itself may run well. Again, ICT is indicated to be one of the most potential and prosperous resource that teachers can use for this purpose. In this case, some of the research studies have even proven how ICT has been used in the process of continuing professional development (Cowan & Westwood, 2006; Liu, *et al.* 2009; Shohel & Banks, 2010; Murugaiah, *et al.* 2010; Leask, 2013).

Yet, again, although these studies (Farrell, 2005; Cowan & Westwood, 2006; Mushayikwa & Lubben, 2009; Liu, *et al.* 2009; Murugaiah, *et al.* 2010; Shohel & Bank, 2010; Leask; 2013; Hayes, 2014) have exemplified number of ICT resources that teachers use to in order to continue their professional development, but it seems that these studies still have left one major gap. That gap is in a form of insufficient of information on how EFL teachers perceive the use of ICT tools for continuing professional development especially in Indonesian context. Meanwhile, teachers' perceptions on CPD can become their basis behaviours in conducting their professional development (Andersen &

Vandehey, 2011, pp. 318-334). As the consequence, based on the purpose of the study then there are three questions that are presented in this study. The questions are:

1. What are teachers' perceptions on the use of ICT for continuing professional development?
2. What are the domain competencies of teachers' professional development program that teachers mostly study through the use of ICT?
3. What kinds of ICT tools that are mainly used by teachers for continuing professional development?

Based on the research questions above it can be concluded that theoretically, the study is expected to enrich blended media and resources of continuing professional development in Indonesia especially through the use of ICT. Meanwhile practically, the study is expected to help English language teachers to find wider possibilities in applying ICT for continuing professional development so that the quality of teaching and learning process can be enhanced.

RESEARCH METHODOLOGY

Design

This research study was aimed to investigate unique and dynamic contexts where ICT is used for the purpose of continuing teachers' professional development programs. To be more precise, this study was intended to reveal how teachers perceive the use of ICT, which professional competency that they mostly develop through the use of ICT, and how they see the application of ICT during the process of continuing their professional development. Therefore, in order to cope with the responses from the teachers as the research respondents, then this current research applied a qualitative research design. Additionally, qualitative research design was selected as Creswell (2012) and Fraenkel, Wallen and Hyun (2012) clarify that qualitative design may allow the researcher to get in-depth analysis of the issue being investigated.

Furthermore, this research is also categorized as a case study since the study was carried out in limited scale. Therefore, the result of the study is not meant to be generalized (Fraenkel, *et al*, 2012). Although it may not be generalized, yet the result of the

study still can be used as a valuable insight to this issue (Creswell, 2012).

Instrumentation

This research employed two instruments, these involve questionnaires and interviews. The description of each of the instrument will be depicted as follow.

Questionnaire

According to Brown (2001), questionnaire refers to any written document with a series of questions or statement which are intended to be answered by the respondent. Thus, the questionnaires were used in this study so that teachers' perception on the use of ITC in continuing their professional development can be revealed.

At this stage, the overall construct of questionnaires was divided into three sections. The first section of the questionnaire construction was developed in order to reveal academic and personal information of the teachers as the respondents. The next section of the questionnaire constructions was addressed to see the types of domain competency that most reviewed or learned through ICT. Finally, the last section was intended to find out types of ICT that was mostly used by teacher in continuing professional development.

The variables and indicators used in this instrument were adapted from Richards & Farrell (2005) along with Law No. 14/2005 on the domain competencies that both lectures and teachers need to develop. Meanwhile, the classification of ITC tools that could have possibly been used in educational environment was adapted from Perraton (2001).

Interview

Interview was the other instrument used in this research. Interviews were aimed to validate the data that were gained from questionnaires. The interviews were given in a form of semi-structured format. This type of interview was selected as it is able to provide flexibility that both the researcher and respondents may need. At this point the respondents were asked to reflect on his/her preferences, the implementation and also the benefit of the use of ICT in developing their professionalism.

Respondents

This study employed purposive sampling in order to select the respondents needed. Although the respondents were selected purposively, yet they could still be considered

as the representative of the population (Creswell, 2012). In this case, the respondents of the study were 16 teachers from five different schools in West Java, Indonesia. The respondents were chosen based on the accessibility and variability of characteristics and teaching experiences which were needed for data analysis.

Data Collection Procedure

The questionnaires were distributed directly by the researcher. In this case, the respondents were asked to complete the questionnaires within one day. After the questionnaires were completed, then it was followed by interviews. The interviews were conducted to four selected respondents. The interviews were given in a form of 'semi-structured individual interview' (Creswell, 2012). The interviews were held through face-to face meetings. The interviews were conducted based on agreement with the respondent. As questions were open-ended, then the researcher tried to avoid leading the respondent to confirm the researcher's assumption. However, some probes were presented in order to get detailed answers.

Data analysis

The data gained from questionnaires were coded and classified into three categories, namely teachers perception of CPD in general, domain competencies that are mostly learned through ICT and lastly ITC tools that are considered to be most effective for CPD. The general themes that arose were also categorized accordingly. The classifications were aimed to understand the general trends and differences among teachers. Simple calculation was used in order to calculate the percentage of each category of the questionnaires. In addition, the data gain from interview were transcribed and coded. The data coming from interviews were used to enrich the discussion of findings.

FINDINGS AND DISCUSSIONS

Teachers' Perception of the Use of ICT for Continuing Professional Development

The first research question was aimed to seek the overall teachers' perceptions regarding the use of ICT in continuing professional development. It was firstly found that the teachers had different experiences in terms of continuing professional development. In this case, the teachers' experiences regarding the initial professional development were classified

into three general categories. Those categories were:

- 1) Training program arranged by the Ministry of National Education
- 2) Training program offered by the school
- 3) Experiences from individual efforts.

It was found that about 78% of the respondents have experienced two out of three programs (Ministry of National Education programs and training program), while the rest of respondents, which are about 22%, stated that they developed their professionalism through individual efforts, this means that they never had any opportunity to follow the training program arranged by the Ministry of Education or the training program offered by the school.

Yet, regardless of the initial professional development experiences that the teachers had, it was found that all of them agreed that professional development was critical thus they perceived that it was meant to be continuously developed (78% on strongly agree and 22% on agree). At this point, it can be summed that the findings seem to be in line with Forde *et al.* (2006) in which they stated that professional identity can be considered as a major part of professional development and to achieve it individual teacher needs to develop their professionalism continuously.

In relation to the use of ICT in continuing professional development, it was found that the all of the respondents generally had made positive comments about the use of ICT. In this regard, they genuinely believed that ITC tools had assisted them in continuing their professional development or in developing their professional competencies. The overall teachers' perceptions regarding the benefits of using ICT in continuing professional development will be shown in Table 1.

Table 1 suggests that the highest rank was gained by statement number 1 (ITC is considered to be effective to save time and cost for continuing professional development). The rank was then followed by the statement number 2 (ITC breaks down the space barriers of learning). At this point, the findings were in line with Dede (2006) in which he states that ITC tools or devices can assist teacher in continuing their professional development as ICT tools are more transferable, storable, and widely accessible.

Table 1. Benefits of Using ICT in Continuous Professional Development

ICT Uses in Continuing Professional Development	SA	A	N	D	SD
ITC is used to save time and cost	68.75%	25.00%	6.25%	-	-
ITC breaks down the space barriers of learning	43.75%	31.25%	18.70	6.25%	-
ITC allows teachers to communicate with the other member of the same profession	18.75%	37.50%	31.5%	12.00%	-

However, Table 1 also revealed that in statements number 3 (ITC allows teachers to communicate with the other) it seemed that some of the respondents or teachers were on the neutral (31.5%) and disagree (12%) side. It indicates that the teachers mainly used ICT as a means of learning instead of using it for the purpose of communicating their professional development progress with other fellow teachers. Referring to this finding, Olalere and Taiwo (2009) have also showed a particularly similar research result. In this case, he found that the teachers under his study were found to mainly choose ICT as a means of learning instead of communicating. This finding also confirms Murray (2013) who points out that ICT devices can wider the educational choices

of the learners including teachers' professional development.

All in all it can be concluded that at this stage the teachers did make positive comments on the use of ICT. They genuinely satisfied with the use of ICT even though the intensity of ICT used itself varies from teacher to teacher.

Teachers' Perception Regarding the Domain Competencies and ICT Uses

The second question of the research was also closely related with the first one in this case this section was aimed to reveal the teachers' perceptions regarding the domain competencies that were mostly studied using ICT tools during the process of continuing professional development. In order to give clear view, the data gained from questionnaires will be depicted in the Table 2.

Table 2. Teachers Domain Competences and ICT Uses

Domain Competencies	SA	A	N	D	SD
Subject Field	43.75%	31.25%	12.5%	6.25%	-
Pedagogical Knowledge	62.50%	25.00%	6.25%	6.25%	-
Self-Awareness	-	-	50.00%	37.5%	12.5%
Learners	-	-	37.50%	50.00%	12.5%
Curriculum	12.50%	18.75%	43.75%	18.5%	-
Careers		37,50%	50%	12.5%	-

From the Table 2 it can be seen that the majority of the respondents showed their strong agreements that subject matters (43.7% on strongly agree) and pedagogical knowledge (62.5% on strongly agree) were perceived as the domain competencies that were mostly enhanced through the use of ICT tools or devices. It is then followed by the teachers' competency on understanding the curriculum, and raising teachers' self-awareness. Interestingly, Table 2 also showed that the teachers' competencies on understanding the learners (12.5% on strongly disagree) and on developing teachers' career advancement (12.5% on strongly disagree) gained pretty low agreement from the respondents. This means

that teachers tended not to develop these competencies through the use of ICT.

In order to get a clear picture of why teachers indicated that sort of tendency, then some data from the interview will be also depicted in this section. Based on the interview results, it was found that all of the teachers admitted that they were eager to seek opportunities to develop their understanding in the area of subject matters and in the area of pedagogical knowledge either as expected from the institution or as mandated by the standardization of the government. In this case, the respondent 1 stated it as follow;

R1: "...every teacher is expected to give their best [in terms of enhancing understanding

related to the subject and pedagogical knowledge]. *Sometimes we need to make adjustment in the way we teach to just sort of fulfil what been asked by the principal [institution] or national examination [government]."*

These findings seem to approve Forde *et al.* (2006) and Frost (2012) as they predicted that pedagogical competency is typically considered as one of the domain competencies that is mostly enhanced through autonomous professional development program. Moreover, during the interviews, the respondents also indicated that they were fully aware that enhancing their pedagogical competency as educator was highly demanded by the institution and by the government in which they are working with. In this case, Forde *et al.* (2006, p. 21) also support it as they states that teacher's professional development is not only meant to be relevant with individual teacher's needs, but it should also meet the needs of the school and of the country. However, regardless of which competency that the teachers concentrated on, ICT tools and devices were used to assist them to develop it. This finding approves Murray (2013). In this case, he states that ICT tools can facilitate teachers' learning autonomy as a part of the process of continuing professional development itself.

Interestingly, one of the crucial competencies, in this case teachers' competency in raising their understanding about the characteristic of the learner, did not gain as high rank as it was expected. This finding seemed to be in contrast with Forde *et al.* (2006, p. 17) who state that raising teachers' understanding about the learners' characteristic is paramount with regard to the individual teacher expertise as an educator. Yet, after clarified to some of the teachers or respondents it was found that they felt much more comfortable to develop this competency through direct approach. This means that they felt much easier and much more approachable to learn about the learners' characteristics by directly having direct communication with the learners themselves or by discussing it with their colleagues in an informal chat rather than to learn it through from other formal resources using ICT tools or devices. One of the teachers explained it as follow:

R1: *"..well I don't know, but I think I know my students more than anyone else, yah.. Chat to*

a friend of mine [her colleague] may help though to know them better."

Respondent 1 above signalled that learners typically had rather unique characteristics, therefore the teachers found it difficult to be learnt through text materials or medias although even if it could be easily reached by the help of ICT tools and devices. In addition, it was also revealed that all of the respondents also indicated a particularly similar perception regarding this issue. In this case, it can be summed that his phenomenon might happen since the teachers themselves preferred to construct and built their own knowledge and competency regarding the students' characteristics based on their direct experience. This findings accorded Richards's and Farrell's (2005, p. 13) theory of the dimension of continuing professional dimension namely self-directed learning.

All in all, it can be inferred that teachers had their own preferences on deciding which competency that they typically leaned through the use of ICT and why. At this point it should also be summed that the teachers generally had an agreement that regardless of which professional competency that they tried to develop, ICT was still considered as having its' own role on this process.

Teachers' Perception Regarding ICT Tools that Are Mainly Used in Continuing Professional Development

As there might be an indication that ICT tools were used for continuing teachers' professional development (Dede, 2006), then it seems also important to also discover what sort of ICT tools that teachers' use during the process of continuing professional development and for what purposes. From the questionnaires, it was found that the teachers typically used variety of ICT tools or devices during the process of continuing professional development. In this case, the clear representation of the findings will be presented in the Table 3.

It is vividly shown in Table 3 that nearly all responses were on the agree side by indicating their beliefs on positive impact of ICT devices use in terms of developing teachers' professionalism. In addition, the respondents came to an agreement that internet (62.5% on strongly agree) was considered to be most useful application in order to gain material or resources needed for their professional development. This finding could

be considered in line with Perraton (2001) in which they stated that educators can always

find learning resources that they need through many tools and devices that are offered by ICT.

Table 3. ICT Tools and Their Uses

ITC devices	SA	A	N	D	SD
Text only	-	37.5%	37.5%	18.75%	6.25%
Audio	12.5%	31.25%	37.5%	12.5%	6.25%
Two-way radio	-	-	56.25%	18.75%	25%
Telephone	37.5%	31.25%	18.75%	6.25%	6.25%
Video	43.75%	25%	18.75%	6.25%	-
Computer-based	56.25%	25%	12.5%	-	-
Internet resources	68,25%	25%	6.25%	-	-
Internet Communications	-	-	43.75%	37.5%	18.75%

The other ICT tool that was mostly used during the process of continuing professional development was computer based learning. The teachers admitted that although there were a lots of community practise that were opened in a form of social media, but they stated that they were not interested to use it in order to assist them to continue their professional development. At this point it can be seen that the use of internet communication devices is greater in neutral (37.5%) to disagree side (18.7%). These findings seemed to be in contrast with Murugaiah *et al.* (2010), in which they found that the respondents in their research mainly used ICT for communicating. This condition may due to the fact that both of the research studies took different research site or context thus different results may also be gained. In this case, Forde *et al.* (2006) clarify that teachers from different context may indeed need different ICT tools during the process of continuing their professional development program.

These findings were further clarified to the teachers through interviews. Some of the teachers confirmed that the internet application or device provided an easy access to many materials and resources that were needed both in order to enhance teachers' understanding about subject field or in order to foster their competency on self-recognition. Moreover, teachers also found it easy to access internet than published materials such as book and module, thus ICT was considered to be very beneficial to be used during professional development program. The respondent's respond can be seen as follow.

R2: *"It has been quite difficult to get access to printed materials in a small city like this. I mean, it is true that many book publishers*

come to school, and offer some textbook, but what they offer are only in a form of students' books. I need other resources to enrich my knowledge about the subject or the profession, therefore I use internet."

Additionally, from the open ended question in the questionnaires, the respondents mainly clarified that ITC tool in a form of video were mostly used as language references (47.5% on strongly agree). They further stated that language teaching required endless practice. Thus, by using video they could have general picture on how the target language was used in authentic contexts. Thus, these findings confirm Murray (2013) and Mayer (2002) in which it is stated that language teachers will definitely need technology to support their understanding of the target language (see also, Hayes, 2014; Lavenberg & Caspi, 2010).

The ICT tool in a form of television set (which was considered as one of the sources to get video recordings) was also commonly used by the respondent in continuing their professional development. They commonly agreed that they got lots of information regarding their profession as professional educators from the news on the television. The information that they got from the television mainly were related with the development of curriculum and issues regarding education system in Indonesia.

Lastly, it can be summed that there was a linear relationship regarding the use of ICT tools and the domain competencies that the teachers tried to develop. This finding is again in line with Perraton (2001) as they state that educators may find learning resources that they need through many tools and devices that are offered by ICT. In order to gather information that teachers can use for the purpose of self-

studying, the teachers mainly agreed that ICT tool in a form of internet connection both from mobile phone and computer devices. Meanwhile, the use of ICT for communicating or gathering information related to social and environmental situation that the teachers were dealing with, mainly the teachers clarified that they mostly used mobile phone and television.

CONCLUSION AND RECOMMENDATION

This research study has examined teachers' perception on the ICT use for continuing professional development. The data gained had clearly shown that the teachers generally indicated positive comments about the use of ITC in continuing their professional development. They genuinely satisfied with the use of ICT even though the intensity of ICT used itself varied from teacher to teacher. Mainly teachers believed that the main uses of ICT in the process of continuing professional development program was in a form of gathering information for self-study and for communication.

Additionally, it was also found that there was a linear relationship regarding the use of ICT tools and the domain competencies that the teachers tried to improve. In this case, ITC tools and applications such as internet, computer and video were perceived to be useful in developing their understanding regarding the subject study as well as the pedagogical content knowledge. On the other hand, mobile phone and television were perceived to be very beneficial in developing their understanding about the curriculum and education system of their country.

Finally, there are two major recommendations that are intended for EFL teachers and future study. First, for EFL teachers, as the importance of continuing professional development has been widely known, then it is expected that teachers can allocate good amount of time, effort and commitment in order to conduct it. Teachers should also put into a good use every resource available, including ICT tool or devices, in order to forge their identity as professional teachers. And second, for the future research it is expected that they can conduct reserach involving larger respondents so that the result can be generalized to all teachers. Moreover, depicting the use of ICT in formal face-to-face training program may also be very beneficial so

that it could enrich our view on the use of ICT for continuing professional development.

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