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EXPLORING INDONESIAN EFL TEACHERS' PERSPECTIVES ON THEIR SELF-REGULATION

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Abstract
The quality of ELT enterprises is strongly determined by its teachers' dedication and commitment to imparting meritorious educational outcomes for diverse learners. One of the affective EFL teachers' aspects that should be paid more exhaustive attention to is self-regulation. It is theoretically grounded that highly self-regulated EFL teachers are the individuals exceptionally eager to confront various teaching-learning obstructions. This present qualitative study was conducted in the support of narrative inquiry to obtain more renewable rewarding insights from the targeted research participants based on their recited stories. To fulfill this research objectivity, 5 open-ended written narrative interview questions were addressed to 2 invited Indonesian EFL teachers experiencing quite long-range teaching experiences. The results showcased that highly self-regulated Indonesian EFL teachers had transfigured into more innovative learning facilitators and professional educators. Thus, it can be inferred that self-regulation fully allowed Indonesian EFL teachers to be more judicious decision-makers and supportive learning counselors. Some suggestions were also depicted in the closing section.

Keywords: Self-regulation; EFL teachers' perspectives; narrative inquiry

Introduction
In this industrial revolution 4.0 eras, educationalists can be deemed as one of the paramount figures influentially bringing about varied beneficial impacts for their learners' academic and social progression. This conception seems to concur with the theory of educator's roles in this global age as propounded by Griffiths (2007) articulating that rejuvenating educators' perceptions on both cognitive and pedagogical practices are of utmost importance for the betterment of educational enterprises comprehensively. For this reason, worldwide educational institutions are jointly invited to maintain the positivity of educators' mental health. Since their positive mental health will significantly influence their teaching performances, dedication, and qualities in diverse wide-ranging classroom contexts. Vesely, Saklofske, and Leschied (2013) adduce that the overarching mental health, as well as existent emotional states instilling by teachers, will navigate the effectiveness of their classroom learning venture. In EFL teaching-

learning dynamics, one of the detrimental affective factors arousing teachers' negative emotions is burnout. This hazardous emotional state will lead EFL teachers to job dissatisfaction, excessive stress levels, frustrating personal feeling, and a higher degree of attrition rate. As based on these above-mentioned assumptions, Newberry and Alsop (2017) strongly theorize that a higher level of EFL teachers' emotional burnout needs to be mitigated constantly unless the teaching-learning breakdowns will be the unintended consequences for all learning community members. It is fair to be acknowledged here that the nourishment of EFL teachers' positive emotions should be ascertained at the commencement of teaching-learning processes to maximize their teaching abilities, performances, and thinking in stipulating the precious actions to be carried out in the apparent teaching-learning situations. This suggestion is inextricably associated with the teacher empowerment theory postulated by Ercoskun and Kose (2014) believing that the continual reinforcement toward EFL educationalists' positive emotions will potentially bring about a more pleasurable classroom learning atmosphere. In a similar sense, Ahmed and Malik (2019) also argue that the corroboration of EFL teachers' positive emotions highly impacting their job satisfaction, commitment, and dedication as they experienced more sustainable support and a higher degree of reverence toward the effortful actions they have already embodied in their current vocation.

Concerning the significance of teachers' emotional sanity, it is critically pivotal for every educational institution as well as teacher training and education faculty to work hand-in-hand in establishing, nourishing, and amplifying EFL teachers' self-regulation to promote more positive impacts toward the ongoing educational enterprises they are engaging with. This conception seems to fit with the seminal theory of self-regulation proposed by Zimmerman (2008) averring that EFL educators possessing a more robust construction of self-regulation are more liable to concurrently infuse more positive emotions, feelings, and behaviors determining their specific teaching actions they are going to incorporate in their specific classroom circumstances. In the same vein, De Corte et al., (2011) avow that EFL teachers upholding a stronger establishment of self-regulation are more prone to be a more proactive agent of changes consistently desirous of enriching the conduciveness of the present teaching-learning activities for the greater advancement of their learners' learning improvement. Concerning this primacy of self-regulation construct, globalized educational stakeholders along with universities are advocated to impart more insistent mutual supports possibly elevating EFL teachers' self-regulation growth. This action needs to be internalized since there is a close linkage between existing educational vicinities and EFL teachers' self-regulation development. Postholm (2011) corresponds that the existent teaching and working surroundings will potently determine the degree of EFL teachers' self-regulation growth. Further, it is not overstated here that the robust establishment of self-regulation can also lead EFL teachers to be more expertise in their cognitive, affective, and pedagogical competencies. This rewarding value is progressively attained since self-regulated EFL teachers are capable of maximizing the effectiveness of the existing teaching-learning dynamics endured by learners, degrading their emotional burnout gigantically, and ingraining more positive perceptions on their current vocation. All of these

advantageous educational values are immensely endorsed by the prior findings of EFL teachers' self-regulation studies unfolded by Ghonsooly and Ghanizadeh (2013) finding out that EFL educationalists erecting more robust self-regulation will be more able to conduct more meaningful teaching-learning activities compared to other colleagues possessing a lower level of self-regulation. In another identical study, Pietarinen, Pyhalto, Soini, and Aro (2013) revealed that highly self-regulated EFL teachers will have more precious chances to dramatically lessen their excessive negative emotional states to be superseded by more positive emotions since they have become more strategic decision-makers in assisting their learners to overcome various learning impediments. Pietarinen et al., (2013) also remarked that through a solid construction of self-regulation, EFL teachers will tend to address more expendable teaching efforts toward their teaching career due to the gradual positive feelings, perceptions, and emotions they continually possess.

It is also worth mentioning in these subsequent lines that self-regulation is comprised of 4 major stages as mentioned by Vohs and Baumeister (2016). The first stage refers to the cognitive aspect where EFL teachers are commissioned to collect richer information concerning the designated internal and external resources to stipulate clearer learning objectives to be achieved by their learners. The second staged can be deemed as a control assumption in which EFL teachers are required to plan, monitor, and evaluate the ongoing teaching-learning enterprises in line with the cognitive as well as motivation aspects showcased by learners. In the standard assumption, EFL teachers are advised to enact more achievable learning goals to be attained by learners and exert various supportive teaching behaviors constantly navigating their learners' learning trajectories to attain the pre-determined learning objectivities. The ultimate self-regulation aspect EFL teachers should insert in their classroom settings is self-regulatory learning activities wherein all learning community members are adept in juxtaposing their learning goals and endeavor in harmony with the prior learning achievements as well as performances obtained by them before. By iteratively repeating these above-explicated self-regulation cycles, it is well-phrased that both EFL teachers and learners can potentially transfigure into more innovative, creative, and independent problem-solvers in the presence of varied teaching-learning obstructions they are currently confronting. This perspective is mutually interlinked with another grounded self-regulation theory devised by Gol and Royaei (2013) strongly encouraging EFL educators to substantiate their self-regulation growth at the outset of teaching-learning activities to transform all learning community members into more high-quality, independent, and critical academicians. Again, highly self-regulated EFL teachers are presumably impossible to be born overnight since they should be well-trained for years or even decades to more profoundly understand their pedagogical beliefs, perspectives, and practices to walk in a similar corridor with self-regulatory concept demanding them to be more life-long educators who continually put forth the maximization of their targeted competencies for the betterment of educational practices. This idea is favorably supported by the previous self-regulation research finding unveiled by Royaei, Ghapanchi, and Ghanizadeh (2020) uncovering that when EFL educationalists have eventually reached a more holistic view toward

every pedagogical action they have taken, their self-regulation growth can also be fostered increasingly due to the higher degree of job satisfaction they fully possess in their account.

Before grounding this current study to the identifiable gap produced by previous self-regulation studies, it is of paramount importance to mention 5 relevant studies intimately correlated with the proposed theme. The first study was conducted by Mbato and Cendra (2019). They unfolded that self-regulated university EFL learners were successful in completing their final thesis since they could utilize various external and internal resources continuously supporting them to accomplish this final project. In an identical investigation, Diasti and Mbato (2020) unveiled that university EFL learners inculcating a higher degree of motivation and self-regulation tended to maintain their endeavor to finish their thesis writing since they have gradually become more autonomous problem-solvers. Siswanto and Mbato (2020) also revealed that EFL lecturers and university learners working more collaboratively in capitalizing on planning, monitoring, and evaluating strategies in the light of self-regulation will reap more fruitful target language learning outcomes. Mbato (2013) in his dissertation, also found out that highly self-regulated university EFL learners were the transformative learning figures sustainably exploring a wider range of learning resources independently and collaboratively erecting mutual networking with other learning companions to achieve the desired learning outcomes altogether. In the last study, Wijaya (2021) prompted all educational institutions in Indonesia to continually preserve and heighten university EFL learners' self-regulation to transfigure them into more resilient, highly motivated, and committed academicians strongly willing to subdue various upcoming learning obstacles. Based on those above-explained previous studies, there were still a minimum number of works of literature delving more exhaustively into the critical importance of EFL teachers to instill a higher level of self-regulation development in a vast array of second language teaching-learning dynamics. In Indonesian EFL learning contexts, the researchers had not unearthed any specific self-regulation studies exploring Indonesian EFL teachers' perspectives. Keeping all these matters into consideration, this present qualitative study was purported to exhaustively investigate Indonesian EFL teachers' perspectives on their self-regulation. By conducting this research, it is expectantly hoped that more significant self-regulation research results will shed more enlightenment toward both globalized and Indonesian EFL teachers' literature concerning the criticality of this affective state internalization for advancing our present as well as future ELT pillars. As part of achieving this main research objectivity, one research problem was formulated as follows: (1) what are the specific perspectives upholding by Indonesian EFL teachers concerning their self-regulation?

Method

This present qualitative study was conducted in the support of narrative inquiry to obtain more comprehensive obtained data from the targeted research participants. Ary et al., (2018) postulate that through the support of narrative inquiry, the researchers will have broader chances to unearth more tangible real-life stories addressed by the research participants. To fulfill this research

objectivity, 5 open-ended written narrative inquiry questions were being asked to 2 invited research participants in this study. With the existence of these 5 open-ended written narrative inquiry questions, a more profound understanding of Indonesian EFL teachers' perspectives on their self-regulation would be obtained since the tangible teaching stories disseminated by 2 invited EFL teachers can potentially inspire educational stakeholders to design more supportive teaching-learning environments as well as curriculums which can magnify their self-regulation growth. Talmy and Richards (2011) propound that the major advantage of capitalizing on open-ended written narrative inquiry questions is to enable researchers to gain some renewable insights based on the recitation told by the research participants. The participants taking part in this current small-scale qualitative study were 2 Indonesian EFL teachers graduating from Sanata Dharma University, Yogyakarta. Both participants had already experienced wider teaching-learning experiences in varied formal as well as informal educational institutions. Even they are currently working outside of Java Island, their long-term teaching experiences had increasingly assisted them to become more professional EFL educators highly dedicated to their subject-specific fields. Regarding the data analysis processes, the researcher would categorize each specific obtained data into some themes to allow readers to get clearer depictions out of these categorizations. After categorizing each data into some particular themes, the researcher expounded these findings by harnessing some prior relevant self-regulation theories as well as findings to impart more robust and trustworthy research results for worldwide readers.

Findings and Discussion

This subsection will cast a more exhaustive delineation concerning Indonesian EFL teachers' perspectives in their self-regulation based on the obtained findings shared by 2 invited EFL teachers. 2 major specific themes emerged from this study namely (1) Highly self-regulated EFL teachers successfully transformed into more innovative learning facilitators and (2) The robust construction of self-regulation enabled EFL teachers to be more professional educators.

Theme 1: Highly Self-Regulated EFL Teachers Successfully Transformed into More Innovative Learning Facilitators

It is undeniably important to be asserted here that EFL teachers inculcating a higher level of self-regulation fully transfigured into more innovative learning facilitators for multivariate learners. This is because of their insistent willingness to select the best learning methods, activities, and treatments appropriately matched with their learners' learning needs as well as proficiency. This identical positive manner is also resonated well with the first finding derived from the first participant. She forthrightly confessed that a higher degree of her self-regulation construction continuously assisting her to discern a vast range of teaching-learning activities best suited her classroom learning circumstances. By possessing this paradigm in her mind, the first participant had always been ready to become a high-quality educator predominantly prioritizing her learners' learning enthusiasm to take place first before proceeding to a more profound learning enterprise. All these contentions seem in line with the previous self-

regulation finding discovered by Toussi and Ghanizadeh (2012) prompting EFL educators to be more well-prepared in selecting the targeted subject-specific lessons they are going to deliver to their learners to considerably heighten their self-regulation growth critically influencing the existing classroom climate. In another similar investigation, Toussi, Boori, and Ghanizadeh (2011) encouraged all worldwide formal educational institutions to fully arm their prospective EFL educationalist candidates with the robust self-regulation establishment to constantly help them overcome varied teaching-learning impediments in the later teaching vocation realm. Gol and Royaei (2013) advocated for EFL teachers to corroborate their mutual collaboration with their particular school institutions to design more contextual professional development programs focusing on developing their self-regulation level to breed more professional, strategic, and innovative future language educators. Those above-mentioned perspectives seem in line with the first participant's interviewee's excerpt as can be observed in these following lines.

> [Interviewee 1: *Yes, because I think preparation before learning is very important. I also prefer a simple and understandable lesson plans than a complex one. The implementation becomes easier.*]

> [Interviewee 1: *It is better that before starting the learning process, the students have acknowledged the objectives and things they are supposed to achieve during the process.*]

It is also worth explicating here that the robust establishment of self-regulation within EFL teachers directly influencing their preparedness in confronting a wide variety of classroom learning obstructions alike learners' unruly behavior, demotivated learners, disruptive learners' actions, and struggling learners. This resiliency is well-instilled since highly self-regulated EFL teachers firmly deem all the arduous teaching-learning obstacles should be tackled well to conduct more meaningful learning enterprises sustainably. Other identical positive characteristics best described as highly self-regulated EFL teachers are they can remain calm and stay optimistic amid these taxing learning situations as well as expand more effortful suitable actions to handle those aforesaid classroom learning issues with great care. All of these rewarding values are tightly interwoven with the second research finding unveiled from the first research participant avowing that she continually stayed calm, positive, and patient while being crammed with a vast range of noncompliant learners' learning behaviors. Thus, the first participant consistently builds a more interactive and intimate conversation with those learners to figure out the precise strategies to sort these impediments. All these above-explained conceptions are closely interlinked with the major self-regulation finding uncovered by Partovi and Tafazoli (2016) strongly suggesting all EFL educationalists to preserving their robust self-regulation while facing a wide variety of teaching-learning obstructions to bring about a more positive learning climate in which all learners feel openly embraced to speak out their ideas to the whole learning community members. In like manner, Pazhoman and Sarkosh (2019) advised globalized EFL educators to cultivate their

self-regulation growth into the utmost level to maximize the learning outcomes along with achievements to be attained by their learners and promulgate a higher degree of convincing learning resilience for the overarching learning community members to jointly achieve similar learning objectivities. All these above-said delineations are also in agreement with the self-regulation theory postulated by Delfino, Dettori, and Persico (2010) profoundly exclaiming that when a higher level of self-regulation development is strongly entrenched within EFL teachers, they are more liable to supportively extend their in-depth caring for their learners to stipulate a wider array of possible learning outcomes, objectives, and achievements to be obtained in the light of meaning-making learning vicinities. In the last study, Heydarnejad, Fatemi, and Ghonsooly (2017) advised EFL teachers to maintain a stable equilibrium between their emotional aspects and self-regulation development to experience job satisfaction contagious for the further learning attainment to be reached by learners in various actual classroom surroundings. The following first interviewee's excerpt also evinced similar perspectives.

> [Interviewee 1: *I personally believe that every single student need their own time to grow mentally and academically. Staying calm and focus can help teacher to find the best solution. The first thing I would do is doing my own reflection and evaluation: "What happened in classroom? What might cause those things?*]

> [Interviewee 1: *I will approach wisely and slowly the problematic students without causing discomfort to the other students. All students must be treated equally, but it is better for the teachers to consider the character, strengths and weaknesses of each student in the class. It will help us to communicate effectively with the students and find out the best solution for every student.*]

The ultimate and undeniable important characteristic inculcated by highly self-regulated EFL teachers is they are cogently desirous of internalizing various appropriate teaching-learning strategies for their learners to acquire the targeted language competencies for a better purpose. Anchored from this rewarding teaching behavior, the first research participants frankly repudiated that it is crucially essential for professional educators to incorporate a wide array of teaching approaches in their classroom learning vicinities since learners' learning experiences, knowledge, and skills will be more intensively enriched through enjoyable learning enterprises. She also added that personal distinctive learning treatments imparted for learners possessing multiverse learning backgrounds would potentially open a new horizon for them to be more excellent future academicians due to the progressive embodiment of holistic learning vicinities where all learners are striving as well as thriving jointly. In obedience with all those basic tenets of highly self-regulated EFL teachers, Hamidi and Ghafournia (2021) revealed that a more exuberant proliferation of self-regulation level will commensurately enact a good equilibrium between their expendable teaching efforts and learners' learning outcomes in the manifestation of more obvious teaching-learning objectives, continual volition to educate their learners, and well-

organized teaching-learning enterprises. This is also in tandem with the prior self-regulation research finding uncovered by Aldegether (2020) unfolding that the full activation of self-regulation has promoted a significant degree of benefits for the entirety of language learning venture conducted in their diverse wide-ranging classroom settings due to the continual placement of student-centered learning activities mutually elevating learners' learning interest toward the targeted subjects. In another exhaustive EFL teachers' self-regulation investigation, Royaei and Ghonsooly (2015) strongly advocated that EFL educators working in a vast array of language classroom learning environments be more tenacious, adaptable, and self-regulated decision-makers in designing more friendly learning dynamics for their learners to allow them to become more supportive learning facilitators as well as counselors amid taxing learning impediments. Concerning these above-explained findings, Ajomshoa, Sadighi, Bagheri, and Bavali (2017) also recommended all educational institutions impart more supportive working vicinities for EFL educators to enable them to showcase their best teaching performances influentially impacting the entire learners' language learning progression both socially as well as academically. In the ultimate identical study, Karamooz and Narafshan (2017) advised EFL educationalists to forge their self-regulatory skills at the onset of their teaching vocation to secure their robust teaching commitment, dedication, and professionalism governing their classroom learning navigation; whether it will be meaningful or detrimental for diversified learners. The following first participant's interviewee's excerpts also shared similar lenses like the aforesaid conceptions.

> [Interviewee 1: *Yes, I will. I think internalizing and implementing something new to the learning process is not bad at all. Teachers' knowledge and understanding of various learning strategies will be increased and it surely has a good impact on the student learning experiences.*]

> [Interviewee 1: *I personally will implement different treatments for different type of students. For instance: I will usually provide more explanations with specific and simpler examples to students who are still lacking in understanding the material being taught. For those who have passed the expected learning goals and criteria, I will give them a little ''challenge'' related to the topic so that they can still enjoy the learning and extend their level of understanding.*]

> [Interviewee 1: *As I mentioned above, various teaching methods and strategies are implemented to address all the diversities in the classroom. Addressing the diversity in the lesson planning and acting and evaluating are the keys for a supportive learning process in the classroom.*]

Theme 2: The Robust Construction of Self-Regulation Enabled EFL Teachers to be More Professional Educators

It is also worth recognizing in this section that the stronger establishment of self-regulation allowed EFL teachers to be more professional educators. One of the professional aspects possessing by highly self-regulated EFL educators is to

conduct more in-depth language learning preparations influential for the overall learners' learning interest, competencies, and surroundings. Keeping this in mind, these types of EFL teachers are better at running more efficient teaching-learning dynamics for all learners due to their exhaustive desire to continuously upgrade their teaching methods, activities, and paradigms holistically impacting the whole learning voyage undergone by diverse learners. All these aforesaid conceptions are resonated well with the second participant's teaching views. Deep down in her heart, she sustainably rejuvenates her teaching approaches as well as activities to be more harmonious with her existent learners' learning situations. Further, the second participant also frankly confessed that appropriate teaching-learning circumstances addressed for her learners will potentially lead them to achieve more fruitful learning outcomes to be implemented in their daily lives. Corresponding with this above-mentioned truth, Ghonsooly and Ghanizadeh (2013) theorized that EFL teachers inculcating a more prolific self-regulation growth are more prone to restore their present teaching strategies to be accordingly matched with their learners' learning levels. In another critical investigation of EFL teachers' self-regulation, Monshi, Toussi, Boori, and Ghanizadeh (2011) revealed that highly self-regulated EFL educationalists are the figures that are not merely aware of their current teaching beliefs but also the extensive learners' learning needs. Ghanizadeh and Moafian (2011) rigorously accentuated the indispensability for EFL teachers to constantly escalate their teaching performances, renew their usable teaching strategies, and disseminate a wide array of agentic teaching efforts to significantly augment their self-regulation level. All these above-explained contentions are not happening by chance to share an identical similarity with these following second participant's interviewee excerpts.

> [Interviewee 2: *I am the type of teacher who prepares clear teaching materials to teach my students. Besides that, I also pay attention to the ability of my students to catch the lessons that I teach.*]

> [Interviewee 2: *Renewing my teaching methods also help me to make decisions about how I should deliver the target lessons that students can clearly understand.*]

The second intertwined professionalism aspect fully attained by highly self-regulated EFL teachers is the reinforcement of their positive emotions toward the ongoing adverse teaching-learning vicinities they are currently facing. Through the progressive formation of positive emotions in their laborious as well as energy-draining teaching venture, highly self-regulated EFL teachers can concurrently manage their upcoming negative emotions in a better direction eventually resulted in more conducive language learning enterprises entirely enjoyed by all learners possessing distinctive learning backgrounds. In similar lenses, the second research participant openly professed that before she was going to relinquish a bunch of unintended actions toward her learners based on her negative emotions, she always pondered more profoundly on those pre-determined personal decisions. Afterward, the second participant tended to be

more prudent in stipulating any kind of future classroom learning decisions for her learners by transfiguring them into more mature, astute, and critical decision-makers. All these exhaustive self-reflections do not merely lead the second participant into more competent educators but also terrifically transformed her into more compassionate learning supporters continuously cast a higher degree of affective caring to heterogeneous learners. All these above-depicted assumptions are closely interlinked with the prior EFL teachers' self-regulation finding uncovered by Taxer and Frenzel (2015) discovering that EFL educationalists infusing insistent positive emotions as well as self-regulation development are more liable to feel intimate with their learners, experience more satisfying teaching performances, and undergo less negative emotions. Similarly, Cazan (2013) in his previous investigation of worldwide EFL teachers' self-regulation impacts on their emotional labor also unfolded that the majority of EFL educators instilling a higher level of self-regulation would encounter more precious chances to steer their learners' learning processes in a better direction resulted in the full attainment of satisfying learning achievements. Concerning all these aforementioned findings, Zhang and Zheng (2020) highly supported EFL teachers to ascertain their self-regulation preservation in a long-term period to nurture their positive emotional labor significantly influencing their teaching instructions, present learning climates, and pedagogical knowledge of the subject-specific fields. Heydarnejad, Fatemi, and Ghonsooly (2021) strongly encouraged EFL educators working under diverse wide-ranging classroom contexts to amplify their self-regulatory skills to be better in translating the designated learning objectives, determining righteous classroom regulations, and adjusting the internalized teaching activities more flexibly. All these perspectives are in correlation with the following second participant's interviewee excerpts.

> [Interviewee 2: *I try to deal with varied teaching obstacles wisely by controlling my thoughts and emotions. This can help me deal with these obstacles calmly and also can think more clearly to be able to make wise decisions. Of course, this is not a very easy thing, but with practice to control emotions and thoughts, I believe it can help me in facing various challenges in the future.*]

> [Interviewee 2: *When a teacher can understand the abilities and conditions of students, teacher can make lessons that look boring became interesting.*]

The last paramount element enabling EFL teachers to be more professional educators in the support of self-regulation is concerning with the eternal teaching spirit to impart the best education qualities for the whole learners. This lofty endeavor cannot be belittled at all since the entire qualities of each education institution are cogently determined by the apparent life, social, and intellectual influences incorporated by their graduates to heterogeneous future working fields. This grit is mutually associated with the confession of the second participant exhaustively reflected that she was longing to dedicate all her hard-working, long-lasting efforts, and leisure time to continually deem on various educational enterprises potentially benefitting her learners' learning achievements. On top of

that, the second participant also possesses stronger underlying teaching principles due to the optimistic, positive, and enthusiastic views she consistently implanted while dealing with learners coming from divergent life backgrounds. Moreover, she also jointly convinced other EFL educationalists in this archipelago to instill identical pedagogical perspectives to allow more positive springboards for all learning community members to fully experience truly holistic educational enterprises throughout their lifetime. All these values are in concord with the previous EFL teachers' self-regulation research result unearthed by Marchand, Driel, and Verloop (2014) urging all educational institutions all around the globe to provide more intensive EFL teachers' professional training focusing on their self-regulation development to breed more highly-dedicated educators broadly casting a higher level of affective attention for all learners deriving from different social castes. In the same line, Ahmed and Malik (2019) strongly suggested globalized educational parties to forging EFL teachers' self-regulation growth to terrifically elevate their self-determination, pedagogical competencies, and performances in the current teaching vocation. Ercoskun and Kose (2014) noticeably remarked that the mutual collective teaching dedication promulgated among ELT teaching staff would considerably foster their commitment to continually impart their best pedagogical outcomes for all learners. These exhaustive portrayals are also in conjunction with the second participant's interviewee excerpts as follows.

> [Interviewee 2: *I am very optimistic about handling diverse wide-ranging learners enrolling in my classrooms. It is because every day I meet various kinds of people with different abilities and characters. My experience in life can help me to understand the difference.*]

> [Interviewee 2: *A belief that all students have the right to a proper education makes me try hard to think of new ideas and new learning strategies that can support me to stimulate them so it can be easier for them to understand the target lesson.*]

Conclusion

Anchored on the obtained research results, it can be presumably alleged here that a higher degree of self-regulation level will progressively transfigure Indonesian EFL teachers into more resilient, innovative, optimistic, and professional educators. All these positive influential cognitive, as well as affective benefits have been successfully grasped since highly self-regulated EFL teachers are a group of transformative individuals sustainably desirous of cultivating the optimum educational seeds to be grown more prolifically in continual teaching-learning enterprises. 2 shortcomings should be repudiated fairly by the researcher to pave a better way for future researchers to innovate their way of investigation concerning the significance of self-regulation toward the continuity of high-qualified ELT enterprises. Firstly, the future researchers are strongly suggested to dig out more profoundly regarding the other paramount EFL teachers' affective constructions closely linked with their challenging teaching vocation such as

metacognition, self-efficacy, and self-motivation to generate more robust data depictions for worldwide educational parties. Lastly, it is also well-recommended for future researchers to invite a considerable number of Indonesian EFL educationalists graduating from multivariate universities to yield richer distinctive interpretations concerning some essential strategies or programs worthwhile to be incorporated by our educational institutions in a proactive attempt to boost teachers' self-regulation development meritorious for ELT realms future navigation.

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