

EXPLORING TEACHERS' RESILIENCE IN INDONESIAN EFL LEARNING CONTEXTS

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This present study attempted to explore teachers' resilience in Indonesian EFL learning contexts. The prior studies of Indonesian EFL teachers' professional development merely accentuated on professional identities without taking resilience as one of the important accounts in shaping the work tenacity. Concerning this matter, this qualitative study was run in the light of a narrative inquiry approach to obtain more in-depth depictions regarding the degree of Indonesian EFL teachers' resilience while working in varied educational contexts. The research results revealed that Indonesian EFL teachers exhibited a higher degree of resilience when engaging with laborious educational working settings due to the higher commitment they determined previously. This study will about promote a small piece of enlightenment with regard to the significance of resilience in future Indonesian EFL learning contexts.

INTRODUCTION

It is of critical importance for EFL teachers to sustainably expand their professionalism, teaching qualities, and laudable attitude to bring about holistic influences for their specific language learning circumstances. Wright (2010) believes that by proliferating more expansive dissemination of ongoing EFL teachers' qualities, school institutions will reap fruitful educational outcomes as well. Reversely, it is worth emphasizing here that during the second language processes, EFL teachers frequently encounter serious impediments occurred in their

classroom learning vicinities since they are commissioned to be good role models for their learners to foster their target language competencies to the utmost. This contention is in accord with the finding discovered in Sencio's and Magallanes' (2020) study of challenges in second language learning acquisition in which he mentioned that the majority of EFL teachers were vulnerable to stress and burnout due to the higher demands of second language learning dynamics they should shoulder and excessive working hours leading them to a higher degree of frustration. For this reason, teacher resilience played an indispensable role in establishing, reforming, and maintaining their professionalism amid adverse situations found in both teaching-learning and working ventures. Concerning a vast array of hurdles potentially obstructing EFL teachers' ongoing professional development, teaching qualities, commitment, and attrition rates, teacher resilience can enable them to induce a more positive lens toward varied adverse educational conditions. In a similar verse, it can also be accentuating here that EFL teachers infusing a more robust establishment of resilience will be able to continue their painstaking and energy-draining educational journeys accompanied with the emergence of perseverance and positivity toward these inevitable enterprises. All of these conceptions are inextricably interlinked with the benefits of teacher resilience propounded by Beltman (2020) adducing that EFL teachers heeding their profound concerns on nurturing their resilience will be capable of surviving and thriving in their laborious working situations. Without addressing a substantial number of EFL teachers' professional development training programs underscoring resilience, educational realms, particularly ELT enterprises will suffer from a great loss regarding a greater percentage of teacher attrition continually increasing annually. Gu and Day (2013) revealed that a considerable number of senior EFL teachers outnumbered teachers who were still engaging in their training programs at the commencement of their professional careers. In line with this globalized educational issue, EFL teachers may leave their teaching vocation earlier due to their lower or absence of resilience while confronting various educational barriers such as learners' non-compliant behaviors, unsupportive working colleagues, extensive suppression derived from school institutions, and current job

Kristian Florensio Wijaya

dissatisfaction. All of these aforementioned arduous educational matters are in agreement with the major finding of EFL teachers attrition study plied by Papastylianou et al., (2009) revealed that the emergence of accelerating educational shifts forced EFL teachers to impart renewable significant contributions to their professional working dynamics frequently leading them to experience constant emotional exhaustion, burnout, and dissatisfaction. As a corollary, they are more liable to abandon their current vocation in advance. In the same vein, Garner (2017) also found that EFL teachers who were constrained with inimical classroom learning vicinities could easily experience excessive stress, burnout, and depersonalization resulted in the degradation of teaching-learning qualities along with educational outcomes. All of these unintended educational thorny issues are exacerbated with the minimum or even the devoid of external professional and affective supports from school institutions. It indicates that a substantive professional along with affective supports should be addressed permanently in the form of resilience intensive training to enable EFL teachers to elude themselves from various decadence hindering their dedication, commitment, and perseverance in an attempt to induce exhaustive impacts on their educational fields. Thus, school institutions should nourish EFL teachers' resilience at the commencement of their professional careers to preserve their commitment, dedication, motivation, perseverance, and job satisfaction in a long-term trajectory.

In a similar tone, Gu and Li (2013) expound that EFL teachers possessing robust establishment of resilience will tend to lend more positive real-time supports from internal and external components eventually allowing them to showcase well-being, commitment, dedication, and persistence in responding to their challenging educational enterprises. Furthermore, Mansfield et al., (2012) devised four major streams of teacher resilience comprising of professional, emotional, social, and motivational components. For a brief overview, the professional aspect refers to teachers' capabilities in conducting qualified teaching-learning enterprises consistently. Through emotional aspects, teachers have to be capable of displaying a higher degree of confidence, motivation, and persistence in dealing with ample

working issues. Lodari et al., (2018) state that the social aspect denotes teachers' interpersonal skills in doing help-seeking, collaborative networking, and continual professional development. Lastly, the personal stream deals mostly with the integration of self-efficacy, internal, and external competencies in reformulating both teaching-learning success and resilience concurrently.

As noted previously, the robust establishment of resilience will transform EFL teachers to be more professional, dedicated, motivated, and persistent educators who are always willing to impart various rewarding impacts for their educational learning ventures. Gu et al., (2015) assert that the inducement of a stronger sense of resilience can potentially guide EFL teachers to be more professional and compassionate educators supportive for their learners' learning progression. On the contrary, it is also worth highlighting here that the erection of a firmer degree of resilience should not merely activate while confronting a specific array of difficult issues. Rather, it should be nurtured, reinforced, and cultivated through an EFL teachers' daily basis consistently to yield high-quality educators possessing multiple arrays of educational perspectives rewarding for their educational learning ventures and professional development. Merz (2017) further suggested EFL teachers constantly nurture their resilience on their daily basis to be more, effective problem-solvers, supportive learning facilitators, proactive knowledge disseminators in the presence of diverse learners. In accord with this conception, it is also vitally important to underscore here that resilience is not only closely interlinked with people's constructions while facing adverse situations but also there is a mutual collective interplay play among these constructs. This line of argument is in line with the theory of resilience postulated by Parsi (2019) mentioning that resilience, in nature, is also closely associated with social constructions useful to provide personal assistance for people to renew their possessed resilience levels into more robust growth. In conformance with this broader definition of resilience, Valieva (2016) clustered three major strategies of constructing a solid form of teacher resilience namely keeping in touch with various external significant others like family members, work colleagues, school staff

members, and parents, having self-capacities along with self-determination to accomplish their targeted educational objectives, and believing in their capabilities together with competencies while handling particular working obstacles. Related to all of these three main streams of strategies of constructing more powerful and long-lasting resilience within EFL teachers, it should be noticed as well that the full deployment of resilience will also be contagious to learners' current language learning progression. Simply put, by observing the commitment, dedication, and persistence continually showcased by their teachers, learners will potentially imitate and internalize all of these positive attitudes into their ongoing learning endeavor. This argument is resonated well with the theory of collective resilience proposed by Le et al., (2021) declaring that EFL learners continuously emulate the tangible deployment of their teachers' resilience will more likely transform into more proficient future academicians. Therefore, it should be a profound concern for all school institutions to embark on ingraining high-quality educators possessing a higher level of resilience for the tangible effects of its development will provide further significant betterment for any kinds of educational learning enterprises. This belief is in concordance with the particular benefits of teacher resilience propounded by Kim et al., (2017) believing that EFL teachers inculcating greater personal self-development through continuous internal and external supports underpinning their professionalism will have more tendency to be self-initiators capable of offering varied constructive teaching-learning strategies beneficial to overcome the upcoming drawbacks discovered in both present and future teaching-learning dynamics. Ultimately, reciting about teacher resilience theory in a vast array of educational, particularly ELT practices cannot be detached from self-determinant theory since it acts as a powerful encouragement for EFL teachers to continuously commit to fulfilling their educational objectivities through various interrelated actions useful in assisting them to achieve those desired goals. This argument is in line with the self-determination theory advocated by Tan (2014) stating that self-determination refers to people's commitment and persistence in complying with specific determined goals in their lives by performing a set of supportive tangible actions respectively. Again, to sustainably sustain EFL

Kristian Florensio Wijaya

LET: Linguistics, Literature and Language Teaching Journal Vol. 11 No. 1 2021

teachers' resilience development, school institutions are advised to provide external supports which do not strictly suppress teachers to follow all of the imposing regulations potentially deteriorating their professionalism and resilience. Nevertheless, teachers should be provided with ample and flexible opportunities to corroborate their resilience along with professionalism by asking them to deliberately select a bunch of teaching-learning activities suitable for their current learning contexts to promote holistic educational ventures wherein both teachers and learners are flourishing altogether. Lacaba et al., (2020) in their study of EFL teachers' resilience, commitment, and teaching effectiveness suggested educational institutions juxtaposing the equilibrium between internal and external supports imparted to EFL teachers to help them develop their professionalism along with resilience eventually resulted in the fulfillment of the desired teaching-learning objectives and outcomes.

Specifically, there were five prior studies mutually associated with the major theme of this study. The first study was conducted by Doney (2013). This researcher revealed that the majority of globalized EFL teachers were lack professional development supports resulted in the recurring low-quality second language learning processes. In the second study, Murtiana (2012) found that the majority of pre-service EFL teachers engaging in Micro Teaching class completely valued the utilization of critical self-reflection dealing with their professional development. As a result, their teaching motivation and resilience were increased gradually. Further, Sunggingwati (2018) discovered that most pre-service EFL teachers in teaching training and education faculties encountered serious impediments in managing their classrooms, activating learners' learning engagement, and selecting a set of learning materials contextual for their current teaching novelties. Hence, it is suggested for educational trainees and experts to induce more intensive training on EFL teachers' professional development closely interconnected with pedagogical and classroom management competencies. In an identical study, Garner (2017) suggested the globalized educational institutions to conducting more intensive professional development heeding more exhaustive

attention to elevate EFL teachers' resilience levels to produce more qualified educationalists significantly impacting future generations' lives. In the last study, Budiraharjo (2015) also advised higher educational institutions in Indonesia to ingrain humanistic and holistic educational values for all learners wherein they feel fully accepted, appreciated, and appraised for teachers to habitually establish a higher degree of trust among learning community members beneficial for the incorporation of transformative education. The main strength of this prior works showcased the significance of nurturing Indonesian EFL teachers' resilience in the light of diverse L2 wide-ranging classroom contexts. However, the main shortcoming engendered by the results of these five previous studies was the devoid identification with regard to the extent Indonesian EFL teachers' resilience establish, nourish, and elevate their resilience in a wide array of multiverse ELT contexts. Thus, the major objectivity of conducting this present qualitative study is to overtly portray the degree of Indonesian EFL teachers' resilience working on distinctive levels of ELT settings in order to inform all educational experts, practitioners, and policy makers in concert to the critical importance of proliferating these educationalists resilience levels benefit the further significant advancement of future Indonesian ELT enterprises. One particular research problem was formulated in this present study namely: (1) How do EFL teachers maintain their resilience while facing varied adverse working situations?

METHOD

Data Collection

This qualitative study was conducted qualitatively to obtain obvious portrayals out of the specific phenomena experienced by human beings. Deveci and Onder (2013) state that the main aim of qualitative research is to help the researchers to gain more profound insights based on the events told by the participants. Further, this qualitative study also lent support from narrative inquiry to gather more in-depth data from the participants through the sharing of particular experiences undergone by the research participants. McKay and Barton (2018) argue that through the utilization of narrative inquiry, the particular events derived

Kristian Florensio Wijaya

LET: Linguistics, Literature and Language Teaching Journal Vol. 11 No. 1 2021

from the participants will be attained more clearly by the researchers. To fulfill all of these objectivities, this study also harnessed one particular research instrument namely open-ended interview questions probing teacher resilience.

Research Participants

Specifically, eight inquiries would be asked to two invited EFL teachers working in Handayani Pre-School, Kupang, *Nusa Tenggara Timur Province*, and Sanata Dharma University, *Yogyakarta Province* respectively. Specifically, all of these questions were administered online through the WhatsApp application due to the widespread Covid-19 pandemic. The major reason why the researcher opted to select these two specific private school institutions as his research sites was due to the profound investigation of two invited EFL teachers' resilience sustained development while handling a vast array of second language learning challenges in their particular classroom circumstances. As a concise overview, these two private school institutions aimed at breeding future academicians who are excellent in knowledge, characters, and faith. Without any doubt, the embodiment of these laudable figures is widely expected by their targeted societies along with working fields to bring about gigantic influences for others, particularly those who are marginalized due to the lower social-economic status. In consonance with the above-mentioned schools' vision and missions, it is interesting to be delved whether these two invited EFL teachers were capable of materializing all of these holistic school values fully besides fulfilling learners with extensive knowledge. All teachers' names were written by using a pseudonym to ascertain the confidentiality of their data.

Data Analysis

For the data analysis process, the researcher analysed the data by utilizing argumentative explications to potentially yield more generalizable, reliable, and robust data depictions for the worldwide readers. To fulfil this major objectivity, the researcher subsumed the often-mentioned research findings obtained from the research participants into some specific major themes in order to enable readers to

discern the significance of cultivating the robust construction of resilience at the commencement of Indonesian EFL teachers' careers.

FINDING AND DISCUSSION

This section attempts to portray and delineate two major themes regarding personal strategies internalized by two invited EFL teachers in preserving their resilience amid laborious, stressful, and adverse working conditions. In line with the aforementioned objectivity, further explications regarding those two main themes can be observed in these following lines.

Theme 1: The Inducement of Enjoyable Learning Environments (A Story from Miss. Luna).

Miss. Luna is one of the well-known, tenacious, and attractive English teachers working in *Handayani Pre-school, Kupang, Nusa Tenggara Timur Province*. This school was established to expose young EFL learners to the target language, English, and educate them to possess laudable characters beneficial for their future outlooks. Specifically, Miss. Luna has been working in this school institution for a short time, approximately 5-6 months before determining to continue her Master's Study in English Education Department. During these short-term teaching experiences, she repudiated that there were varied challenges that resided in the teaching-learning dynamics, particularly while teaching children ranged from 4-7 ages. In her perspective, teaching 15 children in one particular second language vicinity requires a higher degree of compassionate heart, patience, and tenacity from the teacher unless the learning breakdown will emerge as the tangible consequence for not being emphatic enough in teaching those children. Relying on all of these teaching environmental facts adduced by Miss. Luna, it is of critical importance to correlate these findings in the view of Gu and Day (2013) exclaiming that to be considered resilient and compassionate educators, EFL teachers should be able to balance their emotions, feelings, and stress accordingly to be more adaptable responding to various unpredictable teaching-learning events recurring in their classroom circumstances. In a like manner, Lacaba et al., (2020)

in their study of EFL teachers' emotions and resilience unearthed that EFL teachers possessing a higher level of resilience were prone to induce more positive learning nuance in the presence of diverse learners since they were capable of dealing with varied adverse, taxing, and unpleasant situations discovered in their career journeys. The main similarity between the existing and above-mentioned prior research findings of EFL teachers' resilience is educational institutions constantly nurturing their educators' resilience growth will potentially promote more fruitful learning outcomes for whole learners due to the higher degree of commitment, perseverance, and insistent effortful actions internalized by teachers. Coupled with these facts, theoretical constructs, and findings, the interview excerpt is taken from the first EFL teacher evinced the indispensable role of resilience in ELT enterprises as follow:

[Teacher 1: I tried to connect with the life around the students. To prevent boredom during the class, we studied English by singing, dancing, or playing games. I love teaching children and I enjoyed my works.]

Another paramount value worth emphasizing in this line of argument is the teacher's satisfaction toward their teaching vocation. Through the establishment of personal satisfaction, it is fairly stated that EFL teachers will be able to promote more significant academic contributions for their school institutions as evidenced by learners' learning improvements, positive teaching-learning vicinities, and better classroom management. This set of perspectives are resonated well with prior findings of EFL teachers' resilience study conducted by Demirkol et al., (2019). They revealed that EFL teachers who are frequently exposed to a higher level of stressful working conditions strive harder in creating more enjoyable learning environments, tackling some noncompliant learners' behaviors, and fostering their learners' learning achievements. Concerning this issue, they suggested educational institutions arming EFL teachers with continual resilience training as a part of their professional development to allow them to be proactive self-starters, attentive counselors, and supportive learning facilitators in the presence of distinctive learners' learning backgrounds. Helker et al., (2018) also state that EFL teachers

Kristian Florensio Wijaya

LET: Linguistics, Literature and Language Teaching Journal Vol. 11 No. 1 2021

who are flair in coping with various difficult teaching-learning conditions, utilizing varied teaching-learning solutions appropriate with their classroom vicinities, and experiencing robust personal satisfaction throughout their career trajectories are those having infused a stronger sense of resilience. These aforementioned findings had identical similarities with the degree of resilience levels experienced by the first teacher since she was the one and only English teacher in her school institution, her robust resilience establishment enabled her to shoulder all responsibility sincerely resulted in long-life working spirit to consistently dedicate her very best work for educating the future generations. This evidence can be seen in this following line.

[Teacher 1: I did not specifically carry out a particular responsibility in the institution, but specifically I was fully responsible for the learning and the development of the students' English skills at the school.]

Lastly, the first teacher also recalled that the full incorporation of resilience in EFL teachers is also inextricably interlinked with glorified teaching-learning achievements attained by their learners. This kind of achievement is deemed as more long-lasting lifeblood in endorsing EFL teachers' resilience since their higher degree of teaching enthusiasm, commitment, and confidence will be increased dramatically. This perspective is in harmony with Indonesian EFL teachers' resilience study prevailed by Rizqi (2017) suggesting that educational institutions need to be fully supportive in cultivating EFL teachers' resilience derived from internal and external streams to bolster their resilience levels into the utmost. Similarly, Karavas (2020) also believe that EFL teachers who are frequently exposed to gratifying learning achievements showcased by their learners are more liable to annihilate stress, negative feelings, and perturbation due to the robust inducement of their resilience. Since these external factors are deemed as one of the propelling force mitigating EFL teachers' stress. The major similarity between the above-mentioned research findings with the first teacher's experience is the eventual happiness of educating young generations is to see them grow continuously in knowledge, character, and educational achievements leading them

to achieve more gratifying future life success in their life. The further evidence can be discerned as follow.

[Teacher 1: It is not about my achievements but it is the students' achievements that make me feel good. From my experiences, I learn that the happiest moment to be a teacher is seeing the positive progress of our students. When they started to understand some words, when they started to speak English words well, and when they could relate what they learn to their real life.]

Theme 2: The Presence of Compassionate Educationalists (A Story of Mr. Nino)

Mr. Nino had possessed a large range of ELT enterprises for 3 years when he was voluntarily teaching undergraduate students of the English Language Education Department, Sanata Dharma University, Yogyakarta. During this long-lengthy teaching voyage, he traversed into enjoyable, memorable, and unforgettable moments experienced altogether with his learners. In his view, through these ups and downs, he learned a lot that to be a passionate and compassionate educator requires more than just a collection of knowledge regarding the subject-specific matters but also resilience. In partnership with this assertion, Doney (2013) believes that EFL teachers utilizing protective factors manifested in positive social rapports and emotions with significant others will be capable of dealing with a vast array of obstacles since their resilience is reinforced as well. The main similarity between these two perspectives is the second EFL teacher had progressively transfigured into more compassionate educators after establishing more mutual rapports with his fellow learners. This compassionate educating spirit is contagious with the teaching commitment infused by the second EFL teacher since he persistently worked out through all arduous teaching impediments to lead his learners to reap more rewarding learning outcomes beneficial for their future lives.

As the second EFL teacher could be considered as a successful figure who had fully transplanted emotionally-supportive language learning circumstances through his greater resilience progression, it is also worthwhile to be recited here that the second teacher also confessed that there was one particular strategy he

consistently harnessed when he was crammed with laborious teaching and working situations namely taking a break for certain moments to reflect more profoundly on the ongoing teaching-learning dynamics regarding either the learning events went well or did not run well in his classroom. This is an important action that should not be belittled by EFL teachers attempting to amplify their resilience growth since it drives them to be more mindful, judicious, and meticulous in stipulating specific teaching-learning enterprises suitable for their classroom learning needs. This contention is resonated well with the major finding of previous EFL teachers' resilience and self-reflection study conducted by Shirazizadeh and Tajik (2019) revealed that educational institutions needed to commission Iranian EFL teachers to conduct more exhaustive self-reflections after conducting particular teaching-learning processes to downgrade their stress and burnout levels, enable them to be effective decision-makers, and foster their resilience levels. In another coincident study, Siswanto and Kuswando (2020) also discovered that through self-reflection, EFL teachers' teaching-learning ventures would be empowered fully in terms of getting more sensible notions to conduct more meaningful learning activities and improve their professional areas concurrently. The major identical similarity between the existent and prior research findings concerning EFL teachers' resilience is critical self-reflection and prudent emotional controls not merely just allow the second EFL teacher to promote more meaningful teaching-learning activities for his learners but also make more meaning throughout all challenging teaching venture transforming him into more qualified and compassionate educators. The interview excerpt also concurred this perspective.

[Teacher 2: The strategy that I usually harness is to take a break. To be calm at a moment and reflect on what is going on, it is able to help me in controlling myself and the situation around me. Further, reflection also makes me know what I should improve in my future teaching-learning enterprises.]

Despite unfavorable working and teaching conditions inevitably confronted by the second EFL teacher, he also accentuated more profoundly regarding two potent external factors keeping him to survive and thrive in his teaching vocation

Kristian Florensio Wijaya

LET: Linguistics, Literature and Language Teaching Journal Vol. 11 No. 1 2021

namely striking learners' academic achievements and continual supports derived from colleagues as well as lecturers. To restate, by observing significant learning achievements experienced fully by learners, EFL teachers may more likely to continue their pain-staking and energy-draining career journeys since they assume that their energy, efforts, perseverance, and commitment are not merely futile but successfully met the targeted objectivities of the educational realm; enhancing learners' learning achievements and outcomes. Such arguments are in line with Etherington et al., (2020) main finding on EFL teachers' pathways to be more resilient educators. They unearthed that the majority of EFL teachers discovering the gigantic learning progression within their learners would tend to awaken a sense of self-satisfaction, pride, and enjoyment eventually leading them to adhere to their current teaching vocation. The similarity between the obtained finding with the aforementioned research results is learners can also be one of the sources of enjoyment and stronger reason for the second EFL teacher to dedicate his heart to teaching career since the apparent valuation of successful educators highly emphasized on their successfulness in generating qualified future academicians contributing to their nations' advancement as global citizens. With the presence of supportive working colleagues, the second EFL teacher can also broaden each other's teaching perspectives through meaningful sharing, direct pedagogical practices, and verbal supports. Consented to all of these paradigms, four specific prior investigations scientifically proved that external supports are indispensably needed by EFL teachers to stay on their right teaching tracks and develop their resilience more effectively. Valieva (2016) found out that EFL teachers who are catered by supportive working environments prone to exhibit a higher level of personal satisfaction and well-being toward their teaching vocation. Further, a study of Iranian EFL teachers' resilience development held by Entesari et al., (2020) revealed that external social supports are urgently needed by novice EFL teachers to better cope with varied teaching-learning challenges, barriers, and adversity. The similarity between these above-explained findings with the second EFL teacher's experience is through supportive working environments, he was capable of reconstructing his resilience level more efficiently since the continual moral support

Kristian Florensio Wijaya

is constantly addressed by these significant others contributing to his amounting working spirit ethics. This proof can be observed in this following line.

[Teacher 2: I feel happy and satisfied with the achievements of my students. When they are successful in overcoming their limitations in learning, I feel blessed.]

[Teacher 2: People who inspire me a lot are my lecturers and my colleagues. I have learned a lot from them. They shared their experiences in dealing with many challenges during their teaching.]

In his last remark, the second EFL teacher overtly suggested every school institution providing all teachers a considerable number of professional development training worthwhile for their further resilience development both at the commencement of their early and eventual teaching careers. It is worth emphasizing that without preparing EFL teachers' resilience in greater depth and contextual professional development training, it is preposterous to expect that holistic educational values and betterment of its qualities will be improved dramatically due to the globalized society's propensity mostly demanding future academicians, workers, and experts who are completely adept in their specific working fields. Gu (2014) concur that educational leaders, practitioners, and experts worldwide to impart EFL teachers with a plethora of professional development training programs and school organizational bodies benefit their early career pathway along with resilience growth. The similarity between the previous and existing research findings is that by imparting plenty of external moral supports for EFL teachers, all of the human civilization streams will obtain further benefits from this practice since they are all mutually interconnected to move forward human beings' overall life sectors. The second EFL teacher also assented with this interpretation.

[Teacher 2: I suggest every school institution to give such training to the educators on how to deal with challenges in the classroom. I believe that by sharing experiences, educators will be equipped with wisdom to overcome any obstacles found in the classroom.]

Kristian Florensio Wijaya

LET: Linguistics, Literature and Language Teaching Journal Vol. 11 No. 1 2021

CONCLUSIONS AND SUGGESTIONS

To summarize, both internal and external impetus triggering the proliferation of EFL teachers' resilience growth should be incorporated at the commencement of their career pathways to breed more qualified, tenacious, persistent, committed, passionate, and compassionate educators who are sustainably longing to impart their utmost efforts for the further advancement of educational reformation and learners' learning progression. These major research results strongly motivated Indonesian ELT experts, practitioners, and policy-makers to design more intensive teacher professional development program focusing more profoundly on forging EFL teachers' resilience in order to greatly produce more committed, tenacious, innovative, and creative second language educators fully promoting significant advancement for future ELT enterprises taking place in this archipelago. Furthermore, this present study is not free from some specific limitations. Since it only involved two EFL teachers possessing a vast array of teaching perspectives and experiences, the interpretations along with the delineations of each collected data cannot be generalized and claimed to be decisively accurate with Indonesian EFL learning contexts. Thus, the results generated from this small-scale investigation only act as a sound basic foundation for future studies attempting to profoundly investigate more complex personal and contextual strategies harnessed by a considerable number of Indonesian EFL teachers to establish, preserve, and cultivate their resilience levels through the ongoing teaching-learning trajectories. Considering those aforementioned limitations, future researchers are advocated to conduct a more exhaustive investigation regarding the mutual interplays among EFL teachers' professional development, agency, identities, and resilience to better locate these findings into specific Indonesian EFL teaching-learning contexts accordingly. Most importantly, a considerable number of Indonesian EFL teachers need to be invited to those upcoming research projects to proffer more robust data portrayals out of the factors heavily affecting their resilience development.

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