



The Relationship Between Digital Professional Development and EFL Teachers' Instructional Effectiveness

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Abstract

The increasing reliance on digital platforms in education necessitates effective professional development for English as a Foreign Language (EFL) teachers. While digital professional development is widely used, its influence on the instructional effectiveness of pre-service teachers has received limited attention. This study utilized a quantitative correlational design to examine the relationship between participation in digital professional development and the instructional effectiveness of 50 pre-service EFL teachers at a private university in East Jakarta. Participants completed a survey that measured their engagement in digital training and their self-reported instructional effectiveness. The results of a correlation analysis indicate a positive association, with active participation in online training corresponding to higher self-reported confidence in lesson planning and delivery. This research underscores the need to incorporate digital professional development into teacher preparation curricula to enhance the teaching preparedness and overall effectiveness of aspiring educators.

Keywords: digital professional development, english as a foreign language (EFL) teachers, instructional effectiveness, pre-service teachers

