Jurnal Ilmu Sosial dan Pendidikan (JISIP)
Vol. 6 No. 4 November 2022
e-ISSN : 2656-6753, p-ISSN: 2598-9944
DOI: *10.36312/jisip.v6i4.3666/http://ejournal.mandalanursa.org/index.php/JISIP/index*

Professional Digital Competence Development of English Teachers in Jakarta

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Article Info
Article history:
Received 2 Agustus 2022
Publish 7 November 2022

Keywords:
English Teacher
Digital Competence
English Teachers Professionalism
Professional Digital Competence

Abstract
The aim of this study was to reveal the Professional Digital Competence (PDC) level of English teachers, particularly in Jakarta. According to The Norwegian Centre for ICT in Education 2017, there are seven PDC, namely Subject and Basic Skill, School and Society, Ethics, Pedagogy and Subject Didactics, Leadership of Learning Processes, Interaction and Communication, and Change and Development. The descriptive interpretative analysis was used to identify the PDC level of English teachers using questionnaires through Google Form. The descriptive interpretative analysis showed that most teachers have reached competence level. However, the result represented an average percentage of 27% in Ethics, 20% in Leadership of Learning Processes, 27% in Interaction and Communication, and 36% in Change and Development of teachers who have not reached competence level. This signified that these four PDC needs to be more considered and improved.

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1. INTRODUCTION

In this 21st century, Professional Digital Competence (PDC) has become important in the education world. PDC is increasingly becoming a crucial thing in the classroom because digital media and digital resources are an important part of the daily practice of teachers recently (Gudmundsdottir & Hatlevik, 2018). With the use of digital technology in the classroom, teachers must be able to adapt themselves, prepare, use, and guide the students professionally (Khtere & Yousef, 2021). Professionalism in the use of digital certainly requires competencies that can support the abilities and abilities of teachers. The study from The Norwegian Centre for ICT in Education 2017 has discussed Professional Digital Competence for teachers in the classroom (Kelentrić et al., 2017). In addition, it includes the framework that can be used as guidance in improving the various competencies of teachers professionally. In this study, it is identified that teachers are not only professionals in using various communication media and digital technology in the classroom, but also, essential to guide and foster students to be able to use digital technology in the learning process.

It is essential for education teachers to have creativity, critical thinking both oral and written as communication skills, specifically language teachers (Tütüniş & Yalman, 2020). Moreover, language teachers teach knowledge not only for the short-term but also for long-term memory that is useful and meaningful for students' daily lives (Doğançay-Aktuna & Hardman, 2018). At present, teacher education needs improvement in the practice of globalization and professionalization; hence students acquire meaningful learning (Menter & Assunção Flores, 2021). Besides, (Santosa et al., 2021) found that the use of Augmented Reality (AR) that allow teachers to use mobile technology can affect the students' motivation and participation. Thus, in their study, teachers need to be more creative to build an interesting learning.

Furthermore, not all teachers who teach at present are exposed to the use of digital technology in their teaching and learning processes. Andarwulan et al. (2021) found that teachers mainly in Indonesia are not familiar with operating technology, the internet, social media, and others in the classroom. Consequently, the competence of teachers in implementing technology requires development for the existence of professional digital competencies for teachers. The results of the analysis conducted by Churiyah et al. (2020) in their research explained that virtual infrastructure in Indonesia is well-prepared, technology is adequate, and there is a distribution of learning quotas by the government. Nevertheless, teachers in Indonesia are still not ready, this is verified by the discovery of teachers getting difficulties in distance learning implementation and teachers still tend to stutter in technology. Although there is training conducted by schools or institutions for teachers, they constantly need to learn and build understanding based on their desires, motivations, and intentions (Purwantiningsih & Suharso, 2019).

Language teacher is not simply focus on their subject mastery, but also the teachers' competencies on skills, teaching techniques, assessment, and social (Gandi, 2019). Besides, the importance of competencies among English teachers are to teach the student effectively, particularly as the role model and maintain in using target language, giving a constructive feedback on students, and provide an appropriate materials and activities in classroom (Al-Seghayer, 2017). Richards (2011) explored and found there are ten competence of language teacher, they are language proficiency, mastery of content materials, teaching abilities, contextual knowledge, language identity, teacher's performance, pedagogical skills, theorizing of practice, involve in community of practice, and professionalism. The accomplishment of EFL competencies will generate a positive impact in students' successful of learning and their achievement (Tawalbeh & Ismail, 2014).

Many of the previous literature has investigated how English teachers can use digital technology in the learning process, however, there are still hesitations, particularly for English teachers in Indonesia (Mutiaraningrum & Nugroho, 2020). In fact, according to (Lubis, 2018) the current era of English teachers requires three main things, as belief, thought, and practice in utilizing digital technology effectively and systematically in the classroom. Even though English teachers in Indonesia believe in the importance of technology in the classroom, conversely this is not in accordance with the ability and practice of teachers (Mutiaraningrum & Nugroho, 2020).

The teachers' failure in Indonesia in teaching English by using technology is caused by a lack of adequate knowledge and training for teachers (Lubis, 2018). In addition, according to (Mutiaraningrum & Nugroho, 2020). English teachers specifically EFL teachers in Indonesia need support, especially from the authorities, to adapt learning to the use of technology in these times. Mutiaraningrum & Nugroho (2020) also suggested English teachers in Indonesia need professional development to assist them in technology-based classroom activities, such as seminars and teacher training.

The characteristics of digital natives were conveyed by several experts and previous studies. Digital natives who were born and raised with the existence and development of technology, make them feel comfortable, especially using images, audio, video, and other multimedia for learning aids (Creighton, 2018; Riegel & Mete, 2017). They also stated that digital natives are easier to adapt to new developments and digital technologies. This is supported by the opinion of Creighton (2018); Prensky (2001) that digital natives have been surrounded by digital communication and technology from kindergarten to college, so they are familiar and familiar with various technologies and digital communication. In addition, digital natives are able to teach digital immigrants regarding the efficient use, utilization, and navigation of digital technology (Riegel & Mete, 2017). Riegel & Mete (2017) also characterized digital native groups as very interactive and communicative through various available applications and social media.

The characteristics of digital immigrants have also been presented in the studies of various previous researchers. Berman & Hassell (2014); Helsper & Eynon (2010); and Riegel & Mete (2017) expressed that digital immigrants are people born before technology existed, especially before 1980. Digital immigrants tend to be uncomfortable with technology or technological

developments because often they face difficulties and challenges (Bayne & Ross, 2007; Riegel & Mete, 2017). Thus, Creighton (2018) explained that digital immigrants have various abilities and expertise in using and utilizing technology. This is supported by the study of Berman & Hassell (2014); Ransdell et al. (2011) that there are digital immigrants who use technology when needed, and there are also those who really follow technological developments. Helsper & Eynon (2010) identified that digital immigrants have gaps caused by time and experience in using digital technology. Nevertheless, they can teach students about using digital to support learning in the classroom to digital natives (Ransdell et al., 2011; Riegel & Mete, 2017). In addition, digital immigrants prefer to establish relationships and interact directly or face-to-face (Berman & Hassell, 2014; Creighton, 2018). Therefore, according to Creighton (2018), they are more able to adapt to their environment more easily.

Professional Digital Competence Framework from The Norwegian Centre for ICT in Education 2017 in (Kelentrić et al., 2017) consists of seven digital competencies of the teacher along with an explanation of the knowledge, skills, and competencies in each competency. The researcher chose this PDC framework because it has clear and complete competencies to develop teacher digital competencies professionally. In addition, each competency has a level, namely the level of knowledge, skill, and competence. Each level also has an explanation in the form of points about its indications. Therefore, it is expected that the PDC framework can help researchers to answer the research questions related to the level of teacher PDC.

Figure 1. PDC Framework of the Norwegian Centre for ICT in Education 2017

Based on the topics and the existing of problems, this research formulates one question, specifically:

1. What is the level of Professional Digital Competence of English teachers in Jakarta?

2. RESEARCH METHOD

This study used the method of qualitative research with the approach of descriptive interpretative analysis. The qualitative research method was selected since the purpose of this study able to give an insight into the level of Professional Digital Competence development, specifically in English teachers in Jakarta. Creswell (2009) affirmed that qualitative research can identify the phenomenon socially based on participants' points of view. Moreover, this research design involved the process of describing, explaining, and interpreting the data which has been collected. Besides, the researcher examined the PDC level of English teachers using a descriptive

analysis approach. As a result, the researcher was able to explore the situation regarding the PDC level of English teachers in Jakarta through data collection of digital questionnaires.

The place of this study is schools in Jakarta. They are English teachers from junior high, senior high, and vocational schools located in Jakarta. Specifically, there were various junior, senior high, and vocational of each areas in Jakarta, namely East Jakarta, South Jakarta, West Jakarta, North Jakarta, and Central Jakarta. The researcher ensured that the questionnaires have distributed to English teachers in each school, through permission, a letter of research permission, and confirmation from the stakeholders in the school concerned.

The subject of this research involved of English teachers in Jakarta from the junior high, senior high, and vocational school levels. The researcher came and distributed the questionnaires to English teachers in 29 schools in Jakarta. The schools are; SMPN 23 Jakarta, SMAN 40 Jakarta, SMKN 55 Jakarta, SMPN 34 Jakarta, SMA Muhammadiyah 1, SMP Muhammadiyah 3, SMK Nurul Islam, SMKN 37 Jakarta, SMKN 3 Jakarta, SMKS Tamansiswa 2, SMPN 239 Jakarta, SMKN 1 Jakarta, SMA Advent 1, SMAN 33 Jakarta, SMPN 248 Jakarta, SMKN 42 Jakarta, SMPN 45 Jakarta, SMK Mutiara Bangsa, SMA Al-Huda, SMPN 198 Jakarta, SMK Muhammadiyah 1, SMP Muhammadiyah 2, SMK Kartika X-1, SMPN 213 Jakarta, SMP Nurul Islam, SMAN 103 Jakarta, SMPN 139 Jakarta, SMAN 44 Jakarta. Specifically, there are 59 teachers who gave a valid response, since the researcher found that 12 responses are not valid. The invalid responses were confirmed based on the same answer choices of 57 statement points. Therefore, the researcher analyzed and identified 59 out of 71 accepted responses.

Research instruments are tools for researchers and have an important role in obtaining data for analysis (Creswell, 2009). In order to answer research questions related to the PDC level, the researcher utilized a close-ended questionnaire as a research instrument in Google Form using four points of the Likert scale. Kumar (2002); Sreejesh et al. (2014) stated that with a closed-ended questionnaire, researchers can obtain responses that are limited according to the choices provided and are accurate. The Likert scale for the questionnaire that was used namely strongly agree, agree, disagree, and strongly disagree. The researcher avoided the answer neither agree nor disagree, to avoid neutrality of the response.

Researchers analyzed the data that had been collected from the results of digital questionnaire responses via Google Form. The results of responses related to the PDC teacher questionnaire were restored to Microsoft Excel and were processed to identify each PDC level. The researcher analyzed every response of each teacher, specifically regarding 57 indication points in seven PDC. The Likert scale of "strongly agree" and "agree" indicates the capacity of teachers on the intended indication point, whereas "disagree" and "strongly disagree" indicates the incapable of teachers on the intended indication point. Therefore, the researcher was able to determine whether the teachers were at no level, knowledge level, skill level, or competence level. In addition, the researcher indicated the average percentage of all teachers who have not reached competence level in each PDC. Based on this average percentage, the researcher used it as a minimum benchmark percentage of PDC that should be considered and improved.

3. FINDINGS AND DISCUSSION

This part provides the findings and discussion regarding the Professional Digital Competence of English teachers in Jakarta. Therefore, this chapter shows the PDC level of English teachers and the PDC level of 59 English teachers from 29 schools. The questionnaire results were analyzed and described also with descriptive analysis to demonstrate the data. PDC level of English teachers reflects the professionalism of teachers to teach the English language subject in the digital era.

3.1.Findings

Questionnaires have been distributed and filled out by 59 respondents related to the PDC of English teachers. The results of the questionnaire have been collected and summarized in the form of a cluster column chart via Google Form. Each chart contains one digital competency

with each indication at each level such as knowledge, skills, and competence. Hence, there are seven descriptive analyses with each different level as follows:

a. Subject and Basic Skills

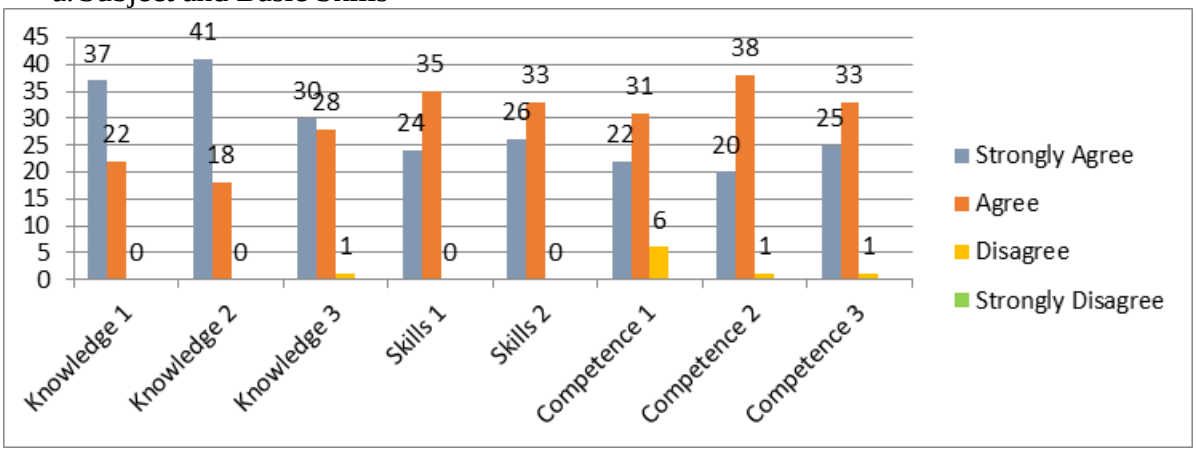

Figure 2. PDC Level in Subject and Basic Skills

The chart above shows the total of responses regarding each indication point in Subject and Basic Skills. This competence has three indication points of knowledge level, two points of skills level, and three points of competence level. The result represents that most teachers have reached a competence level. Nevertheless, there are few teachers who have not reached a competence level yet.

b. School in Society

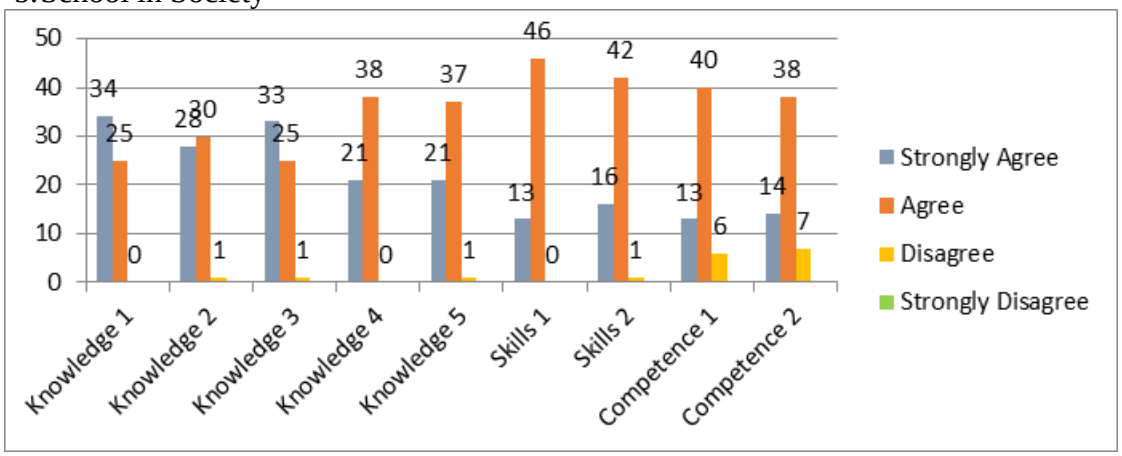

Figure 3. PDC Level in School in Society

Next, the chart above represents the total responses in each indication point of School in Society competence. Specifically, this competence consists of five indication points of knowledge level, two points of skill level, and two points of competence level. The result reveals that most teachers have reached competence level. However, there are several teachers who have not reached a competence level.

c. Ethics

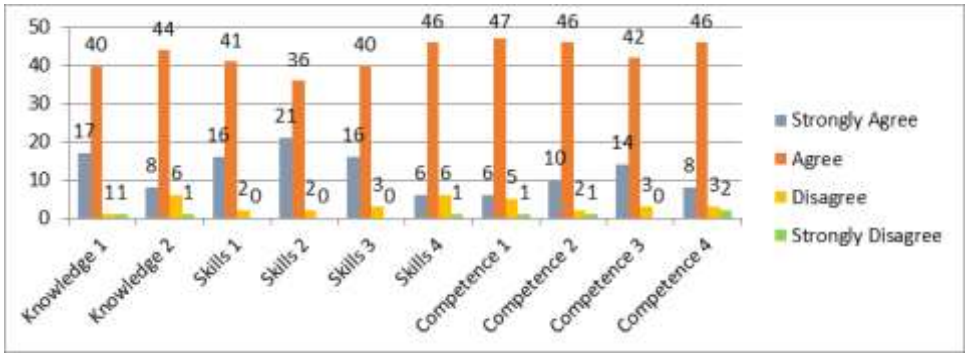

Figure 4. PDC Level in Ethics

Based on the chart above, there are the total responses in each indication point of Ethics. This competence consists of two indication points of knowledge level, four points of skill level, and four points of competence level. The result shows that teachers have reached a competence level mostly. However, most of the indication points have "disagree" and "strongly disagree" choices. This signifies that some teachers at the skill level, knowledge level, even no level in this competence.

d. Pedagogy and Subject Didactics

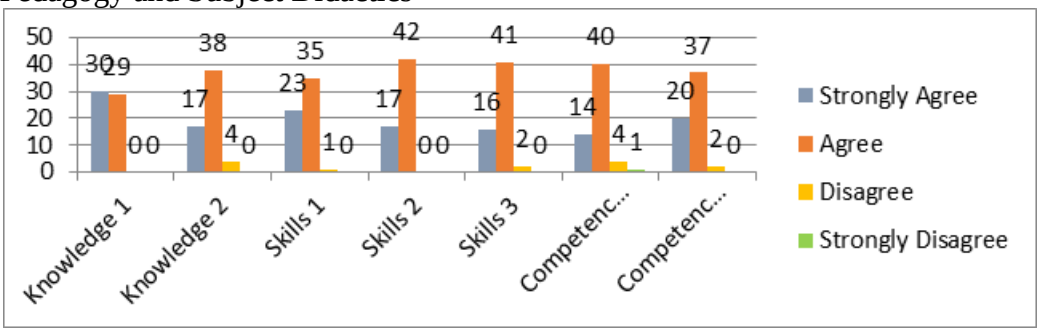

Figure 5. PDC Level in Pedagogy and Subject Didactic

The chart above consists of total responses in each indication point in Pedagogy and Subject Didactics competence. In detail, this competence consists of two indication points of knowledge level, three points of skill level, and two points of competence level. Based on the result, teachers have reached a competence level mostly. Besides that, few teachers chose "disagree" on several indication points. Therefore, these teachers at no level, knowledge level, skill level, and others have reached competence level.

e. Leadership of Learning Processes

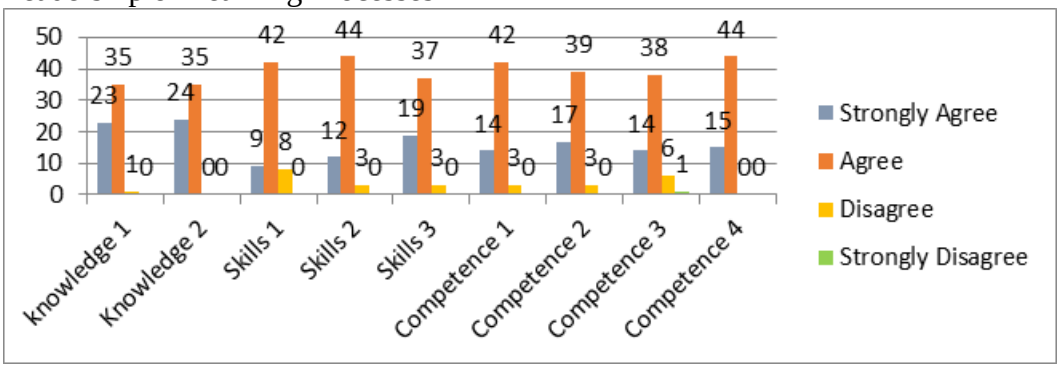

Figure 6. PDC Level in Leadership of Learning Processes

Based on the chart above, there are the total responses in each indication point in Pedagogy and Subject Didactics competence. This competence consists of two indication points of knowledge level, three points of skill level, and four points of competence level. Furthermore, the result shows that most teachers have reached a competence level in this competence. Nevertheless, the "disagree" on several indication points signifies that not all teachers have reached competence level.

f. Interaction and Communication

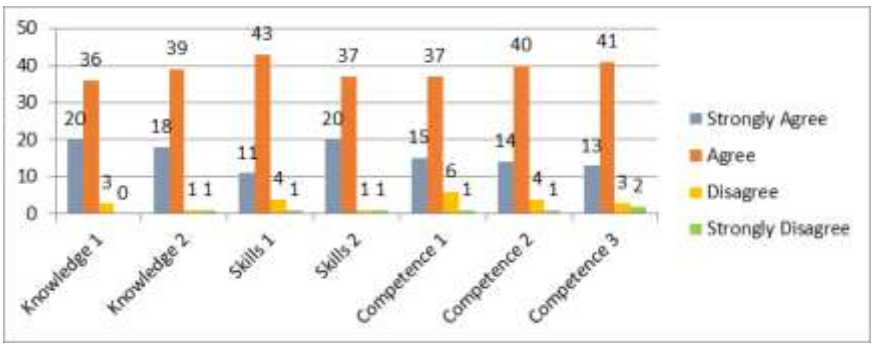

Figure 7. PDC Level in Interaction and Communication

The chart above represents the total responses in each indication point in Interaction and Communication competence. In detail, this competence consists of two indication points of knowledge level, two points of skill level, and three points of competence level. According to the result, most teachers have reached a competence level. Other than that, almost all indication points have "disagree" and "strongly disagree" choices. Thus, there are several teachers at no level, knowledge level, and skill level in this competence.

g. Change and Development

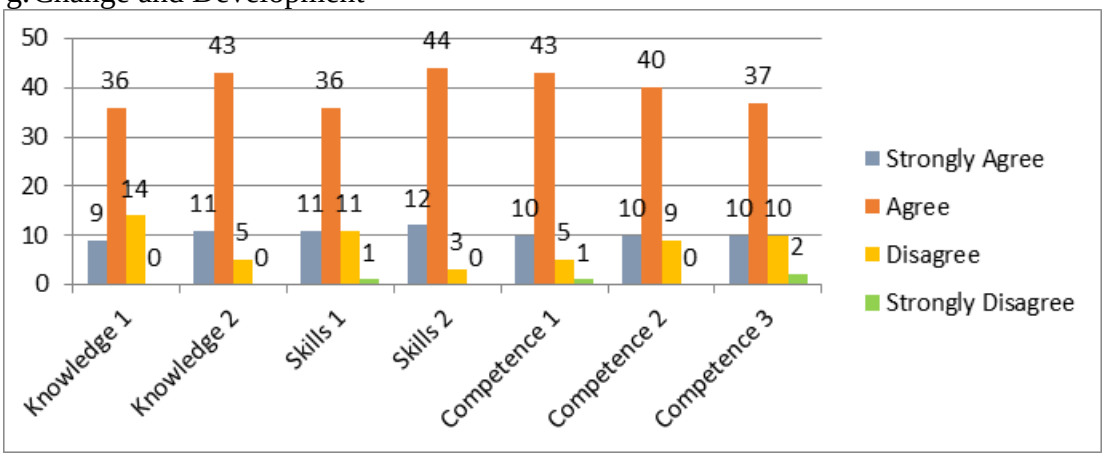

Figure 8. PDC Level in Change and Development

Based on the chart above, there are the total responses in each indication point, particularly in Change and Development competence. This competence consists of two indication points of knowledge level, two points of skill level, and three points of competence level. The result represents most teachers have reached a competence level. Other than that, almost all indication points have "disagree" and "strongly disagree" choices. Thus, this means that there are several teachers at no level, knowledge level, and skill level.

3.2. Discussion

Based on the analysis of questionnaire results, the researcher investigated 59 English teachers in Jakarta through Google Form with various PDC levels. The questionnaires revealed teachers' PDC levels, specifically Subject and Basic Skills, School in Society, Ethics, Pedagogy and Subject Didactics, Leadership of Learning Processes, Interaction and Communication, and Change and Development. Furthermore, since each PDC point has three levels namely knowledge, skills, and competence, the researcher found the various PDC level.

Overall, the result of the questionnaire was presented in the form of a table below;

Table 1. PDC Level of 59 Respondents

PDC / PDC Level	Subject and Basic Skills	School in Society	Ethics	Pedagogy and Subject Didactics	Leadership of Learning Processes	Interaction and Communication	Change and Development
No Level	1	3	8	4	1	4	15
Knowledge	0	0	2	1	8	4	2
Skills	6	7	6	4	3	8	1
Competence	52	49	43	50	47	43	41

The table above shows the result of the questionnaire that have analyzed, the researcher investigated 59 English teachers regarding the seven PDC and each indication level point. The average of teachers who are not at competence level in seven PDC, in other words, the average of teachers who are at a level of none, knowledge, and skills is 20% or 12 teachers out of 59 teachers.

According to the result, Change and Development competence is the top frequency of teachers who are at no level. This demonstrates that 36% or 19 teachers have not achieved Change and Development competence. Besides that, Ethics and Interaction and Communication competencies have the same percentage of teachers who do not reach competence level, specifically at 27% or 16 teachers. The next is followed by Leadership of Learning Processes at 20% or 12 teachers who have not reached competence level. In addition, School in Society at 17% or 10 teachers, Pedagogy and Subject Didactics at 15% or 9 teachers, and the last Subject and Basic Skills at 12% or 7 teachers. This implies that Subject and Basic Skills is the biggest amount teacher who has reached the competence level, specifically at 88% or 52 teachers.

In conclusion, the researcher used the overall average percentage of teachers who do not reach a competence level in all PDC, specifically 20% out of 59 English teachers to be a standard of teachers who do not reach a competence level. Therefore, most teachers have reached a competence level in Subject and Basic Skills, Pedagogy and Subject Didactics, and School in Society. However, there are four PDC that should be considered and improved, since the average percentages are more than 20% as the benchmark percentage. The four PDC are Ethics, Leadership of Learning Processes, Interaction and Communication, and Change and Development.

4. CONCLUSION

The result of this study shows there are various PDC levels of English teachers, particularly at junior high and senior high school in Jakarta. Professional Digital Competence Framework from The Norwegian Centre for ICT in Education 2017 in Kelentrić et al. (2017) was used to analyze the PDC level of English teachers in Jakarta. The PDC framework consists of seven digital competencies of the teacher along with an explanation of the knowledge, skills, and competencies in each competency.

Furthermore, the researcher found not all teachers are at the competence level of PDC in a digital era. It was revealed by over 20% teachers are not at a competence level. Specifically, there are 27% of teachers who have not reached a competence level in Ethics, 20% of teachers in Leadership of Learning Processes, 27% of teachers in Interaction and Communication, and 36% in Change and Development. Thus, these four PDC need to be more considered and improved.

5. ACKNOWLEDGEMENT

We would like to thank you for accepting and publishing our journal entitled "Professional Digital Competence Development of English Teachers in Jakarta" in the Jurnal Ilmu Sosial dan Pendidikan (JISIP). The journal has been revised based on the suggestions of the Editor and Reviewer, by adjusting the journal according to the provided format.

I also appreciate to my second author, Mr. Imam Santosa, M.Pd as a supervisor at MNC University. He helped and gave suggestions in writing this journal. Besides, he accompanied the process of making this journal starting from the beginning to the publication process.

We again appreciate the kindness of the Editor and Reviewers in contributing improve this journal. All authors have reviewed and agreed to the submission of the revised journal. Hopefully, this journal is acceptable for publication.

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