

Asri Purnamasari, 2023

Volume 4, pp. 01-18

Received: 26th July 2021

Revised: 05th September 2022, 07th December 2022, 05th January 2023

Accepted: 09th January 2023

Date of Publication: 16th January 2023

DOI-<https://doi.org/10.20319/dv4.0118>

This paper can be cited as: Purnamasari, A., (2023). Continuing Professional Development (CPD): How In-Service EFL Teachers See Mentoring as A Relevant Technique. *Docens Series in Education*, 4, 01-18.

This work is licensed under the Creative Commons Attribution-Noncommercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD): HOW IN-SERVICE EFL TEACHERS SEE MENTORING AS A RELEVANT TECHNIQUE

Asri Purnamasari

*S.Pd., M.Ed. in TESOL, Assistant Professor, English Language Education Study Programme,
Faculty of Letters and Languages, Christian University of Indonesia, Jakarta, Indonesia*

*Asri.purnamasari@uki.ac.id
Asri.purnamasari@gmail.com*

Abstract

Mentoring has been widely applied to professional development practices in many areas, including education. In Indonesia, mentoring has not been implemented as a way of collaborative CPD for EFL teachers. In the United Kingdom, for instance, mentoring has become one of the required ways for teachers to learn from each other and support other teachers. By using a qualitative exploratory study, teachers' views toward mentoring as a relevant technique to in-service EFL teachers will be explored. The data was collected by using a semi-structured interview to investigate in-service EFL teachers. The findings showed different participants' views on mentoring as a relevant technique to in-service EFL teachers' CPD. Most of the teachers found that mentoring would benefit experienced teachers to refresh and update their practices, as well as support novice teachers. It is also found that mentoring could give mutual benefits for EFL teachers who teach in different institutions and places. However, this study found that mentoring at the same time has some limitations related to the

need for professional teachers to become mentors. Moreover, teachers are already busy with teaching and administrative stuff. Thus, some recommendations related to further study for the implementation of mentoring as a relevant technique to in-service EFL teachers' CPD are presented.

Keywords

Continuing Professional Development, Professional Development, In-service EFL Teachers, Mentoring

1. Introduction

According to Richards and Farrell (2005), teachers need to develop their roles and responsibilities to find professional rewards in language teaching and have longer-term career growth. However, it is found that many teachers lack opportunities to develop their skills, knowledge, and competencies, as the teachers need to learn from other teachers as well as experts in their field. Thus, schools and other educational institutions are responsible for the provision of such opportunities over time. Head and Taylor (1997) state, after several years of teaching, it is common for teachers to feel that they need a fresh impetus to help them keep teaching and developing. However, the question remains as to whether a sustainable CPD program with less cost, can be implemented.

In this way, mentoring provides opportunities for teachers to take control of their CPD. Moreover, teachers need support whenever they face rapid changes in language teaching as the result of new educational paradigms, trends, and some challenges faced by schools and institutions related to curriculum, national tests, and student needs changes (Richards and Farrell, 2005). Increasingly, teachers need CPD activities, which give them opportunities to update their professional knowledge and skills. Thus, could mentor as a collaborative way of pursuing CPD suit teachers' needs in Indonesia? This study tries to find out EFL teachers' views on the benefits and drawbacks of mentoring as a relevant technique to in-service EFL teachers' CPD. It is hoped that this study will address the dearth of literature on mentoring and provide a better understanding of how mentoring works for in-service EFL teachers' CPD.

2. Literature Review

This chapter explores literatures related to Continuing Professional Development (CPD) for in-service EFL teachers. There are four main sections in this chapter, which focus on the concept of continuing professional development (CPD), the aims of pursuing continuing

professional development (CPD), the approaches to continuing professional development (CPD), and CPD for in-service EFL teachers in Indonesia.

2.1. The Concept of Continuing Professional Development (CPD):

There has been debate about specific definitions of Continuing Professional Development (CPD), In-service Education and Training (INSET), Teacher Development (TD), or Professional Development (PD) referring to teachers' activities to advance their knowledge and teaching skills (Bailey *et al.* 2001; Craft, 1996; Day, 1999; Dean, 1993; Kydd *et al.* 1997; Lange 1990; & O'Sullivan *et al.*, 1988). Glover and Law (1996) add that the meaning and use of these terms are influenced by the rapid nature change of development practice and process, thus no single and agreed definition exists (p.2). This research will utilize the term CPD to relate to the ongoing development of teacher knowledge and skills.

Lange (1990) states that the term CPD is used to define a process of teachers' continual intellectual, experiential, and attitudinal growth. Therefore, CPD may occur in pre-service and in-service teacher training programs and may also happen before or throughout a career as teachers to keep improving, using, adapting, and applying their teacher knowledge. According to Richards and Farrell (2005), CPD provides a longer-term goal to help develop teachers' understanding of teaching as well as their profession as teachers. There are many activities, which are helpful to help teachers after they finish their initial training. As Craft (1996) explains, professional development in a broad sense covers all forms of learning undertaken by experienced teachers from courses to private reading to job shadowing, and in a narrower sense covers professional courses. Furthermore, Freeman & Richards (1996) identify the nature of CPD related to some conceptualization of teacher learning which led to different approaches to teacher education and CPD including teacher learning as skill learning, as a cognitive process, as personal construction, and as reflective practice.

Head and Taylor (1997) and Craft (1996) state that teacher development means change and growth which is drawn on the teacher's own inner resource and focuses on personal awareness of some possibilities for change and some factors that influence the change process. The inner sources relate to experience, attitudes, and capabilities, which are influenced by the context of teaching. Thus, to know the inner sources, teachers need to develop self-reflection. As Head and Taylor (1997) state, teacher development is a self-reflective process where it is done 'through questioning old habits that alternative ways of being and doing are able to emerge'. Indeed, at the heart of professional development are 'choice, trust and honesty, mutual and reciprocity, better teaching and learning, and the judgemental/developmental distinction (Bailey *et al.*, 2001). However, to learn subject-matter knowledge, pedagogical expertise, and

understanding of curriculum and materials teachers require more support beyond personal and individual reflection (Richards and Farrell, 2005). Therefore, a way of gaining CPD through collaboration/cooperation is important for teachers, which will be explored in the next section. Day (1991) summarises the factors contributing to the quality of professional learning as follows:

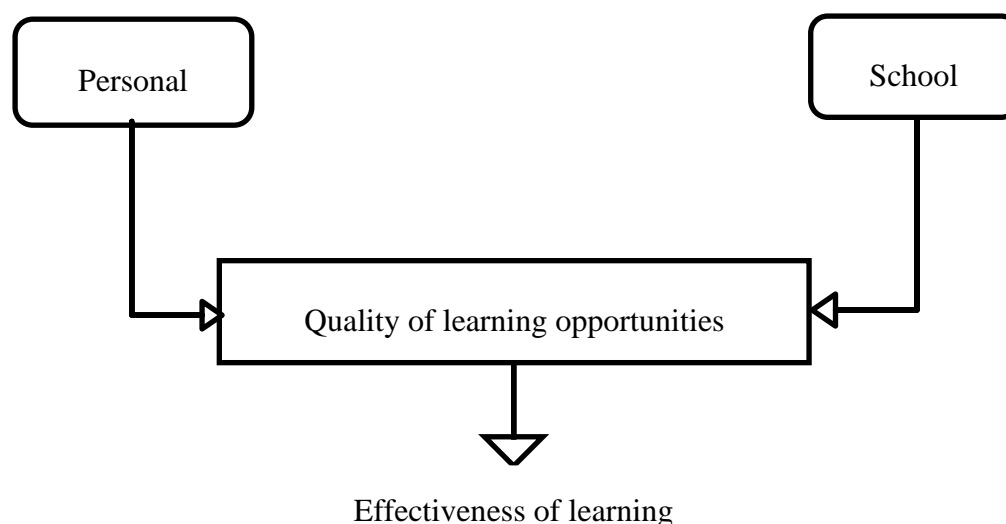


Figure 1: *Factors Contributing to The Quality of Professional Learning*
(Source: Based on Day (1991))

This figure shows the importance of school culture and also individual's learning attitudes and value preferences to create opportunities in pursuing quality learning in order to achieve effectiveness. CPD is held based on the institutions and the teacher's personal goals, or a mix of these goals to achieve personal growth and improve departmental performance.

2.2. The Aims of Pursuing Continuing Professional Development (CPD)

In many cases, the teaching situation may remain unchanged, while the situation and conditions around change quickly. As Bailey *et al.* (2001) and Edge & Keith (1993) put forth, change is one aim of pursuing CPD since the world around changes rapidly and government regulations or policies change unpredictably. These changes affect how experienced and novice teachers learn about their teaching, as novice teachers and experienced teachers are different in the way they relate to their context, conceptions, and understanding of teaching (Tsui, 2003). Richards and Farrell (2005) add that teachers' knowledge and skills, in some cases, become outdated and incongruent with students and school needs after they have been teaching for a period of time.

Participation in CPD, it is argued, is necessary to avoid such negative scenarios. Through CPD, teachers can increase their knowledge in their context and understand more that knowledge is their power: by increasing teacher knowledge, they will increase their power in

their career and also their lives. Thus, the word ‘empowerment’ may be used more often in conjunction with CPD opportunities. Empowerment is ‘working out our own way forward, based on our own understanding’ (Edge & Keith, 1993). In addition, ‘participating in appropriate CPD opportunities can lead to both empowerment and inspiration, continued professional growth and excitement can also help us to combat negativity in our teaching contexts’ (*Ibid*, p.7). The importance of sharing these experiences may indeed be a springboard for CPD and new knowledge. As Freeman (1992) has reflected, ‘the process of articulation – making the tacit explicit – brings into play new discourse and with it, different ways of conceptualizing teaching’.

By having the chance of contributing to CPD, teachers may have a chance to share their teaching experiences, obstacles, and success with other teachers, thus the teachers will not feel isolated and have the problems alone. Lortie (1975) recognized that ‘if teachers participate in socially based CPD opportunities, such as conferences, workshops, and teacher research teams, etc., they will have the opportunity to meet like-minded people, who are themselves actively seeking CPD experiences’ (p.10).

2.3. The Approaches to Continuing Professional Development (CPD)

CPD can be achieved either individually or collaboratively or both individually and collaboratively (Bailey *et al.*, 2001; Richards and Farrell, 2005). For the activities, Bolam (1993) states that CPD components are professional training through short courses, conferences, and workshops which largely focus on practice and skills, professional education through longer courses or secondments which focus on theory and research-based knowledge, and professional support which provide job-embedded arrangements or procedures.

In more detail, Craft (1996) states that some methods to gain CPD are action research, self-directed study, using distance-learning materials, receiving on-the-job coaching, mentoring or tutoring, school-based and off-site courses of various lengths, job-shadowing and rotation, membership of a working party or task group, teacher placement, personal reflection, experiential ‘assignments’, and collaborative learning. According to Glover and Law (1996), some activities and strategies for CPD are short courses, conferences, long courses, professional development days or training days, group activities, critical friendships, distance learning developments, observation, work-shadowing, and mentoring. However, it is considered that some differences exist between training and development as follows (Woodward 1991):

Table 1: *Differences Between Teacher Training and Teacher Development*

Teacher training	Teacher development
Compulsory	Voluntary
Competency-based	Holistic
Short term	Long term
One-off	On-going
Temporary	Continual
External agenda	Internal agenda
Skill/technique and knowledge-based	Awareness-based angled toward personal growth and the development of attitudes/insights
Compulsory for entry into the profession	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
This means you can get a job	This means you can stay interested in your job
Done with experts	Done with peers

(Source: Based on Woodward (1991))

Thus, Head and Taylor (1997) argue it is more useful to see training and development as complementary components in teacher education, which influence external knowledge and internal insight as individual and collaborative CPD.

In individual CPD, teachers are responsible for managing and controlling their own learning by setting up their goals (Richards and Farrell, 2005). Some individual CPD activities according to Bailey *et al.* (2001) are ‘self-awareness and self-observation, the practice of reflective teaching, the process of keeping a teaching journal and writing an autobiography, and the experience compiling a teaching portfolio.

Some individual CPD activities can also be done collaboratively such as reading one another’s journals and teaching portfolios, watching videotapes of team teaching, conducting action research, reading or writing case studies, learning a language, and being videotaped while teaching (Bailey *et al.*, 2001). However, from these individual CPD activities, which for some can also be implemented collaboratively, Bailey *et al.* (2001) argue that ‘these processes become more powerful tools for professional development when their results are shared or when they are practiced collaboratively with trusted colleagues’ (p.11). Therefore, collaborative CPD is more recommended when serving some activities such as peers’

observation, mentoring, coaching, and team teaching (Bailey *et al.*, 2001), which need one or more colleagues to work with. Moreover, collaborative CPD enhances individual learning and provides collective goals of the institution as the learning community (Richards and Farrell, 2005). Teamwork is also emphasized by Brody & Davidson (1998) from the perspectives of building relationships and a sense of professional responsibility: ‘grounded in the human moral and social capacity to take the position of the other through numerous forms of reciprocity, mutuality, and give and take’. Clearly, these are worthy CPD goals.

Finally, Pitton (2006) states CPD does not happen only by attending training sessions to learn and implement new ideas or concepts, but CPD happens when teachers practice, evaluate, and adjust new skills before applying certain ideas in the classroom. By having opportunities to share teaching experiences and approaches to new ideas with other teachers, teachers could learn beyond training (Evertson & Smithey, 2000; Fideler & Haselkorn, 1999). Thus, this CPD could be achieved by doing mentoring where teachers can integrate their efforts to use a new idea, an integrated, personalized approach with what they already know and do. This process includes reflective, systematic thinking about teaching and learning which helps mentees become problem solvers who can monitor and adjust their teaching to support their students’ learning (Feiman-Nemser, 2003; Gilbert 2005). To gain continued learning and to put any skill into practice, educators need to talk to other teachers, hear differing ideas, and reflect on their own approaches (Schon, 1990).

2.4. CPD for in-Service EFL Teachers in Indonesia

There are some teachers’ CPD activities, which are followed by in-service EFL teachers. The CPD for in-service EFL teachers of secondary schools varied, from mandatory CPD to voluntary CPD. Most of the programs, they follow, are short-period training sessions. Richards and Farrell (2005) state that teacher training focuses on the present responsibilities of teachers and is held over a short time with immediate goals. The training sessions are conducted by the education department of their area in some places near their schools during the term periods. The topics of the training are based on current issues from the government related to the improvement of three parts of teacher knowledge. This firstly includes professional knowledge about language, language learning, and language teaching. The second part is procedural knowledge and the third part is personal knowledge.

Other CPD sessions held for teachers in Indonesia are MGMP (Musyawarah Guru Mata Pelajaran or Subject-Matter Teachers Forum) where the teachers with the same teaching background meet and gather in a relatively short period (Limantoro, 2004). This MGMP is held by the government or educational department at the district level and is aimed to help teachers

develop teaching and learning materials from an administrative perspective – lesson plan and semester or yearly programs (Sumintono, *et al.* (2012). By doing MGMP, teachers have the chance to share their knowledge with other teachers from the same subject of teaching to improve their professionalism and also help them update some issues related to curriculum, evaluation, teaching methods, and learning materials (see MGMP program in Appendix 13). However, the intensity of the MGMP forum is only as a regular professional learning community and has sadly been proven ineffective in helping teachers improve their teaching skills and competencies (Sumintono, *et al.* (2012).

Another informal CPD activity followed by EFL teachers includes involvement at committees in some ELT events. They can become leaders and adjudicators for some ELT competitions, which are held in schools or education departments of the regency. The experiences of joining informal CPD activities give teachers chances to add more certificates as requirements for obtaining certifications or level improvement.

Teacher certification is the biggest teacher CPD program in Indonesia. Since 2007, teacher professional certification has been held to improve the quality of teachers as well as to double teachers' salaries for their welfare (Jalal *et al.*, 2009; Kuswandono, 2013). The certification program is mandated by Law on Teachers and Lecturers, Number 14, 2005 (Jalal *et al.*, 2009). The prior teacher certification program which has goals to improve the quality of teaching service tended to be piecemeal and ineffective, thus some changes have to be brought by the law (Fahmi *et al.*, 2011; Jalal *et al.*, 2009; Ree *et al.*, 2016; Triyanto, 2012). It proves this professional certification, which is popular amongst teachers, leads them to fulfill all requirements for the certification in order to obtain increased remuneration without focusing on the real CPD they need to acquire.

3. Methods

This study would like to answer the question of to what extent in-service EFL teachers see mentoring as a relevant technique to their CPD in Indonesia. This study is based on a qualitative inquiry and interpretative paradigm or constructivist worldview (McKay, 2006). The qualitative inquiry seeks to understand individuals' views on the world (Bell, 2010). It is therefore practitioner research, which is known as a natural setting (Cohen, 2000; Robson, 1993; Wallen and Fraenkel, 2001). Therefore, the social context in which the study event appears is important (Neuman, 1994).

This qualitative study is an exploratory activity (Wellington, 2000, p.133) and it is shaped by an interpretation process (Denscombe, 1998; Denzin and Norman, 2000). As Creswell (2014) states, qualitative research is ‘the approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem’ (p.4). Allwright (2005) defines Exploratory Practice (EP) as an indefinitely sustainable way of language teaching and learning, to develop an understanding of life in language. In particular, this study attempts to make sense of the collected data, question them, and generate new insights from them (Wellington, 2000) to make them understandable (Neuman, 1994).

In this study, the participants are in-service EFL teachers who have professional experience in teaching English. They are from the researched context and experienced the researched event. Furthermore, participants have the chance to give further information about the data needed in order to gain a deeper understanding (Neuman, 1997). The sample is also identified based on a sample of convenience in which a selected group is in some way representative of the larger population (McKay, 2006). In this study, the participants consist of 5 in-service EFL teachers who have been teaching English to secondary schools in Indonesia.

In this study, a semi-structured interview is used to collect data. The data analysis process in this study is based on a manual way in which data is marked and manipulated on paper (Coffey and Atkinson, 1996; Richards, 2003) as an inductive analysis (Wallen and Fraenkel, 2001). The data collected from open questions in interviews were coded before they were reflected on, categorized, and generated into concepts and themes (Coffey and Atkinson, 1996; Richards, 2003).

4. Results and Discussion

The findings are presented, analysed, and discussed based on research questions and the key findings presented are referenced back to the literature review. Based on the headings as the themes, the findings from questions in the interview are grouped and coded together. However, there are some findings, which are only presented by only one set of data from the interview. The qualitative data gathered from open-ended questions in semi-structured interviews are presented to address the research questions with supporting evidence from the respondents. For confidentiality, the names of participants are changed to pseudonyms.

4.1. Participants’ Views on Mentoring as a Relevant Technique to In-Service EFL Teachers CPD in Indonesia

Through interview sessions answered by all participants, some views on mentoring are found and then discussed in conjunction with the relevant literature. Most of the participants agree that mentoring would be suitable to be implemented as CPD for EFL teachers in Indonesia. There are some benefits as well as drawbacks to be considered in relation to the relevance of implementing mentoring as CPD in Indonesia.

4.1.1. The Benefits of Mentoring: From the teachers' point of view, mentoring would benefit teachers by giving them a chance to engage in CPD. In addition, they believe mentoring gives a chance for experienced teachers to refresh and update their practices, while the new teachers, by having mentoring schemes, feel more confident with the knowledge of approach, method, and techniques in teaching as well as feel more accepted to their working society. This is in accordance with what Bullough & Draper (2004) and Marable & Raimondi (2007) state in Chapter 3 session 3.3.2 related to emotional well-being. Tc2 adds 'mentoring will become more effective than training sessions since mentoring comes from teachers' needs while training sessions are held without any specific focus on teachers' needs. Thus, mentoring will give teachers support and is largely appreciated.

Based on their views, mentoring offers mutual benefits for both mentor and mentee, especially if the teachers come from different institutions. However, relating to best practices, mentoring schemes between teachers from the same context will give more benefits (Hudson, 2012). By having mentoring schemes, there will be the chance to develop teachers' pedagogy and cognitive competence and then blended new skills with mentor roles as facilitator, consultant, and coach.

Mentoring is also a way for EFL teachers to keep using English where English is not used in their daily life. As Tc1 states 'the focus of mentoring for experienced teachers is English competence and to develop English using habits in teachers' teaching practice and daily life as the development of their English competence.' As McIntyre & Hagger (1996) and Lindgren (2005) state, mentoring improves professional knowledge and skills base.

4.1.2. The Drawbacks of Mentoring: Through interview sessions, teachers see some drawbacks of mentoring coming from the need of teachers who are professional to be mentors in the same subject in the same schools; however, there are many schools, which have only one teacher for each subject. Thus, Tc4 states that 'mentoring needs other professionals from other schools or regions to be mentors or mentees for the teacher who teaches alone for the same subject – English in their school'. Mentoring also faces some difficulties since role models are needed and not all teachers can be role models without adequate mentoring experience and training (Hobson and Malderez, 2013).

From the teachers' perspective, the first mentoring drawback is likely to be the limited time to conduct a needs analysis before the mentoring scheme takes place. As a result, the mentors can just believe in what Hobson (2003) states as a 'proceduralist-apprenticeship' rather than an 'understanding-oriented' approach.' Thus, mentoring will be a long process that needs to be completed by both mentor and mentee, while as Tc5 states 'the mentor and mentee are busy with their teaching to design some materials, fulfill administration, and do the curriculum'. Moreover, Tc3 adds 'some people are very smart but have difficulty in sharing knowledge with others, thus, the mentoring scheme will become a new challenge'.

Related to the drawbacks of mentoring, the participants may encounter 'judgementoring' Hobson and Malderez (2013). From the teachers' point of view, mentoring can create a superior-inferior dichotomy between mentor and mentee. As Tc1 states 'mentoring can cause a toxic culture in schools when the mentor in the schools share the minimal practices to be a bad practice which can affect the novice teachers or other teachers in their future practices. Thus, the most important way to avoid these drawbacks is by having quality preparation and careful selection of mentors (Hobson et al., 2009).

4.2. Some Issues Addressed for Mentoring As CPD

There are several issues addressed for mentoring as CPD, which are found through answering interview questions. These issues exist in the Indonesian context and could affect the future implementation of mentoring based on participants' views. The issues are divided into cultural, geographic, economic, educational policy, and technological factors.

4.2.1. Culture: From the participants' views it is found that related to cultural issues, mentoring should consider some aspects so that potential pitfalls can be avoided. First of all, Indonesia is a part of Asia countries that have Asian characteristics, as Tc1 states 'Indonesia is Asian culture which is collective and sees the most important thing is being good, thus if there are problems, we usually hide and do not follow up the problems, then the problems will be kept without any solutions.' Tc3 rightly draws attention to how mentoring may be easy to initially introduce but rather more challenging to maintain the momentum:

Indonesian people love to follow trends, whenever people mentor; all people want to do it. Then, they become bored with the same thing. Therefore, if mentoring is done, the program should be creative and full of variations, for example mentoring is held in a semester with the same mentor and mentee, then for the next semester, they change their mentor and mentee and also develop their scheme based on the goals.

Second, Indonesia has different ethnic groups and backgrounds, which creates various characteristics among the people. As Tc2 states 'since Indonesia is a large country with different cultures thus mentoring which is applied in Java will not easily be implemented in other areas because of different characteristics of the people, but mentoring evaluation and sustainability should always be implemented.

Third, Indonesian people in different areas have different mindsets and viewpoints related to education and having higher education. Tc1 warns:

'For parents in Indonesia, especially in small areas, education is not really important. They haven't had awareness of the importance of supporting their children to go to schools for their future. Thus, many students do not have the enthusiasm to study hard, because what they want is just to finish their studies without any benefits for gaining higher education.'

Fourth, in relation to choosing mentors, the problem might come from some old views, which still exist, such as what Tc3 states 'people's mindset about old understanding thought that becoming a mentor means giving what they have so that the mentor will lose their power'. Then, Tc5 highlights the following: 'Indonesian culture about juniors having to respect seniors will become a challenge to choose mentors. Thus, mentors should be a senior, older, and higher level but have to prevent seniority and inferiority'. However, this should not pose a significant barrier if the teachers focus on developing their competence to fulfill their function as teachers.

4.2.2. Geography: Regarding geographic issues, mentoring needs to consider the large areas of Indonesia, which consist of around 17,000 islands. Tc3 states:

'If mentors and mentees are from the same place, they can be efficiently and effectively doing the mentoring. However, if the mentor stays in a big city, then the mentor in a small city, will find some difficulties in doing the mentoring, especially to meet and have a discussion. Moreover, if communication and transportation is very difficult to reach each other

Then, related to the geographic impact on teachers' development, teachers who teach in cities usually gain easier access to new development compared to teachers who dedicate themselves to small areas. As Tc5 states, 'in small areas of Indonesia, teachers are usually left behind and cannot follow the development of the country'. Then, Tc4 proposes the following:

'Since Indonesia has different geographical contexts, I think mentoring should be a need-based practice. It means, there should be a research or survey to find out the needs of a particular school, so that the mentoring program can supply mentors

who are good in the particular subject'. Then, for Indonesian teachers, whenever the mentors come from outside their region which is more reputable, they will listen to those people rather than people who come from the same region'.

4.2.3. Economic Issues: The issues related to economic aspects are the money needed to run mentoring schemes as teachers need money for their transportation, accommodation as well as the place to run mentoring programs. As Tc2 states, 'mentoring needs support from the government so that the program will be run well'.

Second, teachers' income in Indonesia is considered low, thus activities, which can help them improve their income, are important. Tc2 also highlights the role of the government and subsequently schools in promoting and funding mentoring as CPD to ensure its success and ultimately continue to develop the country.

4.2.4. Educational Policy: There are many educational policies, which need to be addressed before implementing mentoring in Indonesia. From the teachers' viewpoint it is found that in Indonesia, every territory has its own education policy because of regional autonomy. Thus, the academic calendar, educational program, and curriculum from every region will be different, even in one district. Therefore, mentoring has to be very specific to the mentees' needs in a certain context.

From teachers' views, it is found the implementation of mentoring between different schools is possible and appropriate, but institutional differences need to be borne in mind. Tc4 states that 'some schools are open to doing mentoring but some schools might have their own rules to receive mentors from outside their schools, so it depends on the schools' policy'. More alarmingly, Tc2 emphasizes the barriers to successful implementation:

'In Indonesia, teachers are helpless and not empowered because of educational policy. They have to follow all changing policies, especially curriculum, and without power so that they just follow the policy without any goals and only to fulfill their obligation and get certificates. Thus, the CPD is not acquired and there is no critical thinking.'

4.2.5. Technology: Tc1 'in Indonesia, many teachers – especially experienced teachers – use technology, such as using video calls if the mentoring scheme is long distance, which can be problematic due to both teacher knowledge and bandwidth issues. Tc2 states, 'many teachers cannot use email, video call, and Skype; they can just open some websites, and many of them can even use computers or laptops for the basic functions only such as windows office'. However, based on the results, it is found that all participants still see mentoring, as CPD would be easy to implement for teachers in Indonesia. Then, they also think about the possibility of mentoring as a CPD implementation for teachers in Indonesia.

5. Conclusions and Recommendations

In conclusion, this study has attempted to find out different in-service EFL teachers' views on mentoring as a relevant technique to their CPD in Indonesia. By having some results on the benefits and drawbacks of mentoring based on participants' views, it shows that the roles of schools and government are really important. As the results show that MGMP and certifications are not wholly effective in supporting teachers to engage with CPD. Teachers still face many difficulties to gain CPD opportunities based on their real needs. Then, the implementation of mentoring schemes can be conducted with appropriate activities, which the mentor and mentee choose to be implemented. Through a small group of 12 participants and the limited time for conducting this research, the views of the in-service EFL teachers regarding mentoring as a relevant technique to their CPD could give a wide understanding of the implementation of mentoring in Indonesia. With the limitation, which is from the small group of participants, this research may offer valuable input and reflection on teachers' CPD. It is hoped that this study will help teachers to keep implementing their CPD and see mentoring as one relevant technique to be applied in their practices.

REFERENCES

- Allwright, D. (2005). Developing principles for practitioner research: The case of exploratory practice. *The Modern Language Journal*, 89(3), 353-366.
<https://doi.org/10.1111/j.1540-4781.2005.00310.x>
- Bailey, K., A. Curtis & D. Nunan (2001). *Pursuing professional development: the self as source*. Boston, MA: Heinle & Heinle.
- Bell, J (2010) *Doing Your Research Project*. (5th ed.). Berkshire: Open University Press.
- Bolam, R. (1993) 'Recent developments and emerging issues', in *The Continuing Professional Development of Teachers*, London: General Teaching Council for England and Wales.
- Brody, C. M., & Davidson, N. (Eds.). (1998). *Professional development for cooperative learning: Issues and approaches*. New York: State University of New York Press.
- Bullough, R. V., Jr., & Draper, R. J. (2004). Making sense of a failed triad: Mentors, university supervisors, and positioning theory. *Journal of Teacher Education*, 55(5), 407-420. <https://doi.org/10.1177/0022487104269804>

- Coffey, A. & Atkinson, P. (1996). *Making Sense of Qualitative Data: Complementary Research Strategies*. Thousand Oaks, California: Sage Publications.
- Cohen, L. (2000). *Research Methods in Education* (5th ed.). New York: Routledge
- Craft, A. (1996) *Continuing Professional Development: A Practical Guide for Teachers and Schools*. London: Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage publications
- Day, C. (1991) *The Professional Learning of Teachers in Primary Schools and the Devolution of In-Service Funding*, Nottingham: University School of Education.
- Day, C. (1999) *Developing Teachers: The Challenges of Lifelong Learning*. London: Falmer Press.
- Dean, J. (1993) *Professional Development in School*, Buckingham: Open University Press.
- Denscombe, M. (1998). *The Good Research Guide for small-scale social research projects*. Buckingham: Open University Press.
- Denzin, Y. & Norman, K. (2000). *Handbook of Qualitative research* (2nd ed.). Thousand Oaks, California: Sage Publications.
- Edge, J., & Keith, R. (eds.). (1993) *Teachers develop teachers' research: Paper on classroom research and teacher development*. Oxford: Heinemann International.
- Evertson, C., & Smithey, M. (2000). Mentoring effects on proteges classroom practice: An experimental field study. *Journal of Educational Research*, 93(5), 294-304.
<https://doi.org/10.1080/00220670009598721>
- Fahmi, M., Maulana, A., & Yusuf, A. A. (2011) *Teacher Certification in Indonesia: A confusion of Means and Ends*. Centre for Economics and Development Studies (CEDS): Padjadjaran University.
- Feiman-Nemser, S. (2003). What new teachers need to learn? *Educational Leadership*, 60(8), 25-29.
- Fideler, E., & Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Belmont, MA: Recruiting New Teachers.
- Freeman, D. (1992) Language teacher education, emerging discourse, and change in classroom practice. In John Flowerdew, Mark N. Brock, and Sophie Hsia (eds.), *Perspectives on second language teacher development*. Hong Kong: City Polytechnic of Hong Kong. 1-21.
- Freeman, D., & Richards, J. C. (Eds.). (1996). *Teacher learning in language teaching*. New York: Cambridge University Press.

- Gilbert, L. (2005). What helps beginning teachers? *Educational Leadership*, 62(8), 36-39.
- Glover, D., & Law, S. (1996) *Managing Professional Development in Education*. London: Kogan Page Limited.
- Head, K., & Taylor, P. (1997) *Readings in Teacher Development*. Oxford: Macmillan Publishers Limited.
- Hobson A (2003) *Mentoring and Coaching for New Leaders*, Nottingham: National College for School Leadership
- Hobson, A.J. & Malderez, A. (2013) Judgementoring and other threats to realising the potential of school-based mentoring in teacher education. *International Journal of Mentoring in Education*. 2(2), 89-108. <https://doi.org/10.1108/IJMCE-03-2013-0019>
- Hobson, A.J., Ashby, P., Malderez, A., & Tomlinson, P.D. (2009) *Mentoring Beginner Teachers: what we know and what we don't*. Teaching and Teacher Education. <https://doi.org/10.1016/j.tate.2008.09.001>
- Hudson, P. B. (2012) How can schools support beginning teachers? A call for timely induction and mentoring for effective teaching. *Australian Journal of Teacher Education*, 37(7), pp. 70-84. <https://doi.org/10.14221/ajte.2012v37n7.1>
- Jalal, F., Samani, M., Chang, M. C., Stevenson, R., Ragatz, A. B., & Negara, S. D. (2009) *Teacher Certification in Indonesia: A Strategy for Teacher Quality Improvement*. Jakarta: Ministry of National Education and World Bank.
- Kuswando, P. (2013) *The journey of becoming a teacher: Indonesian pre-service teachers reflecting on their professional learning*. Monash University: Faculty of Education
- Kydd, L., Crawford, M., & Riches, C. (eds) (1997) *Professional Development for Educational Management*, Buckingham: Open University Press.
- Lange, D. E. (1990). A blueprint for teacher development. In Jack C. Richards and David Nunan (eds.), *Second Language Teacher Education*. New York: Cambridge University Press. 245-268.
- Limantoro, S. W. (2004). The feasibility of establishment of an English language teacher training centre: Problems and prospects. *Paper presented at the 52nd TEFLIN International Conference*, Palembang, 7-9 December.
- Lindgren, U. (2005). Experiences of beginning teachers in a school-based mentoring programme Sweden. *Educational Studies*, 31(3), 251-263. <https://doi.org/10.1080/03055690500236290>
- Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.

- Marable, M.A., and Raimondi, S.L. (2007). Teachers' perceptions of what were most (and least) supportive during their first year of teaching. *Mentoring and Tutoring* 15, no. 1: 25- 37.
- Mcintyre, D., & Hagger, H. (1996). *Mentors in school: Developing the profession of teaching*. London: David Fulton.
- McKay, S. (2006). *Researching Second Language Classroom (ESL & applied linguistics professional series)*. Mahwah, NJ: Lawrence Erlbaum.
<https://doi.org/10.4324/9781410617378>
- Neuman, W. L. (1994). *Social Research Methods: Qualitative and Quantitative Approaches (2nd ed.)*. Boston, London: Allyn and Bacon. <https://doi.org/10.1557/PROC-339-483>
- Neuman, W. L. (1997). *Social Research Methods*. (3rd ed.). Needham Heights: Allyn & Bacon.
- O'Sullivan, F., Jones, K., & Reid, K. (1988) *Staff Development in Secondary Schools*, London: Hodder and Stoughton.
- Pitton, D. E. (2006). *Mentoring Novice Teachers: Fostering A Dialogue process*. California: Corwin Press.
- Ree, J. D., Muralidharan, K., Pradhan, M., & Rogers, H. (2016) *Double for Nothing? Experimental Evidence on the Impact of an Unconditional Teacher Salary Increase on Student Performance in Indonesia*. Jakarta: Ministry of National Education and World Bank.
- Richards, J. C. & Farrell, T. S. C. (2005). *Professional Development for Language Teachers: Strategies for teacher learning*. New York: Cambridge University Press.
<https://doi.org/10.1017/CBO9780511667237>
- Richards, K. (2003). *Qualitative Inquiry in TESOL*. New York: Palgrave MacMillan.
<https://doi.org/10.1057/9780230505056>
- Robson, C. (1993). *Real World Research*. Oxford: Blackwell Publishing.
- Schon, D. (1990). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Sumintono, B., Said, H., & Mislán, N. (2012). Constraints and Improvement: A Case Study of Indonesia's International Standard School in Improving Its Capacity Building. *Journal of Education and Learning* 6(1), 22-31.
<https://doi.org/10.11591/edulearn.v6i1.187>
- Triyanto (2012) Improving Teacher Professionalism through Certification Program: An Indonesia Case Study. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering* 6(7)

Tsui, A. B. M. (2003). *Understanding expertise in teaching: Case studies of ESL teachers*.

New York: Cambridge University Press.

<https://doi.org/10.1017/CBO9781139524698>

Wallen, N. E. & Fraenkel, J. R. (2001). *Educational Research: A guide to the process (2nd ed.)*. Manwah, NJ: Lawrence Erlbaum Associates.

Wellington, J. (2000). *Educational research: Contemporary issues and practical approaches*.

London: Continuum Publishing Co.

Woodward, T. (1991) *Models and Metaphors in Language Teacher Training*. Cambridge:

Cambridge University Press.