

The EFL Teachers' Perception of Self-Directed Professional Development toward Oral Language Maintenance

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Abstract:

This case study presents an EFL teacher's perception of self-directed professional development aimed to maintain and enhance her oral language proficiency to support her professional growth. Semi-structured interviews were used as the primary guides to extract information concerning EFL teachers' self-directed professional development (PD) activities associated with the maintenance and enhancement of oral language proficiency. The participant of this study was an EFL teacher who experienced oral language attrition and has motivation to maintain her oral language proficiency. Data were analyzed descriptively to result in EFL teacher perceptions of self-directed PD activities that demonstrates a positive attitude towards improving and maintaining her oral language skills as an integral aspect of her professionalism. The result indicated that self-directed professional development activities had a significant impact on the participants' recognition of the importance of maintaining oral language skills. These activities also emphasized the need to continuously improve and enhance their oral language proficiency, highlighting the benefits it brings to both teaching and learning. One specific example mentioned was the participant's engagement in self-directed PD activities using Netflix series, which proved to be highly beneficial for improving linguistic features. These efforts contribute to her long-life growth as a language teacher, enabling her to provide effective language instruction and create an engaging learning environment for her students. The study highlights the importance of self-directed professional development in supporting EFL teachers' language maintenance and the positive impact it has on their professionalism.



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INTRODUCTION

English has become highly significant as an international language in non-Native English-speaking countries. Non-Native English-speaking teachers, including those in Indonesia, who improve and maintain English skill are challenged in terms of their English oral language skills within the school environment. EFL teachers' oral language attrition can

pose challenges for their professional development (Leonard & Bonilla, 2022). It may limit their ability to participate in advanced language training programs, attend international conferences or workshops, or engage in collaborative projects with international colleagues. This can hinder EFL teacher professional growth and limit opportunities for expanding their pedagogical knowledge and skills. Thus, it is crucial to gather empirical evidence on how to sustain and enhance the EFL teachers' oral language skills.

Professionalism emphasizes that professional teachers are those who continuously strive to improve and develop their language knowledge and skills (Al Asmari, 2016). While possessing strong pedagogy competencies is essential for them, another critical aspect is attaining English proficiency. Self-directed professional development involves teachers proactively and independently seeking opportunities to enhance their language knowledge, skills, and practices in education. It emphasizes teachers taking responsibility for their own growth by identifying their learning needs, setting goals, and engaging in activities that align with their specific areas of focus.

To effectively teach English in the classroom, EFL teachers typically require language competencies that encompass content knowledge, teaching skills, and the ability to instruct in English. The oral proficiency of EFL teachers directly impacts their ability to meet these requirements. In essence, the greater one's understanding and command of a language, the better equipped they are to teach it (Richards, 2017). Consequently, global efforts aimed at enhancing the quality of English instruction have emphasized the significance of EFL teachers' language proficiency as a fundamental component of their expertise. The concept of self-directed professional development draws on theories such as adult learning theory, reflective practice, self-directed and transformative learning theory, which highlight the importance of learner autonomy, reflection, and active participation in the learning process.

In recent years, several studies have investigated the issue of language maintenance among English teachers, particularly in Asia and Indonesia. Nugroho et al. (2022) conducted a study focused on EFL teachers' language proficiency as a component of professional development in Indonesia. The findings revealed that EFL teachers are aware of the significance of maintaining and enhancing their English language skills, as well as the benefits this brings to the sustainability of their teaching activities. The study highlighted the need for improvements in the learning process to facilitate the development of better language skills among EFL teachers. Related to this study, Budiharso (2019) revealed the difficulties faced by Indonesian EFL teachers in achieving fluency in oral English skill, primarily due to a lack of opportunities for speaking practice. As a consequence, their mastery of oral English falls short, which can dampen their motivation to engage in speaking practice and hinder their efforts to improve their oral language skills.

Many scholars have been conducted on the topic of EFL teachers' engagement in self-directed professional development, (Alshaikhi, 2020; Gül Zerey, 2018; Lan, 2022; Prasad Bhatt, 2021) revealing numerous benefits and a delicate sense of satisfaction in their profession. Additionally, research studies on the language proficiency of EFL teachers are conducted by (Amiti, 2020; Atmojo, 2022; Budiharso, 2019; Freeman, 2017; Kösal & Ulum, 2019; Nugroho et al., 2022; Tsang, 2017; Uyen, 2022; Włosowicz, 2017) nonetheless, there are indeed advantages to conducting research on this topic, focusing on English learner who have unique approaches to achieving English proficiency, as would contribute to enriching

existing literature. It would be even more valuable if the participant of the study was an EFL teacher. This form of development profits direct effects on personal, professional, and social relationships, diminishing anxiety levels and encouraging motivation among EFL teachers. Furthermore, self-directed professional development centers on enhancing teaching practices, resulting in improved teaching quality and positive student learning outcomes. It also contributes to various facets of teacher professional growth and development. Despite the recognition of the benefits of self-directed professional development activities for addressing challenges faced by EFL teachers. There is a research gap between previous study and current research contributing to the factors of EFL teachers' lack of oral proficiency. In this study it is necessary to gain a deeper understanding of how self-directed professional development can effectively support EFL teachers in improving and sustaining their oral language skills. It is crucial to bridge this gap by exploring ways in which EFL teachers can develop self-directed strategies to enhance their oral speaking skills. Additionally, support systems should be established to address the unique challenges faced by EFL teachers in maintaining and improving their oral language proficiency. Through comprehensive research, practical and targeted approaches can be developed to empower EFL teachers and equip them with the necessary tools and resources for ongoing professional growth in oral language proficiency.

This study focuses on investigating the perceptions of EFL teachers regarding self-directed professional development as a means to enhance their spoken language skills. While there have been several studies discussing this topic, there is a limited amount of research specifically addressing EFL teacher's spoken language maintenance. Furthermore, there is a need for evaluating EFL teachers' language competency. It is important for EFL teachers to assess and reflect on their language proficiency to determine how they can effectively maintain their spoken language skills. In summary, this study aims to provide new insights from EFL teachers who have engaged in self-directed professional development as part of their professional growth. To achieve this goal, the research questions formulated for this study are as follows: 1) What is the perception of an EFL teacher towards self-directed professional development for enhancing her spoken language skills? 2) What are the advantages of engaging in self-directed professional development in relation to spoken language skills?

THEORETICAL SUPPORT

EFL Teachers' Self-Directed Professional Development

Professional development is a long-life effort that is context-specific and guided by standards. It is integrated into teacher daily tasks, with a focus on enhancing learner learning and managed to meet the career growth needs of educators (Beatty, 2000; Day, 1999). The purpose of professional development is to facilitate teachers' learning and enable them to apply their knowledge effectively in the classroom to support learner growth (Smith, 2017). The process of professional development is optimized when it aligns with teachers' goals, district requirements, and student assessments, whether it is driven by individual or societal needs or mandated for teachers (Grangeat & Gray, 2007).

Professional development encompasses numerous forms, ranging from formal training sessions to learning through daily work activities, but it is most commonly associated with acquiring and enhancing professional knowledge through brief formal courses delivered within working teams. The primary aim of professional development is to improve the quality of teachers, as their expertise is a crucial factor in promoting effective learning. As teachers engage in professional development, they naturally become more collaborative, reflective, and interested in finding solutions to the challenges in education and learning (Rose, 2021).

Self-directed professional development (PD) refers to professional development activities that are initiated by teachers themselves, where they take the initiative to identify their own learning needs and goals (Louws et al., 2017). In contrast to PD that is provided or guided by the school or district, teachers determine the timeline and the peers with whom they engage in this type of professional development. Self-directed PD involves learning that is self-initiated and driven by the teacher's own motivation, initiative, and determination to grow professionally (Gül Zerey, 2018). Teachers take ownership of their PD, which has been found to be more effective compared to other forms of instruction. Self-directed PD enhances the teacher's self-image and self-assessment, providing a foundation for ongoing improvement. It also contributes to the development of the teacher's self-concept, enabling them to actively navigate their professional experiences and be motivated by assignments or problems that hold personal meaning to them (Prasad Bhatt, 2021).

Self-directed professional development (PD) refers to life-long growth where teachers gradually improve their teaching practices and enhance education and learning. Ashadi et al., (2022) revealed teachers actively involved in making adjustments and accepting these changes in various aspects such as effective comprehension, teaching strategies, educational materials, student engagement, and the development of professional knowledge in language, culture, and diverse contexts. In self-directed PD, learners take responsibility for their own learning and proactively seek out new technologies and strategies to enhance their teaching practices. Teachers who engage in self-directed professional growth take control of their own learning and adapt to their social and contextual environments to achieve their educational goals. They actively identify their educational needs and pursue learning opportunities to meet those needs. Through self-control, teachers align their professional development with their evolving career as lifelong learners (Duță & Rafailă, 2014). In summary, self-directed professional development empowers EFL teachers to take charge of their own learning and make informed decisions about their teaching practices. It involves ongoing reflection, adaptation to new technologies and strategies, and active pursuit of educational opportunities to meet their individual needs and professional goals.

EFL Teachers' Motivation toward Professional Development

EFL Teachers' Motivation or known as Self-Determination focuses on understanding the origins of people's motivation, whether it arises intrinsically or from external sources. Many scholars examine whether individuals are driven by their own choices and personal goals (Truong, 2019). This theory encompasses various smaller theories and is associated with motivation, health, and personal growth (Rahmati & Sadeghi, 2021).

One of these smaller theories is the Basic Needs Theory, which proposes that individuals strive to fulfill three inner desires: autonomy, relatedness, and competence (Hagger & Chatzisarantis, 2008). Autonomy refers to the need for individuals to feel in control of their behavior and have self-directed goals. When people believe they can take action to bring about change, they are more likely to exhibit self-determined behavior. For example, in a study, teachers who had the freedom to choose the materials they needed in their classrooms demonstrated higher levels of motivation (Hiver et al., 2018).

Relatedness is connected to individuals' sense of attachment and belonging to others. People seek to engage in social groups and establish meaningful relationships. Competence relates to individuals' desire to demonstrate mastery in specific skills or tasks and to be recognized by others for their expertise (Deci & Ryan, 2016). Teachers' motivation for engaging in professional development can stem from various sources, falling into either extrinsic or intrinsic motivations. Extrinsic motivations may arise from external requirements within the educational system, while intrinsic motivations involve an internal drive to excel in their profession (Lan, 2022).

Motivation can be described as the readiness and aspiration to actively engage in effective teaching (Dörnyei & Ushioda, 2009). There are two distinct categories of motivation: independent motivation and controlled motivation. Independent motivation involves behaving with a sense of personal determination and autonomy, allowing for choices and flexibility. On the other hand, controlled motivation is characterized by behaving under a sense of external pressure or coercion. Independent motivation has been found to be positively associated with various outcomes, including higher levels of psychological well-being, increased determination and purposefulness, enhanced cognitive abilities, greater job satisfaction, and stronger commitment to one's work and organization (Murray, 2010).

EFL Teachers' Oral Language Proficiency

EFL teachers' oral language proficiency is fundamental to their success in the classroom. When EFL teachers present a higher level of oral language proficiency, it instills confidence in students regarding the language they are learning. Students are more motivated to engage in speaking activities, participate in classroom discussions, and take risks in using the target language (Dincer & Yesilyurt, 2013). Teachers' language proficiency serves as a source of inspiration and encouragement for students, fostering a positive language learning environment.

It should be noted that determining the appropriate level of language proficiency for language teachers is a complex issue. Defining language proficiency itself is quite challenging, especially when considering the diverse contexts, cultures, tasks and content involved in the teaching-learning process. Therefore, describing teachers' language proficiency as something elusive seems more accurate (Harsch, 2017). Tsang (2017) states that while teachers' language proficiency does play an important role in the classroom, its impact becomes less prominent when a certain threshold is reached. At that point, factors such as pedagogical skills and personality become more influential. Although the concept of oral proficiency for language teachers is widely accepted and primarily associated with teacher effectiveness, there is increasing recognition that teachers also need subject-specific terminology and language skills necessary to fulfill classroom tasks (Amiti, 2020; Uyen,

2022). Freeman (2017) challenges the prevailing notion that language proficiency is the key to teacher competence, stating that the conventional understanding of teacher language proficiency, which emphasizes general English proficiency, fails to capture teachers' professional language needs.

EFL teachers possess strong oral language skills, they can communicate clearly and effectively with their students, ensuring that instructions and explanations are easily understood. This proficiency also allows teachers to facilitate meaningful classroom discussions, encouraging active participation and promoting language development among students (Leonard & Bonilla, 2022). Moreover, a higher level of oral language skills enables EFL teachers to provide valuable feedback to their students, addressing language errors and guiding them towards improvement. By delivering feedback in a clear and concise manner.

Motivation to sustain and enhance oral language skills among EFL teachers can be nurtured through a range of strategies. Granting teachers autonomy and the freedom to choose their professional development activities empowers them to focus on areas of language learning that resonate with their individual interests and requirements. Encouraging collaborative opportunities and fostering interactions with proficient language users, both within and outside the classroom, amplifies teachers' exposure to authentic language input and creates valuable opportunities for language practice (Budiharso, 2019; Chambless, 2012). Furthermore, acknowledging and appreciating teachers' dedication to maintaining and improving their oral language proficiency serves as an additional motivator, encouraging them to prioritize their language development efforts. By implementing these strategies, educational institutions can effectively support EFL teachers in their journey towards maintaining and enhancing their oral language skills.

METHOD

This qualitative case study focused on an individual EFL teacher to gain an in-depth understanding of her perceptions of self-directed professional development for maintaining her spoken language skills. Prior to the research, the researcher conducted preliminary interviews with EFL teachers from various school backgrounds who had experienced oral language attrition, ensuring they had at least 2 years of teaching experience and regularly engaged in self-directed study to maintain their oral language skills. The participant of this study is a female EFL teacher employed at a private secondary school located in Surabaya, East Java, Indonesia. She was 25 years-old and possessed three years of teaching experience at the time of the study. For confidentiality purposes, her real name is not disclosed within the study. Data for this study were collected using semi-structured interviews that followed carefully constructed interview guidelines. These guidelines were designed in advance to ensure consistency and relevance in the interview process. Semi-structured interview questions utilized in this study were adapted from Włosowicz (2017) and Setiyadi (2016). The interview guide contained 10 questions, distributed into two main sections: teachers' language background and language maintenance efforts and strategies. Additionally, it explored the EFL teachers' perceptions regarding self-directed professional development (PD) activities in general and her specific views on oral language maintenance efforts. The nature of the interviews was interactive, allowing for a dynamic exchange of ideas. To achieve the study's objective, in-depth semi-structured interviews were conducted on April 15th, 2023. The researchers utilized both a voice recorder and note-taking to collect important data during the interview sessions. As the researcher, I was provided comments and sought further clarification or elaboration from the EFL teachers in order to gain a

deeper understanding and conduct an in-depth investigation. The interviewee's perspectives and insights regarding the topic of study were explored. The use of voice recordings on a smartphone allowed for accurate capturing of the interview data.

The collected data were then analyzed using the interactive model data analysis proposed by Miles et al., (2014) involving three steps: data collection, data display, and data condensation to draw conclusions. Firstly, data collection involves the researcher's activities of selecting, focusing, simplifying, and transforming the collected data into notes or transcriptions. This process occurs throughout the research activities. The collected data is then analyzed using data reduction techniques such as transcribing, coding to generate categories, and interpreting the data. Next, data display refers to the technique of organizing and presenting information, descriptions, or narratives in a manner that facilitates drawing conclusions. By presenting the data, the researcher considers the necessary actions and undertakes analysis based on their understanding. Data display involves reducing unnecessary and ambiguous information to enhance clarity and coherence. Finally, the final step is drawing conclusions or verification. Throughout the study, the researcher continuously draws conclusions and verifies them based on accumulated data and formulated interpretations.

RESULT AND DISCUSSION

This section presents the findings that address the research questions of the study, which are formulated as follows:

EFL Teachers Perceptions towards Self-Directed Professional Development to Maintain Oral Language Skill.

In order to maintain and enhance her oral language competences, the EFL teacher employed self-directed professional development strategies. One of the preferred methods was utilizing Netflix as a resource due to its accessibility and enjoyable nature. By watching Netflix series in English, the EFL teacher was able to observe the native language being used in real-life contexts, thus improving her language comprehension skills and exposure to various dialects. Furthermore, the wide range of content available on Netflix allowed the EFL teacher to explore topics of personal interest and engage with the target language in meaningful ways. This self-directed approach to professional development using Netflix provided the teacher with valuable opportunities to enhance her oral language skills.

Oral Language Attrition:

"I realized that my oral communication skills had decreased and I was not competent during teaching activities. But now it seems to me that it is the language teacher who determines whether learners can achieve their learning targets well and helps learners to be motivated to learn English. So, I keep telling myself that I have to be accountable to all the students in front of me every time I enter the classroom."

The EFL teacher's realization of her attrition of oral communication skills and the impact it has on her teaching activities is significant. She recognizes the important role of the teacher in facilitating students' achievement of learning targets and fostering motivation in

English learning. This is in line with Nugroho et al. (2022) EFL teachers are motivated to engage in PD activities that focus on improving their oral language proficiency so that they can stay informed about the current trends and developments in ELT. This awareness drives the EFL teacher to hold themselves accountable for her students' success and motivates them to continuously improve her oral communication skills. By assuming this responsibility, the EFL teacher prioritizes her students' learning experience and strives to provide effective and competent instruction in the classroom. She also mentioned another statement that refers to her identity crisis:

“As language teachers I encounter emotional challenges related to my oral language proficiency, particularly when my students possess higher proficiency in English. Enhancing my own oral proficiency is crucial to support my effectiveness as a teacher and to provide good language models for my students. By improving my language skills, I’m not only enhance my overall teaching performance but also foster trust and confidence among my students in my skill as a language instructor”

As language teachers, she often faces emotional challenges related to her oral language proficiency, especially when her students have higher proficiency in English. It is essential for all EFL teachers to address this by maintaining and improving their oral proficiency. Related to (Budiharso, 2019; Richards, 2017) it is essential for teachers to possess a strong sense of self-awareness in their role as language educators. This includes actively and consciously striving to enhance their proficiency in the foreign language they teach. Teachers should take proactive measures to prevent the gradual decline of their language skills that can occur over time. Moreover, they should constantly seek opportunities to improve and expand their knowledge of their profession by staying updated with new ideas and techniques. By enhancing language skills, she was not only supporting her effectiveness as language teachers but also providing good language models for her students. This enables her to effectively communicate and explain language concepts, fostering a better understanding among her students. Additionally, as her proficiency improves, she can create a classroom environment where students feel confident in her skills and trust her as language instructors. Ultimately, by striving to enhance her oral proficiency, she can overcome emotional challenges and contribute to the growth and success of her students. Self-directed professional development has become a crucial strategy for continuous learning, utilizing a range of sources that can be customized based on individual goals.

The EFL teacher in the study expressed the responsibility for keeping her language skills and knowledge up to date. She also acknowledged that professional development should be a shared responsibility between the teacher and her institution. The teacher recognized that her productive language skills were not progressing as desired in terms of her professional development, leading her to conclude that she should take the initiative rather than passively waiting for others to facilitate her growth. This perspective aligns with existing literature that emphasizes the importance of engagement with reflection. In line with Day (1999), reflective engagement enables EFL teachers to gain self-understanding and improve their teaching practices. Some of the participants in the study mentioned how engaging in reflective practices guided them to make informed decisions based on evidence

rather than relying solely on intuition.

Motivation Toward Self-Directed Professional Development:

"During the learning process, I encountered difficulties that made me contemplate giving up and staying within my comfort zone. However, by repeatedly reminding myself of my desire to learn and improve, I was able to shift my mindset and recommit to my professional growth journey. Motivation plays a important role in sustaining learning behaviors, and when it stems from within the learner, it becomes a powerful driving force to overcome challenges and enhance persistence in learning."

Throughout the self-directed professional development process, the individual faced challenges that made them consider giving up and staying in her comfort zone. However, she managed to overcome these obstacles by consistently reminding herself of her strong desire to learn and improve. This shift in mindset allowed them to recommit to her learning journey and persevere. The statement emphasizes the importance of motivation in sustaining learning behaviors. When motivation comes from within the learner, it becomes a powerful force that enables them to overcome challenges and maintain persistence in her professional growth.

"I took the initiative to embark on this professional growth, setting clear and specific goals that align with my personal interests. I devised a well-defined learning plan and actively sought out relevant resources. This experience has been transformative, as I have never before delved so deeply into the realm of self-directed learning. It has made me realize that learning is a personal endeavor, and the possibilities that unfold through self-directed study are truly remarkable."

EFL teacher's decision to take charge of her professional development journey and establish clear, personal goals has been a transformative experience. By creating a well-defined learning plan and actively seeking out relevant resources, she has ventured into the realm of self-directed learning like never before. This process has brought about a profound realization that learning is an individual pursuit, driven by personal interests and motivations. Through self-directed study, she had discovered the incredible possibilities that await and had gained a deeper appreciation for the power of self-initiated learning. This journey has empowered her to take ownership of her professional growth and has opened doors to endless opportunities for personal and professional development.

In line with Lan (2022) the EFL teachers' internal motivation plays a significant role in teachers' engagement with self-directed professional development (PD). Internal motivation serves as a driving force, fostering increased attentiveness and energy, thereby enabling individuals to be reflective, mindful, and up-to-date. The ability to be self-directed is a contemporary necessity in implementing effective and relevant changes in education and learning Rose (2021). Professional development methods focused on self-direction have a significant impact on enhancing spoken language skills, thereby positively influencing professional growth. Engaging in self-directed professional development empowers EFL teachers to keep pace with the ever-expanding knowledge base within her field, meet societal demands, and cultivate a high level of professional performance. One important aspect of motivation is the teachers' belief in the potential benefits of participating in such PD. She

retains motivation when she perceives that self-directed PD can lead to personal and professional growth. In the context of self-directed PD, it refers to EFL teachers' ability to acquire new knowledge and skills in their educational practices. According to Atmojo (2022) self-motivation plays a crucial role as an internal driving force for language learners to achieve successful acquisition of the target language. This sense of competence is a strong motivator, as teachers strive to perform well and meet the expectations of their learners.

Self-Directed Professional Development Strategies

Based on the collected data, the EFL teacher in this study has actively engaged in self-directed professional development as a means to address oral language attrition that she experienced after completing her English department studies. Her perception towards self-directed professional development is highly positive. She emphasized the use of self-directed learning to maintain and enhance her speaking skills. One of the strategies she employs is watching Netflix with target language subtitles, which helps improve her listening skills and expand her vocabulary. The following data provides more details regarding her statement:

"It's been almost 3 years that I've been working as an English teacher, one of the things that makes me feel depressed about my professional identity is my oral language attrition. This is due to the limited opportunities to practice my English with students or coworkers. It is very difficult when you stand in front of the class and teach your students, but your oral communication skills are limited, you cannot provide a good language model and stimulate them to speak English well. Since the past 1.5 years, I have been motivated to maintain and improve my English by self-study based on my interests. I like watching Netflix. There are many Netflix series that I like, especially series from the United States, such as Manifest, 13 reasons why and Emily in Paris. All of the series uses English, so I feel challenged to learn it. There are many benefits that I take from watching the series, besides being refreshing, it can also improve my listening skills. The utterance expressions and vocabulary used are very diverse, I learn many idioms from there, of course not only listening and watching the movie, I imitate some utterance spoken by actors in a scene."

The first statement from the EFL teacher was when she experienced attrition in her speaking skills, she felt pressured because she could not provide a good language model for her students. So, she is motivated to improve her speaking skills by watching English-language content, where this content can be entertaining and useful to broaden her linguistic insights. This is in line with Wang & Chen (2020) that indicate watching content in English can stimulate the audience. Learners can improve their listening skills, expand their vocabulary, enhance their understanding of grammar and sentence structures, and develop a sense of familiarity with the English language in authentic contexts. This exposure to comprehensible input can contribute to language acquisition and ultimately improve their overall English proficiency. An additional comment made by an EFL teacher highlights the numerous benefits of self-studying with Netflix series. The positive influence of Netflix series on the language learning journey of an EFL teacher can be summarized as follows:

"Netflix series has done many benefits to my English improvement. It has allowed me to immerse myself in native English conversation, exposing different accents, vocabulary and everyday expressions that cannot be obtained in a formal context. I find myself learning new idioms and phrases of the characters in the serial I

watched. This exposure significantly broadened my linguistic horizons and increased my skills to understand and use English in real-life situations. In addition, the Netflix series serves as a platform for me to practice listening comprehension and pronunciation. I pay great attention to the intonation, stress, and pronunciation patterns of the actors, and I try to emulate them in my own speech. By listening to and repeating certain expressions, I can improve my pronunciation and improve my speaking fluency. Another advantage of using Netflix series for language enhancement is its entertainment value. Learning English through TV series or movies not only educated me linguistically but also gave me a much-needed relaxation. This allows me to enjoy myself as well as hone my language skills."

According to Wang & Chen (2020) watching English content shows can provide valuable insights into the practical usage of the language in real-life situations. This aligns with the experience of the EFL teacher who found that watching Netflix series contributes to the enhancement of her English skills. The newfound insights gained from the series also enable her to improve her teaching methods and seek effective solutions for communication practices. This finding resonates with the findings of Green-Eneix (2019) in their research study. Based on the EFL teacher's perceptions, it can be concluded that she holds a positive view towards self-directed professional development as a means to promote language maintenance efforts. This perception arises from the recognition that self-directed development offers several advantages, particularly when formal development programs are not accessible or feasible for the EFL teacher. By engaging in self-directed professional development, the EFL teacher can continue to enhance her language skills and knowledge, thereby ensuring the maintenance of her language skills in the absence of formal training opportunities.

The Advantages of Self-Directed Professional Development to Maintain EFL Teacher Oral Skill.

From the obtained data, it was found that the EFL teacher got some advantages using self-directed practice for her professional development. She mentioned that an EFL teacher should not stop learning in order to improve her teaching practice. The obtained data about the statement are as follows:

"As I said before, self-directed practice provides several benefits for my language maintenance process. Through self-direction I can improve my receptive and productive skills because I can gain new knowledge and practice my English. I have control over my learning strategies and choose materials, resources, and activities that focus on improving my spoken language skills, such as listening to authentic conversations, practicing pronunciation, or engaging in speaking activities. So, it is clear that I can learn English in real life situations to support my communication skills and I can flexibly adjust what strategies are suitable for me in learning the target language and whether it is beneficial to use in my teaching. In conclusion, self-directing by watching Netflix series is very useful for my professional growth."

An EFL teacher can focus on areas of spoken language that she finds challenging or needs to improve. She can set specific goals and objectives related to her spoken language skills and design learning activities that target those areas. This personalized approach allows for more effective and efficient learning. It encourages EFL teachers to engage in life-long

learning and development. By consistently dedicating time and effort to improve her spoken language skills, EFL teachers can gradually enhance their fluency, accuracy, vocabulary, and communicative competence. In line with Richards (2017) and Richards (2010) the limited of opportunities for practicing spoken English within the classroom is a perceived issue, as the EFL teacher did not actively promote the use of English both inside and outside the classroom. The EFL teacher expressed a lack of sufficient opportunities to engage in English conversation during class time. While the EFL teacher explained teaching materials and interacted in English, the interactions did not fully revolve around expressing individual thoughts and ideas. Moreover, the interactions should align with the specific genres and topics covered in the curriculum.

This long-life improvement contributes to their effectiveness as language teachers. This in line Murray (2010) to empower EFL teachers to take ownership of their professional growth. They become active participants in their own learning process, making decisions and taking initiatives to enhance their spoken language skills. This autonomy fosters a sense of empowerment and motivation, leading to increased confidence and proficiency in using the target language. EFL teachers should have a lifelong learning mindset. It instills a sense of curiosity, adaptability, and willingness to explore new language learning opportunities. By embracing self-directed study, teachers develop the skills and habits necessary for continuous language development throughout their teaching careers. Self-directed PD offers EFL teachers the opportunity to improve and maintain their spoken language skills in a way that is personalized, flexible, and empowering. It enables them to be proactive in their learning, leading to enhanced language proficiency and effectiveness in the classroom.

The Benefit Using Netflix as Self-Study Tool

The EFL teacher expressed that using Netflix series had been beneficial for improving their English pronunciation. She believed that practicing by following the utterances in the series scenes had led to an improvement in their pronunciation skills. The EFL teacher appreciated the fact that the scenes in the series combined texts, sounds, and images, which provided a comprehensive learning experience. She found this multi-modal approach to be highly advantageous for their language learning process.

"I think my English pronunciation improves after practicing by following utterances from the series scene. The scenes include texts, sounds, images at once. It's really advantageous to learn with them."

Non-native EFL teachers often encounter challenges with imperfect pronunciation when using oral English. In line with Alkathiri (2019), Utilizing YouTube as a platform to present knowledge about English vocabularies and how native speakers pronounce them can be an engaging approach to modeling these processes. By leveraging the visual and auditory features of YouTube, learners can observe and hear native speakers' pronunciation, intonation, and natural usage of words, providing valuable insights into authentic language production. The EFL teacher mentioned that some words, especially newly learned vocabulary, were unfamiliar, requiring them to consult a dictionary to ensure accurate pronunciation. The EFL teacher emphasized the need to speak carefully to focus on pronouncing certain words accurately. To practice and improve pronunciation, she found

watching Netflix series helpful as it provided opportunities to practice utterances containing unfamiliar vocabulary. This practice contributed to the EFL teacher's development of better pronunciation skills. The EFL teacher consistently engaged in practicing pronunciation by watching Netflix series because she found them interesting. She was dedicated and committed to continuing her use of Netflix series as a means to maintain and improve her oral pronunciation skills. The EFL teacher recognized the value and importance of incorporating Netflix series into their language learning activities for long-life improvement.

"Learning pronunciation with the Netflix series is fun and comfortable and motivating. I love it so much because I don't feel pressured while enjoying the content. Imitating what the actors say is very interesting for me, I can practice alone and when I'm quite fluent, I can practice with my colleague. The series really motivates me to improve my pronunciation."

The EFL teacher expressed her positive perception of learning pronunciation with the Netflix series, describing it as fun, comfortable, and motivating. This in line with Vijayakumar et al. (2020), the EFL teacher expressed a strong affection for this strategy because it allowed her to enjoy the content without feeling pressured. The EFL teacher found it fascinating to imitate what the actors said, and she appreciated the skills to practice alone and, eventually, with a colleague once she became more fluent.

The series served as a significant source of motivation for the EFL teacher, driving her desire to improve their pronunciation skills. According to Metruk (2019) the initial advantage of using English movies for language learning is the ability to offer a significant amount of spoken English input. This substantial exposure to spoken language has the potential to foster the development of essential language skills, such as enriching vocabulary knowledge, improving pronunciation and intonation, enhancing listening comprehension, and facilitating others' linguistics features growth in various aspects of second language learning. The advancements in technology and the Internet accessibility have opened up numerous opportunities for English learners to engage with authentic English movies and videos. It is important for learners to embrace these resources without fear and utilize them to their benefit. Moreover, it is worth highlighting that EFL teachers worldwide should actively encourage their students to engage in extensive watching practice (Albiladi et al., 2018). This method of language learning has a definite place in foreign language education and can significantly contribute to the development of language skills. By promoting extensive watching, learners can enhance their language proficiency and make meaningful progress in their language learning journey.

CONCLUSION

In conclusion, an EFL teacher has a positive perception towards self-directed professional development as a means to maintain her oral language skills. She actively engages in targeted learning to address specific areas of spoken language that she finds challenging or wishes to improve. By taking ownership of her learning process, she becomes proactive learners, making informed decisions and taking initiatives to enhance her speaking

abilities. This autonomy leads to a sense of empowerment and motivation, resulting in increased confidence and proficiency in using the target language.

Besides, self-directed professional development ensures that an EFL teacher stay up-to-date with the latest language trends, teaching methodologies, and resources. This continuous learning not only advantages the EFL teacher herself but also has a positive impact on her students need. EFL teachers are better equipped to incorporate authentic language examples and cultural nuances into their classroom instruction, enhancing the overall learning experience. Furthermore, self-directed professional development has personal growth advantages for EFL teacher. It expands teachers' knowledge base, deepens their understanding of real-life language use, and enhances their linguistic features insights. These experiences not only improve their own language skills but also enable them to effectively integrate their learnings into their teaching practice, creating a more engaging and effective learning environment for their students.

Overall, the advantages of self-directed professional development for EFL teachers' oral language maintenance, both personally and professionally, are significant. It empowers EFL teachers, promotes autonomy, and fosters a life-long learning mindset. Through self-directed professional development study, EFL teachers can continuously improve and maintain their oral language skills, contributing to her growth as educators and enhancing the learning outcomes for their students.

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