

TPACK LEVEL AND PROFESSIONAL DEVELOPMENT STRATEGIES AMONG NOVICE AND EXPERIENCED EFL UNIVERSITY TEACHERS: INSIGHTS FROM INDONESIA

Berlinda Mandasari¹, Tommy Hastomo²,
Bambang Yudi Cahyono³,
Yazid Basthomi⁴, Utami Widiati⁵

¹Universitas Teknokrat Indonesia; ²STKIP PGRI Bandar Lampung;
^{1,2,3,4,5}Universitas Negeri Malang, Indonesia

Abstract: *Although the Technological Pedagogical Content Knowledge (TPACK) framework has been widely used to investigate teachers' integration of technology, few studies have compared novice and experienced EFL university teachers in terms of their TPACK levels and professional development strategies. This study addresses this gap by employing a quantitative and qualitative approach that combined questionnaire and semi-structured interviews data from sixty-four participants, thirty-two novice and thirty-two experienced English as a Foreign Language (EFL) university teachers. Both descriptive and statistical analyses were performed on quantitative data. Thematic analysis was used to examine the qualitative data. The quantitative findings revealed that novice EFL university teachers demonstrated a high level of technological knowledge (TK), content knowledge (CK), and technological content knowledge (TCK) but only a moderate level in pedagogical knowledge (PK), pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), and TPACK. In contrast, experienced EFL university teachers reported a very high level of CK and PK, high PCK, TCK, TPK, and TPACK, and slightly stronger TK than their novice counterparts, suggesting that professional experience strengthens pedagogical and integrative knowledge. The qualitative findings revealed that both novice and experienced EFL university teachers actively engaged in similar informal, self-directed strategies, including watching instructional videos, utilizing social media, engaging in peer supervision, and engaging in books and articles. However, only experienced EFL university teachers participated in formal professional learning such as international conferences and institutional training, which provided them with broader professional exposure. These findings highlight the need for differentiated professional development, including mentoring and reflective practice for novices, as well as innovation-oriented training for experienced ones.*

Keywords: *Experienced EFL university teachers, Novice EFL university teachers, Professional development strategies, Technology integration, TPACK*

About the author: *Berlinda Mandasari is a dedicated lecturer at Universitas Teknokrat Indonesia, Lampung, and a doctoral candidate in the Department of English Language at Universitas Negeri Malang. Her research interests include teacher professional development, English language teacher education, educational psychology, and the integration of technology into English language teaching. She focuses on exploring innovative teaching strategies, the psychological aspects of learning, and the effective use of technology to enhance teacher and student performance in English language education.*

e-mail: berlinda@teknokrat.ac.id

ORCID: <https://orcid.org/0000-0003-3634-9020>

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Introduction

It is widely recognized that the quality of teaching in higher education is strongly influenced by teachers' ability to integrate technological, pedagogical, and content knowledge (TPACK). In the context of English as a Foreign Language (EFL) instruction, this integration has become increasingly crucial as universities respond to rapid technological advancements and the demands of 21st-century learning (Goradia, 2018; Shafie et al., 2019). While teacher professional development (TPD) has been widely acknowledged as essential to improving teaching practices (Villegas-Reimers, 2003), the literature often treats teachers as a homogeneous group without differentiating their diverse experiences and professional trajectories. In fact, teachers enter higher education with varying levels of experience, which inevitably shapes their classroom practices.

The distinction between novice and experienced teachers is particularly relevant in understanding their professional needs and challenges. According to Farrell (2012), a novice teacher is someone teaching a new course for the first time, a stage often marked by uncertainty, insecurity, powerlessness, loneliness, and alienation (Bar-Tal et al., 2020). In practice, novice teachers are generally defined as those with one to five years of teaching experience (Mehrpour & Mirsanjari, 2016; Widiati et al., 2018). While they typically possess strong theoretical knowledge of English, they often lack practical experience in pedagogy and technology integration, leading to a "reality shock" when the concepts learned in their education program do not easily transfer to actual classrooms, where they must sustain focus for long hours while managing large groups of students (Akcór & Savasci, 2020). Their struggles are further compounded by feelings of professional identity uncertainty and the pressure to adapt quickly to institutional demands (Aniq & Drajadi, 2019).

In contrast, experienced teachers, those with more than five years of teaching experience (Hosseini et al., 2017), tend to demonstrate strong pedagogical content knowledge built from years of practice and professional maturity. However, they may face difficulties in adopting emerging technologies or reconciling them with long-standing teaching practices, which necessitate ongoing efforts to update and refine their digital competencies. Taken together, these differences highlight the importance of distinguishing between novice and experienced teachers, while also highlighting the need to assess their technological pedagogical content knowledge (TPACK) levels and develop appropriate strategies for effective professional development. This need becomes even more significant when viewed in light of the national standards governing the teaching profession in Indonesia. The Law of the Republic of Indonesia No. 14/2005 states that university teachers, as professional educators, must have the necessary academic qualifications, at least a master's degree in the subject they teach, competencies, and a teaching certificate, as well as be

physically and mentally healthy to achieve national education goals (Undang-undang Republik Indonesia Nomor 14 Tahun 2005). Teacher competencies, as outlined in the law, include pedagogical, personal, social, and professional skills gained through professional education, while teaching certificates are granted once these requirements are fulfilled.

In response to the challenges faced by novice and experienced EFL university teachers, the framework of TPACK emerges as a comprehensive model that emphasizes the integration of technology with pedagogical strategies and subject matter expertise. It provides a lens to evaluate teachers' strengths and gaps, guiding professional development initiatives that help novice teachers bridge the theory–practice divide while enabling experienced teachers to adapt their established practices to new technological demands. In the global context, a study from Nazari et al. (2021) demonstrated that novice and experienced EFL teachers differ significantly in their perceived TPACK, with novices often displaying more confidence in certain technological aspects, while experienced teachers excel in pedagogy and content knowledge. Similarly, Nabhani et al. (2014) highlighted that teachers' efficacy in technology-integrated classrooms depends on targeted professional development that strengthens both pedagogical and technological domains. These findings emphasize the urgency of using the TPACK framework to design professional development programs that are responsive to teachers' varying levels of knowledge.

In the Indonesian context, numerous studies have been conducted on novice and experienced teachers. Widiati et al. (2018) examined the challenges faced by Indonesian novice teachers of English. Anggraeni and Rachmajanti (2021) explored novice and experienced teachers' perceptions of the need for ongoing professional development. Khalisa et al. (2022) reported novice EFL Indonesian teachers' perspectives on early teaching challenges and strategies. More recently, Laksmi et al. (2025), Pramesti et al. (2025), and Florida and Mbato (2020) carried out similar studies that highlighted the variations and similarities in the instructional strategies preferred by novice and experienced EFL junior high school teachers, though with different participants. Most of these studies focused on school teachers, while only a few investigated university teachers. Examining novice and experienced EFL teachers in higher education is vital, as university teachers face unique challenges such as balancing teaching with research, meeting publication demands, and addressing diverse adult learners' needs. Studying them offers insights into how TPACK develops in specialized academic contexts, which is crucial for strengthening teacher education and improving tertiary education quality.

Studies on identifying novice and experienced EFL university teachers' TPACK level, as well as strategies to accelerate their knowledge, remain limited. Hastomo et al. (2024) conducted a mixed-method study that examined EFL pre-service

teachers' technological knowledge (TK) in relation to the use of AI-powered tools and explored their strategies for advancing this knowledge through semi-structured interviews and a five-point Likert scale questionnaire. However, the study was confined to pre-service teachers and addressed only the TK component, leaving out other essential elements of TPACK. This creates a gap in understanding how novice and experienced EFL university teachers develop and enhance their TPACK in real classroom contexts. In light of this, the present study is intended to investigate the TPACK levels of novice and experienced EFL university teachers in the Indonesian context. The findings are expected to provide evidence for bottom-up, need-based professional development programs, which are more sustainable and responsive than traditional top-down in-service training models (Villegas-Reimers, 2003). Therefore, the present study addresses the following questions:

1. What are the TPACK levels of novice and experienced EFL university teachers?
2. What strategies do they use to accelerate their knowledge to sustain their professional development?

Literature Review

TPACK Framework in EFL Education: Current and Limited Studies

The framework of Technological Pedagogical Content Knowledge (TPACK), developed by Koehler and Mishra (2009), has become a significant lens for analyzing how well teachers use technology in their lesson plans. In contrast to previous models that addressed technological knowledge separately, TPACK places a strong emphasis on the intersection of three fundamental knowledge domains, technology, pedagogy, and content, as well as their dynamic interconnections. This integrated approach is important in the teaching of English as a Foreign Language (EFL), as teachers are required to provide digital activities that promote communicative skills in addition to managing linguistic content (Aniq & Drajiati, 2019).

Several studies have examined TPACK by understanding the challenges and opportunities (Taopan et al., 2020), proposing practical implications (Lisa et al., 2021), validating the framework (Bagheri, 2020), evaluating teachers' level of knowledge (Nazari et al., 2019), reconceptualizing (Cherner & Smith, 2017) and reframing (Celik, 2023). In the global context, studies on teachers' understanding of TPACK, particularly in English language teaching, have yielded various results and implications. Najjari et al. (2021) revealed that TPACK literacy among participants reported that their perceptions of TPACK literacy changed in light of TPACK workshops. Raygan and Moradkhani (2022) found that

teachers' attitudes and TPACK strongly predict technology integration, with school climate mediating the link between attitude and adoption. Zhang and Fang (2022) validated that integrating Flipped Classroom design into TPACK produced an FC-situated TPACK. Teacher efficacy grew through better student performance, supportive leadership, collaboration, and openness to technology, confirming its link to TPACK and teaching performance.

In Indonesia, numerous studies have been conducted to examine the understanding of TPACK perceived by pre-service teachers (Ciptaningrum, 2017; Habibi et al., 2020; Irwanto et al., 2022; Kusuma, 2021) and in-service teachers (Cahyono et al., 2016; Drajadi et al., 2018; Novita et al., 2022; Rajiha et al., 2023; Sari et al., 2021). The related studies examine TPACK in in-service teachers in terms of multimodal literacy (Drajati et al., 2018), socioculturally based TPACK (Novita et al., 2022), and TPACK evaluation instruments (Prasojo et al., 2020). Unfortunately, these studies did not portray the level of TPACK perceived by novice and experienced university teachers. Understanding their TPACK level contributed to the stakeholders and policymakers' decision on teachers' professional development programs that fit their needs. Thus, this study is significant in response to the potential contributions.

Professional Development for TPACK growth

Teacher professional development (TPD) is a continuous, career-long process of growth, reflection, and adaptation to students' needs (Diaz-Maggioli, 2023). TPD occurs through both formal learning (e.g., workshops, training, conferences) and informal learning (e.g., reading, collegial dialogue, self-directed activities) (Kyndt et al., 2016; Manuti et al., 2015; Zeng, 2023). It enables teachers to refine subject knowledge, teaching skills, and instructional strategies through continuous reflection and improvement.

In the global context, teacher professional development (TPD) equips teachers with updated pedagogical techniques that enhance instructional quality and positively impact student achievement (Fauth et al., 2014; Zhang & Fang, 2022). TPD also reshapes teachers' conceptions of classroom practices, such as the provision of corrective feedback, fostering more reflective and intentional approaches (Ha & Murray, 2021), contributing to both instructional competence and improved student outcomes. In the Indonesian context, however, several challenges remain. Averina and Kuswandono (2023) found that TPD activities enhanced pre-service teachers' skills and attitudes but were hindered by workload, time constraints, limited program options, poor alignment with teachers' needs, and short program duration. With respect to technology-mediated TPD, Saiful (2020) reported that most school teachers viewed smartphones as beneficial for TPD, though some favored face-to-face methods. The study recommended

optimizing smartphone-based TPD with government support through dedicated models and applications. Similarly, Dewi et al. (2024) revealed that teachers valued PD for knowledge, pedagogy, and language proficiency, but overall participation remained low, highlighting the need to address key barriers to sustain professional growth.

Despite these insights, little is known about how novice and experienced EFL university teachers differ in adopting strategies to accelerate their professional development. Existing studies emphasize the benefits and challenges of TPD in general but do not adequately explore how teachers at different career stages navigate workloads, program alignment, or technology-enhanced opportunities. Addressing this gap is critical to designing differentiated TPD models that empower novice EFL university teachers to build foundational competencies while enabling experienced EFL university teachers to refine and expand their professional practices.

Method

Study Design and Participants

This study adopted a mixed-method design, employing questionnaires and semi-structured interviews as the primary instruments for data collection. The quantitative component was used to gather data on the TPACK levels of novice and experienced EFL university teachers, while the qualitative component explored the strategies employed to accelerate their knowledge and sustain their professional development. The study combined questionnaires and interviews, providing meaningful insights into their professional practices. This approach enhances the relevance of the findings and offers guidance for designing professional development programs, while paving the way for future research with larger, more diverse groups. A total of sixty-four EFL university teachers in Indonesia participated in the study, consisting of thirty-two novice teachers and thirty-two experienced teachers. A balanced distribution allows a fair comparison between the two groups, making it easier to link differences in findings to teaching experience rather than sample imbalance. The study included sixty-four EFL university teachers, which is a moderate sample size that still offers useful insights into their TPACK levels and professional development strategies. However, because the sample is limited, the results should be interpreted cautiously and may not apply to all EFL university teachers in Indonesia.

The selection of participants was purposeful, aimed at ensuring representation from both novice and experienced categories, as their professional trajectories are central to the study's objectives. In this study, the term 'EFL university

teachers’ refers to lecturers teaching at universities who meet the criteria established in Law No. 14/2005 of the Republic of Indonesia, which includes holding a master’s degree or higher in their teaching subject related to English. These teachers, however, differ in terms of teaching experience, academic qualifications, and certification status. Following the definition from Mehrpour and Mirsanjari (2016) and Widiati et al. (2018), novice EFL university teachers are defined as those with fewer than five years of teaching experience. Many novice teachers have not yet obtained a teaching certificate, as eligibility for professional certification begins after a minimum of two years of teaching service and is associated with the rank of assistant professor. In practice, this process may take longer due to constraints such as administrative obstacles and limited understanding of certification regulations (Oktapani, 2019). In contrast, experienced EFL university teachers, as defined by Hosseini et al. (2017), are those with more than five years of teaching experience. They are considered professional educators, as they hold the required teaching certificate and typically serve as Assistant Professors or in higher academic ranks. The participants’ demographic information is presented in Table 1.

Table 1. *The Participants’ Demographic Information (N=64)*

Categories	EFL Novice University Teacher	EFL Experienced University Teacher
Teaching Experience	1-2 years= 25 3 years= 7	8-10 years= 17 >11 years=15
Gender	Female= 19 Male= 13	Female= 20 Male= 12
Age	24-27 years= 21 28-30 years= 10 >30 years = 1	31-35 years= 18 36-40 years= 4 >40 years = 10
Academic Degree	All masters	Master= 27 Doctoral= 5

Data Collection Procedure

To obtain quantitative data on the TPACK level of novice and experienced EFL university teachers, this study adapted a validated questionnaire from Baser et al. (2016) and Nazari et al. (2021), containing 39 statements. The detailed instrument of the questionnaire is presented in Table 2.

Table 2. *Questionnaire Map on TPACK Components*

Questionnaire	Number of Items	Component	Number of Component Items
TPACK levels of Novice and Experienced EFL University Teachers	39	TK	9
		CK	5
		PK	6
		PCK	5
		TCK	3
		TPK	7
		TPACK	4

Table 2 shows the TPACK components of the questionnaire separated into seven, including TK (9 items), CK (5 items), PK (6 items), PCK (5 items), TCK (3 items), TPK (7 items), and TPACK (4 items). The questionnaire was organized in *Google Forms*, consisting of nine sections with detailed instructions, ensuring the participants understood the purpose. Section one was initiated by providing information on the objectives, participant criteria, and informed consent as a means to maintain ethical consideration, emphasizing participants' data for confidentiality, anonymity, and voluntary participation. Section two collected demographic information. Sections three through nine addressed each TPACK component, requiring responses on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

To ensure internal consistency, the questionnaire items were analyzed using Cronbach's alpha. Previous studies reported reliability coefficients for the TPACK components ranging from 0.81 to 0.92 (Baser et al., 2016). Nevertheless, a pilot study was conducted to test the internal consistency of the items in the Indonesian context. The results of Cronbach's Alpha of a five-point Likert Scale questionnaire are shown in Table 3.

Table 3. *The Coefficient of reliability on each Component of TPACK*

TPACK Components	Coefficient of reliability	Number of Items
TK	0.82	9
CK	0.81	5
PK	0.73	6
PCK	0.85	5
TCK	0.94	3
TPK	0.83	7
TPACK	0.77	4
Total		39

The data presented in Table 3 showed that each component of TPACK was reliable, resulting in 0.77 to 0.94, from the lowest to the highest coefficient of reliability. These Cronbach's Alpha values (0.77-0.94) indicate good internal consistency, which is above the commonly accepted threshold for reliability (e.g., >0.7) (Gelişli & Beisenbayeva, 2017).

The questionnaire was distributed via a *Google Forms* link shared personally through *WhatsApp* with eligible colleagues, as well as in EFL teacher groups and among doctoral students. To gather qualitative data, twelve EFL university teachers (six novice, six experienced) participated in semi-structured 30-minute phone interviews focused on technological, content, and pedagogical knowledge (TK, CK, PK) and strategies for developing TPACK. Questions were refined for contextual relevance, interviews were conducted in a friendly manner, audio-recorded with consent, and designed to balance consistency with flexibility to obtain individual perspectives.

Data Analysis

The data from the questionnaire were statistically analyzed by comparing the mean and standard deviation of each component from both EFL novice and experienced university teachers. To get meaningful data, interpretation criteria were adapted from Hastomo et al. (2024), as outlined in Table 4.

Table 4. *Interpretation Criteria*

Mean Range	Criteria
4.3 - 5.0	Very High
3.5 - 4.2	High
2.7 - 3.4	Moderate
1.9 - 2.6	Low
1.0 - 1.8	Very Low

To analyze the qualitative data, thematic analysis, as described by Clarke and Braun (2017) was employed. The coding procedure had three phases to systematically develop themes. First, we examined interview transcripts to identify teachers' strategies for improving TPACK. Second, themes were generated by synthesizing patterns from the transcripts and ensuring reliability through discussions to reduce bias. Finally, how novice and experienced EFL university teachers perceived and applied these strategies, highlighting similarities and differences, was presented. A coding system (e.g., NT1 for novice teacher, ET2 for experienced teacher) maintained confidentiality while distinguishing participants, ensuring a rigorous and credible analysis.

Results and Discussion

TPACK levels of novice and experienced EFL university teachers

The first objective of this study was to examine the TPACK level of novice and experienced EFL university teachers. To determine whether there were statistically significant differences between the TPACK levels of novice and experienced EFL university teachers, total scores were computed for each

TPACK component, and the corresponding mean and standard deviation values were calculated. The results of these analyses are presented in Table 5.

Table 5. *The Statistical Analysis of the Questionnaire Distributed to Novice and Experienced EFL University Teachers*

Teachers	Components of TPACK	Mean	Std	Interpretation
Novice EFL University Teachers (N=32)	TK	3.89	0.83	High
	CK	3.83	0.95	High
	PK	3.09	0.93	Moderate
	PCK	3.03	0.86	Moderate
	TCK	3.7	0.96	High
	TPK	3.39	0.97	Moderate
	TPACK	3.02	0.98	Moderate
Experienced EFL University Teachers (N=32)	TK	4.02	0.89	High
	CK	4.37	0.62	Very High
	PK	4.35	0.57	Very high
	PCK	4.04	0.7	High
	TCK	4.01	0.83	High
	TPK	3.95	0.79	High
	TPACK	3.56	0.94	High

The statistical analysis, as presented in Table 5, reveals both similarities and differences in the TPACK components of novice and experienced EFL university teachers. In terms of content knowledge (CK), novice EFL university teachers reported a high mean score ($M = 3.83$), while experienced teachers rated themselves very high ($M = 4.37$). This aligns with prior research indicating that experienced teachers often develop richer content knowledge over time due to accumulated teaching experience and opportunities to refine subject expertise (Ali & Mohammadzadeh, 2022). However, the novice EFL university teachers' relatively strong CK scores support the notion that recent exposure to academic training allows them to begin their careers with substantial subject matter knowledge (König et al., 2016). This finding aligns with earlier evidence that novices may enter the classroom with fresh and up-to-date knowledge, even if they lack the deeper pedagogical integration typically seen in their more experienced counterparts.

Pedagogical knowledge (PK) and pedagogical content knowledge (PCK) showed the most significant differences between the two groups. Novice EFL university teachers rated both PK ($M = 3.09$) and PCK ($M = 3.03$) at a moderate level, while experienced teachers reported very high PK ($M = 4.35$) and high PCK ($M = 4.04$). These results are consistent with Shulman's (1987) theory that PCK develops through classroom practice and reflection, which novices lack in their early careers. Previous studies in EFL contexts also emphasize that

novice teachers often struggle to connect content with appropriate pedagogical strategies due to limited classroom experience (Azizi et al., 2023). By contrast, experienced teachers' higher PK and PCK scores suggest greater confidence and effectiveness in applying teaching strategies and adapting content to learners' needs, a pattern reported in several comparative studies (Nazari et al., 2019; Zhang & Fang, 2022).

With regard to technological knowledge (TK) and technological content knowledge (TCK), both novice and experienced EFL university teachers scored high, though novices rated slightly lower in TK ($M = 3.89$) compared to experienced teachers ($M = 4.02$). Interestingly, this contrasts with a study from Agyei and Voogt (2012), which suggests that novice teachers often report higher technological proficiency due to their familiarity with digital tools. The slightly higher TK in the experienced group may reflect increased institutional exposure to professional development in technology integration or sustained adaptation during the shift to online and blended learning contexts in recent years (Ali & Mohammadzadeh, 2022).

Finally, the overall TPACK scores highlight another key difference: novices rated their TPACK at a moderate level ($M = 3.02$), while experienced teachers rated it high ($M = 3.56$). This supports evidence from Chai et al. (2013) that while novices may have individual components of TPACK (particularly CK and TK), the ability to synthesize and integrate them effectively into classroom practice typically develops with teaching experience. Azizi et al. (2023) further emphasized that experienced teachers adopt technology selectively for its pedagogical value, highlighting how professional experience shapes the knowledge needed for effective technology-enhanced language teaching.

However, without ongoing engagement in targeted TPD, novice and experienced EFL university teachers risk relying on established routines and may fall behind in integrating emerging tools that could enhance language learning outcomes (Wang, 2024; Zhang & Fang, 2022). These findings suggest that both novice and experienced EFL university teachers need targeted strategies to enhance their knowledge. Novices require mentoring, collaboration, and reflective practice to strengthen PK, PCK, and TPACK, while experienced teachers must continue professional development to update their technological and integrative skills. Professional learning, therefore, should be seen as a lifelong process that enables teachers at all stages to adapt and improve in response to evolving EFL teaching demands.

Novice and Experienced EFL University Teachers' Strategies to Accelerate Their Knowledge to Sustain Their Professional Development

This section reports on the strategies employed by novice and experienced EFL university teachers to enhance their knowledge and sustain their professional

development. The findings indicate that both groups engaged in a combination of formal and informal professional learning activities. A summary of these strategies is presented in Table 6.

Table 6. *Novice and Experienced EFL University Teachers' Strategies*

Strategies	Novice EFL Teachers	Experienced EFL Teachers
Formal Professional Learning		
Participating in international conferences	-	√
Attending training in teaching methodology	-	√
Informal, Self-Directed Learning		
Watching game-based teaching technology on <i>YouTube</i>	√	√
Updating current technology on social media	√	√
Conducting peer supervision among faculty members	√	√
Reading books and recent article publications relevant to technology and language teaching	√	√

Qualitative insights drawn from semi-structured interviews of the selected participants highlight the differences and similarities in the professional learning strategies adopted by novice and experienced EFL university teachers. In terms of formal professional learning, experienced EFL university teachers valued international conferences for expanding knowledge and boosting professional confidence. For instance, one experienced teacher stated that engaging with prominent speakers and peers during conferences not only enhanced their understanding of AI tools in education but also encouraged them to integrate technology more effectively in the classroom. ET 1 noted, *"I participated in international conferences. I also had opportunities to share my experience in using some AI tools in teaching technology in education virtually. I got a lot of insight from the prominent invited speakers and presenters. By attending conferences, I am more confident to integrate various technology tools in my class"*. This aligns with prior studies that conferences, workshops, and trainings often focus on educational technology, new teaching methods, effective classroom management, or classroom-based research to improve learning outcomes (Cirocki & Farrell, 2019).

In a similar vein, experienced EFL university teachers reported regular participation in institutionally organized training. ET2 highlighted, *"My institution supports my growth by providing training in teaching methodology twice a year. It is usually conducted before the new semester begins. These opportunities have helped me discover and update new strategies and apply them confidently to improve my students' learning experience."* This emphasis on structured and recurring training reflects the institutional support typically

afforded to experienced teachers, aligning with König et al. (2016), who found that institutionalized professional development strengthens pedagogical expertise and sustains long-term teacher effectiveness. By contrast, novice EFL university teachers in this study did not report participation in international conferences or formal training programs. Instead, they relied more heavily on informal, self-directed learning strategies.

Despite these differences, similarities also emerged. Both novice and experienced EFL university teachers reported their strategies in informal, self-directed learning. For instance, novice EFL university teachers were watching instructional videos, engaging with social media, and experimenting with interactive teaching methods. For example, NT1 stated, *“I usually watch YouTube videos about game-based learning and digital tools, such as how to employ Kahoot! In the classroom. They give me practical ideas that I can directly try in my classroom.”* Similarly, NT2 noted, *“I follow several language teaching communities on Instagram. It helps me stay updated with new apps or platforms that can engage students.”* These insights highlight novices’ preference for accessible, flexible, and low-cost learning opportunities. This aligns with Staudt Willet (2024), who observed that early-career teachers often rely on digital platforms and peer networks for just-in-time learning and resource sharing. ET3 noted, *“I frequently watch YouTube to learn about advanced applications of digital tools, not only for classroom activities but also for assessment and research purposes.”* Likewise, ET4 shared, *“I use social media to connect with international colleagues and exchange experiences about integrating technology in higher education. It is more about professional networking than just finding new apps.”* These insights suggest that while novice teachers use informal learning primarily to acquire practical, ready-to-use classroom strategies, experienced teachers engage with the same platforms in more sophisticated ways, such as deepening pedagogical reflection, networking, and sustaining professional identity. This contrast reflects Farrell (2012) argument that experienced teachers often rely on reflective and collaborative practices to refine their teaching, while novices seek immediate, practice-oriented solutions.

Another similarity between novice and experienced EFL university teachers was their engagement in peer supervision and reading books and recent publications. NT3 explained, *“I just started my career as a lecturer less than 2 years ago, which means that I have little experience in teaching. I read books and talked to my senior lecturers who have more teaching experience. Thus, I could have more varied teaching practices and a little bit more confidence in teaching.”* This suggests that novice teachers rely on scholarly resources and collegial guidance to compensate for limited teaching experience, while also using these strategies to build confidence and diversify their instructional practices. On the other hand, ET5 noted, *“I frequently read articles published in Scopus-index journals by accessing Google Scholar and ScienceDirect. There are so many insights, especially on language teaching, that are relevant to today’s*

era. *I also read some books just to confirm my understanding*". This highlights how experienced teachers approach scholarly reading not merely for support or confidence building, but as a means of deepening expertise, staying updated with current research, and critically evaluating their own teaching practices. Such differences align with Darling-Hammond and Hyler (2020), who argue that while novice teachers often use professional resources to develop foundational competence, experienced teachers leverage them to refine, extend, and innovate their practice.

Lastly, peer supervision was identified as a shared strategy by both novice and experienced EFL university teachers, though with different emphases. For novices, peer supervision served as a supportive mechanism to gain practical insights and immediate feedback from more experienced colleagues. NT4 remarked, *"I usually ask my senior colleagues to observe my class and give me suggestions. Their feedback helps me avoid mistakes and improve faster."* In contrast, experienced teachers viewed peer supervision as a reciprocal and reflective process aimed at professional enrichment. ET6 explained, *"When I observe my colleagues or they observe me, it is not only about finding mistakes but also about exchanging ideas and exploring new strategies."* This suggests that while novice teachers use peer supervision primarily for guidance and confidence-building, experienced teachers engage in it for collaborative learning and pedagogical innovation. Such findings are consistent with Farrell (2012), who emphasized that reflective dialogue and peer observation are central to sustaining teacher development across different career stages.

The overall findings highlight that professional learning strategies vary by career stage but share common ground. Experienced teachers relied more on structured opportunities such as conferences and institutional training, while novices leaned on informal strategies like videos, social media, and collegial support to compensate for limited experience. Despite these differences, both groups engaged in peer supervision, scholarly reading, and technology-enhanced practices, showing a shared commitment to continuous learning. This suggests that professional growth is an ongoing, adaptive process shaped by both institutional support and individual initiative (Darling-Hammond et al., 2017).

Conclusion

This study examined the TPACK levels and professional learning strategies of novice and experienced EFL university teachers. The findings revealed important differences across career stages, particularly in PK, PCK, and the overall integration of TPACK. While novice EFL university teachers demonstrated strong CK, TK, and TCK, their moderate PK, PCK, and TPACK scores suggest challenges in connecting theory to practice. By contrast, experienced EFL university teachers achieved very high PK and CK and a high level of TK,

TPK, TCK, PCK, and TPACK, highlighting the role of classroom experience and institutional training in developing pedagogical expertise.

The analysis of professional learning strategies further highlighted these contrasts. Both novice and experienced EFL university teachers engaged actively in informal, self-directed learning, such as watching instructional videos, using social media, reading books and articles, and participating in peer supervision. These strategies provided accessible, flexible, and cost-effective ways to enhance teaching practices. What distinguished the two groups, however, was the engagement in formal professional learning. Only experienced EFL university teachers reported participation in formal professional learning opportunities such as attending international conferences and institutionally organized training, which not only expanded their knowledge but also enhanced their professional confidence. This indicates that while informal learning was a common ground, formal learning remained largely the domain of experienced teachers, reflecting both institutional support and professional experience.

Overall, the findings suggest that professional development is not linear but adaptive, shaped by institutional support, career stage, and individual initiative. Novice EFL university teachers require mentoring and structured guidance to strengthen PK, PCK, and TPACK, while experienced EFL university teachers must remain engaged in continuous professional learning to keep pace with evolving technological and pedagogical innovations. Supporting both groups through a balance of formal and informal opportunities is therefore essential to sustaining university teacher effectiveness and improving EFL learning outcomes. Both groups would also benefit from peer supervision, cross-stage collaboration, and access to up-to-date research resources. Finally, policymakers and educational leaders should recognize professional learning as a lifelong process, designing teacher development programs that are differentiated based on career stage, while fostering continuous learning and innovation in EFL higher education. However, this study is limited by its small, and reliance on self-reported data, which may affect generalizability and accuracy. Future research with larger, more diverse samples and additional data sources, such as classroom observations, is recommended.

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About the author: Tommy Hastomo serves as a lecturer at STKIP PGRI Bandar Lampung, Lampung, and is currently pursuing his doctoral studies in the Department of English at Universitas Negeri Malang. His research interests center on the integration of Information and Communication Technology (ICT) in English Language Teaching (ELT), with a focus on leveraging technology to innovate pedagogical practices, enhance student engagement, and improve learning outcomes in diverse educational contexts.

e-mail: tomhas182@gmail.com

ORCID: <https://orcid.org/0000-0002-3664-3521>

About the author: Bambang Yudi Cahyono is a Professor of Applied Linguistics at Universitas Negeri Malang, East Java, Indonesia. He holds an M.A. from Concordia University in Montreal, Canada, and a Ph.D. from the University of Melbourne, Australia. His research interests span second language writing, professional development for English teachers, and the integration of ICT in English Language Teaching (ELT).

e-mail: Bambang.yudi.fs@um.ac.id

ORCID: <https://orcid.org/0000-0001-5210-5208>

About the author: Yazid Basthomi is an applied linguistics professor at Universitas Negeri Malang, Indonesia. He works in the English department of the Faculty of Letters. He worked as a Fulbright scholar at the ELI, University of Michigan-Ann Arbor, conducting research for his doctoral studies. He is the coordinator of TEFLIN's publication section and is interested in digital culture, intercultural education, and genre analysis.

e-mail: ybasthomi@um.ac.id

ORCID: <https://orcid.org/0000-0003-1343-8370>

About the author: Utami Widiati is a distinguished professor specializing in English Language Teaching at the English Department, Faculty of Letters, Universitas Negeri Malang, Indonesia. She was awarded her professorship in 2009, focusing on literacy learning. Her research areas encompass foreign language literacy, second language acquisition (SLA), curriculum and material development, and teacher professional development. As a trainer for both pre-service and in-service teachers, she has contributed significantly to English education in Indonesia, including authoring government-endorsed English textbooks for secondary schools. Additionally, she serves as the chief editor of the TEFLIN Journal, further demonstrating her leadership in the field.

e-mail: utami.widiati.fs@um.ac.id

ORCID: <https://orcid.org/0000-0002-8603-4556>