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INVESTIGATING EFL TEACHERS' PROFESSIONAL DEVELOPMENT IN FRATER DON BOSCO SENIOR HIGH SCHOOL *LEWOLEBA*

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Abstract

Undoubtedly, to promote more holistic, pleasurable, and meaningful second language learning enterprises for learners, EFL teachers are advocated to sustainably hone their professional development concerning their knowledge and pedagogical competencies. This present qualitative study was conducted in the light of the critical incident technique to discover particular unforgettable teaching-learning events enabling teachers to promote significant changes in their vocation. Further, 10 self-reflective inquiries were also addressed to 2 invited senior EFL teachers working in Frater Don Bosco Senior High School *Lewoleba, Nusa Tenggara Timu*r Province. Two major findings were revealed from these self-reflective inquiries namely EFL teacher's sound desire to continue upgrading professional development through professional learning and EFL teacher's strong intentions to improve learners' target language competencies through the exhibition of professional development. Although the two invited EFL teachers had significantly fostered their professional development through profound caring, attentiveness, and understanding of learners' distinctive learning backgrounds, it is indispensably required for Indonesian educational institutions to provide a considerable number of professional development training appropriate with varied teaching-learning contexts undergone by our teachers to ensure that a higher degree of professionalism resided within their careers and learners' learning rides.

Keywords: critical incident technique, EFL teachers, professional development

Introduction

Teaching is a multi-complex and multivariate enterprise involving personal and social processes from all educational stakeholders to yield high-quality learning rides that act as a propitious life pathway for learners to prepare for their bright future. Diekema and Olsen (2012) argue that to generate more meaningful educational enterprises, all educational parties including teachers need to present the intended subject-specific matters in the light of righteous educational policies, supportive pedagogical competencies, and robust professional development.

Aligned with all of these conceptions, it is worthwhile to be suggested that educational institutions need to provide constant professional development tangible practices for teachers to broaden their current understanding of knowledge, pedagogical skills, and teaching perspectives for a better purpose resulted in the escalation of teachers' personal qualities and learners' learning achievements. This belief is closely aligned with the theory of teacher professional development proposed by Hargreaves and Fullan (2012) arguing that a substantial number of educational stakeholders along with educational practitioners agreed that professional development intensive training should be introduced earlier at the commencement of teachers' careers to help them cultivate their professionalism and bring about various impactful learning merits for learners. This inducement of beneficial learning merits may likely occur since teachers rigorously hone their professional development will also be able to promote more pleasurable and meaning-making learning dynamics in which all learners are continually thriving. This perspective is tightly interwoven with the findings discovered in prior teacher professional development studies conducted by Hashimoto and Nguyen (2018) together with Wilden and Porsch (2017) wherein teachers successfully fostered their knowledge and pedagogical competencies through professional development training were capable of designing more meaningful learning activities for their learners to engage.

All of these aforementioned facts have also penetrated ELT globalized enterprises, particularly Indonesian EFL learning contexts where there is an indispensably clear need for Indonesian EFL teachers to continually forge their professional development to promote varied benefits for learners' ongoing target language competencies, the fulfillment of schools' visions and missions, and the betterment for teachers' future careers. Indrawati and Octoria (2016) mention that it is paramount for EFL teachers to engage in insistent professional development practices to assist them to be more professional target language educators and execute a wide array of educational objectivities fully. This duty can be carried out in multivariate knowledge-based, pedagogical, and affective practices by playing their roles as knowledge catalysts, judicious advisors, attentive listeners, and faithful encouragers for learners to continue discovering a wide array of truth on a life basis. All of these dramatic shifts of teachers' roles are in agreement with the basic tenets of professional development propounded by Yulanto, Sudira, and Aristya (2018) along with Múñez et al. (2017) stating that to be more professional and competent educators, EFL teachers are fully recommended to corroborate their learners' learning motivation to breed proficient academicians readily competing in future working worlds. To do so, EFL teachers have to forge their learners' communicative competencies, self-confidence, and compassionate sensitivities. Concerning all of these perspectives, teacher professional development should be defined by using broader terms wherein they have possessed broad knowledge of their subject-specific fields and pedagogical competencies in the light of the highest attainment of educational goals; the evocation of high-quality future academicians.

In a similar vein, Surya (2016) along with Hermans, Sloep, and Kreijns (2017) believe that the basic ingredients to be considered as professional educators are to share a higher degree of responsibility for overall learners' learning processes accompanied by the tangible presence of competent and compassionate teachers. Contrarily, all of the efforts, commitment, and endurance to yield varied highly

professional EFL teachers are not free from geographical, personal, knowledge, and educational institutions impediments, particularly in Indonesian EFL learning contexts. Hartono (2016) and Sari (2012) in their study of EFL teacher professional development among Indonesian pre-service EFL teachers found that the majority of teachers working in some retarded schools in rural areas possessing a minimum, and even the absence of knowledge regarding teacher professional development. In an identical study, Qureshi (2016) also revealed that there were three major obstructions for Indonesian EFL teachers hindering them from fostering their professional development in terms of excessive administrative workloads, lack of motivation to engage proactively in particular teacher professional development programs, and lack of exposure of intensive teacher professional development training held by educational experts.

To overcome all of these above-mentioned hurdles, educational institutions are advised to construct a higher degree of commitment with all educational practitioners, policy-makers, and experts to intensively provide professional development training for EFL teachers where they are reciprocally able to improve their knowledge, pedagogical skills, and professionalism sustainably. Hartono (2016) together with Wulyani, Elgort, and Coxhead (2019) adduce that the massive flourishment of high-quality and professional EFL teachers are also predominately influenced by the tangible commitment embodied in the targeted teaching training actions where they are capable of establishing, reinforcing, and cultivating their target language skills, pedagogical competencies, and professionalism concurrently.

A substantial number of EFL teachers' professional development studies have been conducted by distinctive Indonesian ELT educators, practitioners, and experts. Particularly, the researcher will briefly overview seven relevant studies inextricably interlinked with the major theme of this present study; EFL teachers' professional development and all of the concise depictions can be discerned in this paragraph of this section. The first study was conducted by Priajana (2017). She revealed that three major components should be internalized by educational institutions to support EFL teachers' professional development namely individual, institutional, and non-institutional professional development programs. In the second study, Utami and Prestridge (2018) suggested educational institutions deliberately commissioning EFL teachers to develop their learning plans, activities, and goals autonomously to corroborate their professional identities. Further, Nurkamto and Sarosa (2020) also advocated EFL teachers conducting more exhaustive self-reflective practices amid their hectic schedules to maintain their persistence in confronting a multitude of teaching-learning barriers useful for their further growth of professional development. In the next identical study, Rachmajanti, Sulistyo, Megawati, and Akbar (2020) advocated educational institutions promoting a higher degree of career trajectories enjoyment for the continuous elevation of their EFL teachers' professional development since committed teachers are one of the influential agents of change for their learners' learning progress. Khulaifiyah (2019) also mentioned two major advantages for EFL teachers after joining various professional development practices namely becoming more supportive self-initiators for learners' learning dynamics and creative teaching strategy appliers. Diasti (2021) in her in-depth investigation of EFL teachers' professional identities also unearthed that professional teachers are those who were resilient in coping with

various teaching-learning challenges and adaptive in mingling with specific adverse working conditions. In the last study, Kuswandono (2012) also highlighted the key importance for teacher education and training programs to inculcate self-reflective practices for novice EFL teachers to prepare their readiness to be more professional future educators who are far better at dealing with the plethora of teaching-learning hindrances.

To the best of the researcher's knowledge, there has not been a study profoundly investigating EFL teachers' professional development in Senior EFL learning contexts, particularly in a Catholic school institution heavily accentuating on the Christianity, Brotherhood, and Compassionate values among teachers, students, and parents. With a respect to this gap, this present study was run to exhaustively investigate EFL teachers' professional development in one of the Catholic school institutions located in *Nusa Tenggara Timur* province, *Indonesia* named Frater Don Bosco Senior High School *Lewoleba*. One research problem was formulated as follows: (1) How do EFL teachers teaching in Frater Don Bosco Senior High School *Lewoleba* construct their professional development?

An In-depth Overview of Teacher Professional Development

As noted previously, teacher professional development denotes deliberate and consecutive actions incorporated by educators to enhance all of their knowledge, pedagogical, and professional attributes to promote more holistic teaching-learning ventures beneficial for their careers, learners' learning, and educational institutions' advancement. Adams (2014) together with Alibakhsi and Dehvari (2015) argue that professional development can be regarded as a proactive and long-life process where teachers strive to foster their knowledge, pedagogical, and professionalism thoroughly to promote betterment for their educational enterprises and learners learning progress. In line with this concrete definition, Wilden and Porsch (2017) subsumed two main types of professional development namely formal and informal approaches. In a formal professional development, teachers are commissioned to engage more intensively in various educational programs, curriculums, and activities designed specifically by their school institutions.

While in informal professional development, teachers are proactively enhancing their professional development through tangible daily-routine and specific teaching-learning instructions appropriate to their classroom contexts and disseminating mutual sharing with other colleagues to broaden their knowledge and experiences of the teaching practices. Thus, these two streams reciprocally influence each other in fostering EFL teachers' professional development further growth and educational institutions need to redouble their efforts to maximize these two professional development types into the utmost to successfully release significant advancement of the pedagogical practices along with learners learning progress. Bennet and Moriarty (2013) mention that both formal and informal professional development have to be introduced for EFL teachers since they are all playing significant progression for the whole educational daily practices.

A tangible example of formal professional development training is expounded by Adekola (2007) recommending educational institutions to provide more pedagogical theoretical based training like workshops or seminars intended

for EFL teachers to discover various teaching strategies that may work out in their classroom circumstances, learn a wide variety of classroom management strategies, and get to know more profoundly about the utilization of technology to support EFL learning processes. Further, there are two advantageous values imparted by this formal professional development training namely amplifying mutual collaborations among teachers and assisting teachers to expand all of the targeted competencies rewarding for the further improvements of their educational institutions. This argument seems to concur with Farrell and Morris (2004) asserting that through formal professional development, teachers can potentially work hand-in-hand to improve their quality of educational practices in their school institutions.

Further, through informal professional development training, EFL teachers will potentially nourish their teaching-learning experiences by participating in tangible pedagogical practices and mutual sharing with other colleagues. More importantly, it should be underscored that through these daily basis teaching experiences, EFL teachers are capable of rethinking, reflecting, and rejuvenating some specific knowledge and pedagogical forms they commonly integrate into their particular learning dynamics resulted in the significant upgrading of professional development. Cavazos, Thompson, and Ortiz (2018) believe that EFL teachers consistently involve themselves in informal professional development tend to apply more meaningful teaching-learning approaches into their particular learning vicinities since constructive feedback, critical self-reflection, and collaborative networking had been the core matters of this approach. Similarly, Cirocki and Farrell (2019) also give a potent emphasis on the pivotal role of informal professional development for EFL teachers in terms of juxtaposing their current teaching beliefs with the tangible teaching-learning practices along with improving their target language, pedagogical, program, and materials design, and learning psychological competencies.

Therefore, through these two mainstreams of professional development training, EFL teachers will seize a precious opportunity to elevate their careers, improve learners' learning performances, and fulfil their school institutions' educational objectivities since they are required to critically self-reflect and examine their knowledge and pedagogical skills in the forms of real-time classroom practices and particular daily life values ingrained within themselves. In other words, EFL teachers will transform into life-long learners persistently establishing, upgrading, and strengthening their professional attributes in a long-term manner. These perspectives are in harmony with the assertions of Murphy (2014) as well as Rodríguez and McKay (2010) arguing that when EFL teachers continually participate in both formal and informal professional development training, they will be able to re-examine and regenerate their current understanding of knowledge and pedagogical practices more efficiently due to the highly collaborative nature and personal endorsement offered by this set of rehearsals.

To run all of these teacher professional development training programs successfully, it is also worth advocating here that the internalizations, impacts, and benefits of these activities should be evaluated insistently by educational institutions to fully promote a higher quality of teaching-learning practices evidenced by learners' significant learning improvements. In a similar tone, Cirocki and Farrell (2019) propound that educational parties have to meticulously reflect on the subsequent implementations of ongoing teacher professional development

programs to ascertain that there will be an enhancement of teaching-learning qualities in the particular form of gratifying learners' learning achievements. In this vein, there are a wide variety of ways to gauge the successful implementations of teacher professional development as suggested by Guskey (2000) like the utilization of constructive feedback given by both teachers and learners in the forms of the questionnaire, observations, or interviews specifically reporting on the drawbacks, challenges, and advantages after harnessing the above-mentioned approach to lead learners to eventually meet the desired learning outcomes they set at the onset of learning dynamics.

Method

This present study attempted to investigate EFL teachers' professional development in Frater Don Bosco Senior High School *Lewoleba*. Further, this qualitative study also employed critical incident analysis to better identify particularly memorable events meaningfully experienced by the participants to undergo significant changes in their life matters. Daley et al. (2018) argue that the major objective of a critical incident in teaching fields is to help teachers raise their self-awareness of essential events remarkably evoke notable transformation within their personalities along with pedagogical practices useful for constructing teaching-learning betterment in the presence of learners. Concerning this nature of the critical incident, the researcher harnessed EFL teachers' critical self-reflection comprising of 10 reflective inquiries profoundly asking about the way participants foster their professional development since both of them have already experienced long-term teaching experiences for 9-10 years. The participants taking part in this study were 2 EFL teachers working in Frater Don Bosco Senior High School *Lewoleba* located in *Nusa Tenggara Timur* Province, *Indonesia*. Before distributing the 10 critical self-reflection questions for these two selected participants, the researcher asked permission from the principal of this school orally via the WhatsApp application. The school principal declared that the researcher was eligible to do the online data gathering processes in this school.

Furthermore, all of the questions were administered to the 2 invited EFL teachers with the support of the school principal. As a result, all of the written interview results were sent back to the researcher after the school principal attained the recorded responses from these 2 EFL teachers. In the data gathering processes, pseudonyms were also given to the research participants to ascertain the confidentiality of the data gathering processes and their privacy. After obtained the intended data, the researcher discovered and highlighted some specific excerpts in accord with the subdivided research themes. All of the specific themes along with in-depth explications will be elucidated in the next subchapter.

Findings and Discussion

In accord with the above-explained conceptions regarding the pivotal role of sustainable teachers' professional development in global and Indonesian EFL learning contexts, it is worth mentioning here that there were two major themes discovered from the open-ended interview questions namely EFL teacher's sound desire to continue upgrading professional development through professional learning and EFL teacher's strong intentions to improve learners' target language competencies through the exhibition of professional development. All of these

findings will be construed more exhaustively with the support of prior research findings and theories devised by educational experts.

EFL Teacher's Sound Desire to Continue Upgrading Professional Development through Professional Learning (A Story of Miss. Rina)

In the first strand of finding, it is revealed that the first EFL teacher whose name is Miss. Rina, applying pseudonym, mentioned that she enjoyed becoming an English teacher for 9 years in her school institution for she has committed to continually improving her knowledge of subject-specific fields along with pedagogical competencies in such a persistent endeavor. In her view, to be a high-quality EFL teacher, she should be able to integrate all of her real-time classroom experiences, knowledge, and pedagogical skills into one proliferated trajectory; enhancing learners' learning performances along with achievements. These arguments resonated well with the previous findings of EFL teachers' professional development studies conducted by Hargreaves and Fullan (2012), Hashimoto and Nguyen, (2018), Wilden and Porsch, (2017). They discovered that EFL teachers sustainably rejuvenate their knowledge through a considerable number of professional development training tend to transform into more proficient educators successfully ameliorating the existing learning circumstances become more engaging for learners to learn resulted in gratifying academic achievements. In a similar tone, Hammond (2017) along with Calvert (2016) also mention that during engaging in their dynamic vocation, EFL teachers are commissioned to renew their professional competencies to corroborate their whole capacities as competent educators having promoted substantial influences for their learners' learning progress. Without any doubts, these first teacher's excerpts also amplified the above-mentioned conceptions of continual professional development:

[Teacher 1: *In the teaching and learning process, teachers are required to be able to communicate their knowledge / abilities well so that they can be accepted by all students who in fact come from various backgrounds that have been mentioned above. In my experience of being a teacher for 9 years, my communication skills have developed quite well, especially in transferring knowledge and what responses I have to give to every difference in student abilities.*]

[Teacher 1: *In addition, after being a teacher for 9 years, I feel that my knowledge of the subject I teach has improved both through learning experiences that are carried out continuously in class with students, as well as from collaborations with some teachers of other subjects that has relevance to my subject.*]

Interestingly, the first teacher also confessed that the majority of learners taking part in her classes perceived the English language as an arduous subject heavily influencing their proactive learning engagement throughout the ongoing learning dynamics. For this reason, she insistently boosted her learners' second language learning engagement through a vast array of learning strategies,

pleasurable learning activities, and contextual learning assignments. Amazingly, the first teacher also cast a higher degree of reverence for all learners possessing distinctive learning proficiency, social, and personality backgrounds, even she highly appreciated learners who have successfully made some little improvements in their learning performances. For her, all of these psychological approaches would enable learners to thrive and strive altogether in their ongoing target language learning processes by valuing their efforts, perseverance, and participation in an enjoyable manner.

All of these first teacher's beliefs are closely interlinked with the theory of professional development postulated by Bunyamin and Finley (2016) mentioning that to be handicapped as competent and compassionate educators, EFL teachers have to be capable of understanding their learners' specific learning needs, designing appropriate teaching-learning materials, and creating language learning assessments useful to foster the targeted competencies. Similarly, Indrawati and Octoria (2016) also state that EFL teachers inculcating a higher level of professionalism are more liable to generate more innovative and creative language learning enterprises for their learners resulted in significant progression of learning dynamics along with educational qualities. To strongly prove all of these paradigms, further excerpts derived from the first teacher can be discerned as follow:

[Teacher 1: *It is expected that students can accept / love English lessons in order to change the stigma that English is difficult. The process of learning English at our place generally only occurs in schools with a limited time, no one takes courses or English private class. So for most students, English is something that difficult to be learned. Thus, I also learn how to appreciate even the smallest achievement that they already got in English as well as motivating them to be more confident in learning English.*]

[Teacher 1: *I usually observe students' abilities either by using written instruments or from observations in learning activities in class. Building students' understanding that differences in the abilities of each student in the class are normal so that bullying does not have to occur when English lessons become difficult to be learned/understood by some of their friends. Therefore, I always give them some rules to appreciate each other's learning process.*]

Furthermore, the first teacher admitted that she continually elevates her professional development through proactive engagement in professional learning to promote more significant impacts for her learners' learning achievements. This belief is inextricably correlated with the theory of professional learning and its powerful impacts on EFL teachers' professional development as proposed by Utami and Prestridge (2018). They argue that professional learning enables EFL teachers to maximize their professional development as educators since it is considered as hearty self-rejuvenation processes potently influencing the professionalism realm compared to authoritative professional training offered by school institutions. Another advantageous value of enforcing professional learning throughout their careers is EFL teachers can also significantly improve their knowledge, pedagogical, and professional identities since embedded teaching-learning beliefs

are sustainably contested through noticeable classroom practices. This argument is in tandem with EFL teachers' professional learning study held by Bissonnette and Caprino (2015) unearthed that the majority of EFL teachers were not able to integrate all of the theoretical and pedagogical practices obtained from formal professional training since they were suggested to take all of the delivered teaching-learning conceptions into their accounts without conducting specific teaching-learning practices. Reversely, it was found that through daily-basis teaching-learning dynamics, these teachers had successfully fostered their professional development into the utmost since they had encountered a plethora of opportunities to internalize all of the obtained teaching-learning theories into more massive classroom contexts. These basic tenets of mutual interplays between professional development and professional learning are assented by the first teacher's excerpts in the following line:

[Teacher 1: *The learning challenges nowadays are getting complex. We have to educate those who live in technology era that called millennial generation. Most of them spent their daily life with digital communication which allows them to get many impacts for their life. Based on this situation, I think Innovations in learning strategies really need to be developed continuously so as not outdated. The innovation itself must be in accordance with students need in this technology era. Thus, these updated learning strategies will help teachers for applying them appropriately in the learning process in order to get good outcomes.*]

As a concluding remark, the first teacher acknowledged four pivotal elements shaping professional educators namely professional, pedagogical, personality, and social competencies. As a concise overview, professional competence denotes teachers' knowledge mastery of subject-specific fields following educational objectives formulated by their school institutions. Pedagogical competency connotes teachers' capabilities of implementing a vast array of teaching approaches to conduct meaningful teaching-learning practices, Personality competency refers to laudable behavior, characters, and conduct showcased by teachers to be imitated by their learners. Lastly, social competency deals with teachers' abilities to be more adaptive to mingle with other colleagues, school stakeholders, learners, and parents more mutually for the benefits of educational advancement.

In an Indonesian educational context itself, all of these four teacher competencies had been defined in The Teachers' Law 14/2005 and Government Regulation No 19. 2005 (Priajana, 2017). Based on the first teacher's accentuation on these four professional teacher competencies, it can be surmised that the first teacher had successfully transformed into more professional educators who are constantly willing to induce holistic, enjoyable, and meaningful EFL learning enterprises for learners. These rewarding educational outcomes have taken place since the first teacher is committed to involving herself in professional learning by displaying a wide variety of attempts to underpin the cultivation of professional development through the constant reformation of her knowledge of subject-specific fields as well as pedagogical competencies. As a corollary, both teaching-learning

dynamics and educational qualities transpiring in her school institution can be considered as high-quality educational enterprises not merely limited to English subject but also other paramount lessons as well. To bolster this tentative claim, the researcher opted to rely on ongoing professional learning theories adduced by Utami (2018) along with Lipowsky and Rzejak (2015) arguing that EFL teachers infusing more robust establishment of professional learning will tend to exert more effortful actions reciprocally supporting their ongoing professional development as educators, and most importantly, they do not only view the inculcation of their professional development as a stepping stone for their future career progression but also holistic educational advancement interests. This rejuvenation of professional development perspectives should have fully resided within EFL teachers' disposals to allow them to be more life-long learners who are always open-minded toward a plethora of advice, suggestions, and criticisms potentially transfiguring them into more professional educators investing a higher degree of commitment and dedication to their particular educational institutions. This is in agreement with the theory of professional development postulated by Choy, Wong, Lim, and Chong (2013) stating that EFL teachers need to continuously upgrade their professional attributes in terms of subject-based and pedagogical knowledge to transform them into more professional educators holding life-long learning fervor. All of the following excerpts taken from the first teacher also echoes well with the above-explained conceptions:

[Teacher 1: *Due to the lack of students' mastery of English vocabulary and there is almost no chance for them to practice English continuously, the stigma that English is difficult is increasingly becoming a scourge. To create a fun language learning atmosphere, I tried bringing the real world to my classroom by showing pictures, songs or stories then stimulate them to interact through a number of questions related to the picture, song or story. The questions that were asked could also be related to their surroundings so it can courage them to interact even though it was still in a simple way. Besides that, they can also make a video project/ sound recording for it is in accordance with the technology era where they are now.*]

[Teacher 1: *I believe that the combination between professional development and professional learning can be released fully when I apply four teacher competencies like Pedagogic competence: Have good educational insights in order to manage classroom learning activities well both academically and intellectually, Personality competence: As a role model for students, teachers need to have positive personal attitudes that their students can emulate, Social competence: Able to communicate and build good relationships with surroundings/social environment in order to support the success of learning activities, and Professional competence: Mastering and applying learning principles and knowledge in order to achieve the curriculum target. Besides that, there is always an effort to do self-development, creativity and professionalism in creating an effective learning atmosphere.*]

EFL Teacher's Strong Intentions to Improve Learners' Target Language Competencies through the Exhibition of Professional Development (A Story of Miss. Priska)

As discerned above, in the second stream of findings, the teacher was persistently attempting to improve her learners' target language competencies through the tangible deployment of professional development. In her teaching-learning context, she frequently found that the majority of learners were still struggling with English language learning processes due to the lack of actual communicative exposure outside classroom walls and confidence in expressing particular utterances by harnessing the target language. These communal English language learning issues are carefully aligned with the prior findings discovered in Mattarima's and Hamdan's study (2011) of English language learning implemented in Indonesia. They unearthed that there was a considerable number of EFL learners who encountered serious hindrances in expressing their thoughts by using the target language due to the low quality of English language teaching ventures conducted in school institutions. By committing to determining judicious choices as compassionate and professional educators, the second teacher admitted that she was sustainably willing to dedicate all her efforts, dedication, and extra time allocations to supervise learners confronting laborious English language learning obstructions potentially diminishing their learning endeavor.

Specifically, the second teacher continually nurtured learners' English language learning growth through intensive guidance wherein learners were exposed to particular lessons mostly impeding them to help them to achieve the targeted learning outcomes fully. This specimen of action has touched the heart of teachers fulfilling the lofty calling as figures locate a groundwork for young generations' future lives since the major objective of education is to prepare learners to be agents of change contributing significant impacts to their societies. All these portrayals are tightly interwoven with the findings of EFL teachers' professional development in Japanese learning contexts plied by Sato, Mutoh, and Kleinsasser (2019). They highly recommended school institutions in Asia to provide more contextual professional development training appropriate with specific language learning vicinities faced by EFL teachers to cultivate a more compassionate heart, robust dedication, and renewable teaching skills rewarding to sustain overall learners' second language learning growth. This finding is also fully assented by Yulanto, Sudira, and Aristya (2018) together with Hermans, Sloep, and Kreijns (2017) regarding the major responsibilities that should be shouldered by EFL teachers as professional educators. They consented that teachers can be deemed as professional educators when they have successfully improved the whole learners' learning achievements to breed a substantial number of competent academicians who can survive and thrive in their working worlds. All of these above-explained findings are in line with the second teacher's interview excerpts as follow:

[Teacher 2: *My expectations to the students are the students were able to follow the process of learning and understanding the lesson well and able to apply it in the life everyday because I think without practice it well, English can't touch in their mind. They can't speak English and never understood that English. As we know English is very important for International world.*]

[Teacher 2: *My specific strategies/approaches to that students, I especially give them a special mentoring and more pay attention in studying for example providing additional time to them to re-explain the teaching material until the students understand well. Actually, it is not easy but I have to be patient and attentively to them.*]

Moving forward to the further episode of another paramount finding, the second teacher also confessed that pleasurable, meaningful, and fascinating teaching-learning activities are key ingredients to promote proactive learners' learning engagement, foster their target language competencies, and underpin their learning endeavor. By incorporating all of this positive learning atmosphere, it can be fairly argued that the second teacher had successfully improved her professional development since she had instilled a higher degree of self-motivation to continually revamp her existing teaching-learning methods suitable for ongoing classroom learning contexts to disseminate significant learning improvements for learners. This current belief shared a similar view with the theory of intensive teacher professional development training contrived by Murray (2010). He held a strong belief that the inculcation of sound professional development would potentially assist EFL teachers to construct more robust confidence in trying out some teaching-learning methods compatible with their learning contexts. As a result, the actualization of these free-will learning strategies will help teachers to overcome various upcoming classroom hurdles and devise more efficient learning solutions for their learners.

Further, Peichang and Lin (2013) believe that the continual growth of professional development will fully help EFL teachers to not merely come across a wide array of teaching approaches but also transfigure them to be more prudent decision-makers and effective problem-solvers who are capable of erecting holistic learning surroundings for the betterment of learners' learning progress. After discerning the individual attempts and contributions made by the second teacher to enhance her learners' target language competencies significantly due to the minimum number of English language exposure discovered outside daily classroom learning dynamics, it is worth suggesting here that educational institutions in Indonesia introducing the nature, concepts, and applicable strategies of professional development which can be embedded in teachers' habitual teaching-learning enterprises to reform all of their possessed knowledge, pedagogical competencies, and existing teaching-learning perspectives met with the standardized demands enacted by globalized educational enterprises. By overlooking all of these actions, Indonesian educators, particularly EFL teachers may not be capable of implanting more holistic, meaning-making, and contextual teaching-learning dynamics in the presence of their learners for they are constantly relying on their outdated conceptions corresponding with educational values and teaching perspectives.

In a similar trajectory, Hartono (2016) revealed that there were still a considerable number of EFL teachers who do not fully engage in professional development either in formal or informal manners due to the lack of interest and knowledge regarding the significance of this program. He also reasoned that the hectic classroom schedules along with excessive administrative works also played an essential role in this lack of exposure toward teacher professional development training. Hence, he advocated Indonesian educational institutions providing ample

guidance and rehearsals for EFL teachers to establish, maintain, and reinforce their professionalism continuously to make them more accustomed to conducting daily self-reflective practices focusing on their teaching perspectives along with classroom practices.

In this case, self-reflective activities played a paramount role in reconstructing EFL teachers' professional development since they will always be exuberant in broadening their knowledge of subject-specific fields, committed to bringing about positive shifts in their working circumstances, and establish more intimate rapports with learners to promote more meaningful teaching-learning dynamics. All of these lines of arguments are in concord with the theory of self-reflective practices propounded by Permatasari (2018) as well as Mann and Walsh (2017). They stated that by employing continual self-reflective practices, EFL teachers will foster all of the professional attributes needed to be more qualified educators as upgrading relevant knowledge of their specific expertise, inducing more positive social influences for their vocation, and creating more holistic teaching-learning practices in the light of supportive learning environments. These communal frameworks are in harmony with the second teacher's excerpts in the following lines:

[Teacher 2: *The way I made to promote the enjoyable and meaningful my learning activities for students, I usually design the learning with pictures and videos that draw the appropriate theme of learning or material resource that attract the students' attention to learn. But sometimes I give them a song to mind set their brain to support their English.*]

[Teacher 2: *I usually did it by Dividing the students in small groups discussion for a discussion based on a theme or topic of learning, for example formulate the students in one group up to 5 so that the students are involved or engaged and concentrated on the learning process.*]

[Teacher 2: *I think with development of times there is necessary to have another strategy in learning to encourage students' interest especially in English subject so that students can enjoy in learning process such as using cellphone for browsing something in internet that related to the theme or topic of learning or may be designing something videos that related to the subject of English. That all make them happy and enjoyable.*]

In accord with the ultimate finding derived from the second teacher, it is noteworthy to be adduced that a higher degree of reverence toward learners' learning diversities in terms of knowledge, learning styles, learning preferences, and socio-cultural background also heavily influence further growth of EFL teacher's professional development. Put differently, when EFL teachers fully acknowledged and appreciated all of these heterogeneities in the teaching-learning contexts, it is not only learners who benefit from this sincere openness but also teachers since their knowledge of subject-specific areas, teaching pedagogy, and personalities will be enhanced as well. These rewarding learning merits are closely interlaced with the theory of learning diversity propounded by Tasker (2011) mentioning that by embracing learners' learning diversity, EFL teachers will be

able to offer various useful solutions responding to the learning hurdles faced by learners and incriminate learners to be more proactive knowledge disseminators resulted in the overarching constructions of professional development. In an identical study, Wu, Gao, and Zhang (2014) also encouraged EFL teachers to consider learners' learning diversity as one of the indispensable professional elements that needed to be taken into their accounts to establish more positive rapports, interactions and sharing with learners potentially open up a renewable teaching-learning horizon fruitful to be internalized for the upcoming learning ventures.

Concerning all of these positivities, it is of primary importance for EFL teachers to embrace this inevitable diversity found in every learning context to be more creative and innovative teachers who are persistently attempting to try out varied learning methods, be good role models for their learners concerning their saying along with actions, and lastly be supportive learning facilitators capable of designing suitable learning materials, holding up righteous classroom regulations, and managing the classroom learning processes. The above-mentioned argument found support from the theory of effective learning proposed by Ramdhani, Ancok, Swasono, and Suryanto (2012) arguing that EFL teachers can be attributed as professional educators only if they are capable of maintaining the robust inculcation of positive learning nuances in a long term trajectory through meaningful sharing, direct openness, and extensive caring cast to learners possessing distinctive learning backgrounds.

To restate, by embodying all of the aforementioned procedures regarding the exact strategies to be more professional educators consistently catering to learners' learning needs and future life ventures, it is worth emphasizing here that robust professional development training should be taken place throughout their continuing teaching vocation journeys indicating that teachers possessing a higher level of professionalism prone to foster their attitude, behaviors, and competencies directly interlinked with their teaching-learning practices eventually resulted in the conspicuous educational enterprises exhaustive transformation touching upon the specific learners' learning progression. This conception is also in the perspective of Vangrieken, Meredith, Packer, and Kyndt (2017) presumed that since EFL teachers were able to improve their whole professional competencies in terms of knowledge, behavior, and commitment, their educational institutions will also reap fruitful impacts concerning the significant advancement of the implemented teaching-learning ventures. Eventually, the following excerpts derived from the second teacher also confirmed those prior explained conceptions:

[Teacher 2: *I think the most important thing I learned during teaching the students, first I have to know the character my students and the second, to know my students' abilities academic that they have before and after. Most importantly, Teachers must Know how to cope the character of the students who are not good and find a strategy to improve the academic ability*.]

[*Teacher 2: In my opinion, it is not all the learners succeed because each learner or student has different learning abilities and interests. Understand the psychological development of students. Thus, by understanding the psychological*

development of them, we can find a strategy to confront or deal the students who are not serious in learning and the students who has character not good in learning. I also need to understand the students' background e.g. where the student comes from, how his family's economy is, and how his family lives.]

Conclusion

To summarize more broadly, it is indicated that two EFL teachers having experienced longer length of teaching experiences in Frater Don Bosco Senior High School *Lewoleba* also concurrently foster their professional development into more robust cultivation due to the extensive caring, dedication, perseverance, and resilience in preparing learners for the better future through holistic educational practices. Reversely, it is also recommended for Indonesian educational institutions spread all around this archipelago to provide more intensive, contextual, and supportive professional development training programs for Indonesian educators to supplement their ongoing professionalism attributes comprising of knowledge, behavior, attitude, and dedication utilitarian for the advancement of educational systems crystallized in the forms of high-quality teaching-learning enterprises. For those researchers intending to conduct identical investigations in similar areas, it is well-advised for them to conduct more intensive exploratory studies probing more profoundly about the relationships among EFL teachers' resilience, identities, and professional identities responsible for the further growth of their professional development in varied language learning vicinities. Further, future researchers can also involve a considerable number of EFL teaches deriving from various educational institutions ranging from elementary until senior high school teachers to depict more reliable and generalized findings represented the tangible portrayals of continuing professional development undergone by our educators comprehensively.

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