

ABSTRACT

Sari, Naya Novita. (2026). Exploring EFL Teachers' Perceptions of TESOL Professional Development Workshops on Their Teaching Practices: A Case Study

Professional development workshops are widely regarded as valuable opportunities for EFL teachers. Yet, existing literature has focused more on the design or implementation of professional development programs than on teachers' own experiences, a gap particularly evident in Bandung Regency. This study explores EFL teachers' perceptions of TESOL professional development workshops and their relevance to teaching practice, and identifies the challenges teachers face during and after participation. This study uses a qualitative case study design, conducted within MGMP (*Musyawarah Guru Mata Pelajaran*) English Subject SR-05, Bandung Regency. The findings show that two EFL teachers from SMPN 2 Cileunyi, with 15 and 7 years of teaching experience, were selected through purposive sampling. Data were collected through semi-structured interviews and document analysis of lesson plans, then analyzed thematically. Both teachers held a generally positive perception of TESOL professional development workshops. They considered the workshop relevant to their practice, though for different reasons: one valued content matching classroom needs, the other valued the workshops' professionalism and experienced facilitators. Both reported applying what they learned to lesson planning, teaching, and assessment, with evidence of these applications also found in their lesson plan documents. They also described challenges related to institutional and facility constraints, time pressure, technological barriers, limited confidence, and access-related constraints. In conclusion, TESOL professional development workshops were positively perceived and viewed as relevant to teaching practice. However, institutional, time-related, technological, and access-related factors continued to constrain participation. This study suggests professional development programs organized through MGMP and schools could be made more accessible and responsive to teachers' needs.

Keywords: *Professional Development, TESOL Workshops, EFL Teachers' Perceptions, Teaching Practices, Case Study*