



RESEARCH ARTICLE

DELVING INTO EFL TEACHER LEARNING DEVELOPMENT: A SURVEY STUDY

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Abstract: It is noticed that learning does not only refer to students, but also involve teachers whose task is to learning new knowledge as a part of professional teaching development. This study contributes on investigating EFL teachers' perceptions regarding teacher learning process. Using a survey study, it invited 113 novices and experienced EFL teachers from both urban and rural Indonesia to participate in completing a questionnaire within two weeks. Descriptive statistics was promoted to estimate participants' quantitative perceptions. As for the results, the participants disclosed either positive or negative perceptions, beliefs, and practices of four indicators of teacher learning, including Teacher cognition and beliefs, Teacher emotions, Teacher motivations, and Contextual variables. Although the participants emerged with different ideas about their learning responsibility, their perceptions regarding the importance of understanding new knowledge remain higher. It implies that the EFL teachers require continuous transformative integration of learning engagement that leads them to empower professional development as effective English teachers.

Keywords: teacher learning; EFL teachers; survey study

APAKAH GURU BAHASA INGGRIS PEMULA DAN BERPENGALAMAN MASIH PERLU BELAJAR: SEBUAH STUDI SURVEI

Abstrak: Pembelajaran tidak hanya berfokus pada peserta didik, tetapi juga pada guru sebagai bagian dari pengembangan profesional berkelanjutan. Penelitian ini bertujuan untuk mengkaji persepsi guru EFL terhadap proses pembelajaran guru. Penelitian survei ini melibatkan 113 guru EFL pemula dan berpengalaman dari wilayah perkotaan dan pedesaan di Indonesia yang mengisi kuesioner selama dua minggu. Data dianalisis menggunakan statistik deskriptif untuk menggambarkan persepsi kuantitatif partisipan. Hasil penelitian menunjukkan adanya persepsi, keyakinan, dan praktik yang beragam, baik positif maupun negatif, terhadap empat indikator pembelajaran guru, yaitu kognisi dan keyakinan guru, emosi guru, motivasi guru, serta variabel kontekstual. Meskipun terdapat perbedaan pandangan mengenai tanggung jawab pembelajaran, persepsi terhadap pentingnya pemahaman pengetahuan baru tetap tinggi. Temuan ini mengindikasikan perlunya keterlibatan pembelajaran yang berkelanjutan dan transformatif guna mendukung pengembangan profesional guru EFL secara efektif.

Kata kunci: pembelajaran guru; guru Bahasa Inggris; penelitian survei

INTRODUCTION

For most English as a Foreign Language (henceforth EFL) teachers, their main tasks are delivering lesson materials and evaluating what has been completed based on stated syllabus (Yan et al., 2024; Ahmad & Shah, 2022; Korkmazgil & Seferoğlu, 2021). However, this task does not imply that the EFL teachers are free from knowledge development program as every of them is expected to increase English skills comprehensively. In fact, not many EFL teachers are aware of teacher learning needs. One tangible reason is because once teachers are formally inaugurated, they only concern on accomplishing targeted tasks in school, including preparing for syllabus or materials, delivering a lesson, assessing students' achievement, and giving feedbacks. Consequently, they do not consider that teachers have to keep learning new knowledge as students do (Price, 2026; Chien, 2022). Learning as a task is always burdened to students whose direct participation is fully demanded. EFL teacher's beliefs rely on transferring existing knowledge to students and ensuring that the knowledge can be internalized based on curriculum.

Comparing both novice and experienced EFL teachers remains important in teacher learning issues due to some rationales. Length of experience, for instance, influences teachers' decisions and their awareness of engaging with new knowledge development. Novice teachers with low teaching experience tend to encourage more learning than those with longer experience who reflect on best practices. Both types of EFL teachers may be determined based on how valuable their learning strategies are (Mitchell et al., 2021). Some groups of experienced teachers usually refer to conventional resources, such as the library, teacher boards, or the school environment, while new teachers have greater access and greater competence to integrate technology into the self-learning process. Such an idea sheds light on determining factors that affect teachers when selecting what and how to learn new knowledge (Haim et al., 2022). In line with that, once the factors are identified, an educational policy can be developed based on teacher learning habits and preferences.

Teacher learning is basically configured through the term Teacher Professional Development (henceforth TPD), which mainly encourages teachers to extend their understanding beyond what they have already acknowledged (Yan et al., 2024; Ahmad & Shah, 2022). The fact that the EFL teachers have to develop their existing skills and knowledge seems true. For example, the teachers may not have studied a particular English topic in university, but they need to transform the knowledge to students. Since English remains a foreign language, it is impossible for teachers to manage all possible knowledge or skills during a study period. Learning is not only about hard skill, such as mastering complex grammar or writing academic paper, but also soft skill, including emotional intelligence, self-regulation, critical thinking, or technology adaptation (Liu et al., 2024; Feraco et al., 2022). All of which should be organized under a step-by-step learning session among the EFL teachers who consider the importance for advanced comprehension, regardless their position as teachers. On the other side, the absence to increase understanding towards new knowledge may reduce teachers' instructional strategies and ability to transform students' cognitive skills respectively.

Although there has been a myriad of recent studies in terms of teacher training framework (Baldinger, 2023; Strom & Viesca, 2021), teacher learning capacity (Huang et al., 2022), teacher learning development (White & Maher, 2024; Aharonian, 2021), digital-based teacher learning (Bondie et al., 2021), teacher learning concept (Murtonen et al., 2024; Munson, 2023), and social issue in teacher learning (Vrielling-Teunter et al., 2024), a gap exists as these studies have not discussed any issue regarding teacher learning based on different teaching experience level. More importantly, there is a little study that concerns on surveying both novice and experienced teacher learning development. On the contrary, this current study emerges to describe what both novice and experienced EFL teachers perceive about the importance of teaching learning issues. Specifically, it determined quantitative estimation regarding several factors of the questionnaire, teacher cognition and beliefs, emotions, motivation, and contextual variables.

Meanwhile, this study is important as it adds new insight and understanding regarding pedagogical, psychological, and sociocultural issues on EFL teacher learning, which for most teachers remain uncontrolled. Moreover, it is different from those conducted earlier. For example, it employed two different groups of EFL teachers (i.e., novice and experienced teachers) who are working in either rural or urban schools (i.e., primary, junior high, and senior high schools). Another difference refers to the use of a questionnaire which can easily reach teachers from various areas. The third difference was that it utilized online apps to help manage teacher participation both simultaneously and ubiquitously. In this case, this study addressed a question to direct the researcher organize the data, namely “What do novice and experienced EFL teachers perceive regarding teacher learning issues?”

Issues in EFL Teacher Learning

Teacher learning in EFL context remains challenging for most teachers who believe that they are expected to prepare, develop, maintain, or transform a variety of knowledge regarding TPD (Price, 2026; Ahmad & Shah, 2022). One of the challenges refers to EFL teachers’ use of contextual learning that is more integrative than linguistic knowledge as it requires some specific adaptation when integrating beliefs and practices of EFL learning, modifying teacher perception, or determining universal understanding towards English use or usage. In the meantime, teacher learning can be considered as a transformative, continuous process that may affect individual insights, experiences, socio-cultural practices, or institutional achievement rather than a temporary concept of teaching practices (Chau & Tran, 2025; Al-Bahlani & Ecke, 2023; Haim & Tannenbaum, 2022).

The main concept of EFL teacher learning relies on the involvement of both professional development and pedagogical knowledge. In fact, most EFL teachers encounter some drawbacks when concerning on continuous or prestigious learning stages, which are considered pertinent for their current and future professional encouragement (Baldinger, 2023; Han, 2021; Korkmazgil & Seferoğlu, 2021). TPD requires some specific institutional practical programs that can enable them to determine theories, standardize concepts, and solving limitations regarding digital-based learning experiences as offered through task-based, communicative, and technology-driven teaching practices. Therefore, many EFL teachers can refer to various learning atmospheres even though they have to encounter some trials or errors during learning sessions which may impact on their teaching quality.

Several factors, such as institutional and contextual, have emerged to influence the effectiveness of teacher learning. EFL teachers are mostly distracted by overwhelmed tasks, multiple evaluations, overloading class, or burdening administrative tasks when enhancing their competence using particular strategies or approaches (Chen & Chi-Kin Lee, 2022; Rezaee et al., 2020). Moreover, some cases reveal that the teachers encounter drawbacks, such as limited instructional materials, lower internet access, lack of professional development, or unsupported infrastructure, regarding their attempts to increase learning exposure based on present pedagogical trends. Such drawbacks are challenging as the teachers find a gap between what they experience in the classrooms and what educational policy offers and provides. In line with that, the teachers cannot easily achieve learning standards due to the lack of both academic and technical supports.

TPD in terms of EFL learning context refers to affective, psychological, cognitive, or self-transformative factors that emerge during teacher learning process. It is considered that each EFL teacher may encounter some personal barriers, including learning burnout, foreign language anxiety (Saefullah et al., 2025), doubtfulness regarding self-competence, and lack of professional transformation (Baldinger, 2023). These problems appear when the teachers cannot reject either limited recognition or persistent demand. Another fact about self-conflict relies on teachers’ beliefs about pedagogical implication and practical analysis of available curriculum, leading them to face demotivation or tension of professional development. This study disclosed some issues about EFL teacher learning, such as cognitive, affective, contextual, or holistic development that simultaneously

emerge when each teacher is aware of reflective, supportive, or context-sensitive approaches to learning new knowledge (Yacoub & Golzar, 2025).

RESEARCH METHOD

The participants of this study consisted of 113 in-service EFL teachers from various schools in both rural and urban Indonesia. They comprised 63.7% (n=72) female and 36.3% (n=41) male teachers. Their teaching experiences ranged from novice to senior levels, which were determined through the length of their first work duties. As for location, a total of 43.4% (n=49) teachers have been teaching in rural schools, while 56.6% (n=64) have been working in urban schools. Participants' candidature began from the submission of 130 informed consents via social media and email, ensuring faster access and easy communication with the candidates. Unfortunately, 17 EFL teachers did not respond to the offer after the two-weeks deadline. Every selected participant was asked to sign the consent and resubmitted to the researcher via the online apps. As a compliment, the following table has more details regarding participants' demographic information.

As a survey study, data collection employed English Language Teacher Learning (ELTL) scale adopted from Aliakbari and Malmir (2017). ELTL consists of 45 items and five dimensions, including Teacher cognition and beliefs (e.g., I have a good command of the language I teach), Teacher emotions (e.g., I am satisfied with my institution/societal position as a teacher), Teacher motivations (e.g., I teach out of interest and enjoyment), and Contextual variables (e.g., My students are not disciplined and disrupt my teaching). This questionnaire was considered compatible to the current study as it discloses how EFL teachers manage their professional development activities and time to learn some knowledge as a part of their teaching competencies. In addition, ELTL has been examined as a reliable instrument when it received .914 for a Cronbach's alpha.

Table 1
Demographic details of the participants (n=113)

Aspects		<i>f</i>	Total
Gender	Female	63.7%	72
	Male	36.3%	41
Teaching Location	Rural	43.4%	49
	Urban	56.6%	64
Teaching Experience	Novice	46.9%	53
	Experienced	53.1%	60
Length of Experience	1-10 years	21.2%	24
	11-20 years	50.4%	57
	21 and above	28.3%	32

Data were collected through several following steps. First, the questionnaire was electronically sent to the participants via online apps. Each participant was asked to complete the requested instrument for two weeks. Fortunately, the researcher received 113 fulfilled questionnaires without any missing responses. Lastly, as a respectful remark, thankful acknowledgement was presented to all participants for their voluntary participation during the survey study.

Since the collected data were in form of numerical responses, statistical estimation using SPSS 25 was undertaken. First, the researcher converted the data in *Google Forms* into *Excel* version. The data were, then, exported to the statistical apps to be automatically proceeded. After gaining statistical results, the researcher manually exported the estimation into study report. The results were managed in forms of four tables regarding four dimensions of the study instrument. In this case, the analysis was focused on determining percentages for each item based on participants' responses. The statistical estimation process was repeated for several time, ensuring that no mistake or error was found during the data analysis.

RESULTS AND DISCUSSION

This study disclosed some findings based on the four dimensions of ELTL as the main instrument. Each dimension was presented in form of four tables, followed by some related interpretation. Interestingly, this section consists of two subparts, including findings and discussion. The researcher accomplished the findings by integrating particular references that supported or contradicted with existing ideas.

Table 2 revealed the first dimension of EFL teacher learning perceptions regarding teacher and cognition beliefs and its descriptive statistical estimation. In this dimension, more than fifty percent teachers believed that they had better English competence that was compatible with target lesson. The competence, according to Yim and Lim (2024), should consist of linguistic competence (e.g., grammar, vocabulary, pronunciation), sociocultural skill, communicative competence. It encompassed that every EFL teachers had to be competent in terms of multiple skills. Al-Bahlani and Ecke (2023) stresses teachers' competence on applying assessment strategies to evaluate either their achievement or students' understanding towards a subject. In this case, integrating several competencies had become a proper idea for teachers to develop their professional learning process as they have to enhance some mindset through teacher learning (Chien & Sun, 2025). Although it is important to utilize conventional teaching competence in the classroom, technological competence using AI or GenAI needs to be triggered as the media for engaging teacher cognitive development (Alshaie et al., 2025; Mudra, 2025). Such an advanced competence is simply fundamental when the EFL teachers integrate it into intercultural communicative competence which controls them to deal with such digital skills Zhang et al., 2024).

Table 2
Descriptive statistical results of Teacher and cognition beliefs

Item	Statement	1	2	3	4	5
		(%)				
1	I have good command of the language I teach	12.1	18.5	11	13.4	45
2	I have good knowledge of processes, practices, and methods of teaching and learning	20.1	15.3	12.2	8.9	43.5
3	I have learnt a lot about teaching through my extensive experience as a learner	8.9	15.2	17.4	20.6	37.9
4	I have extensive experience of teaching in classrooms	14.2	9.5	9.2	30.7	36.4
5	I have my own personal theories about teaching and learning	19	17.3	13	17.5	33.2
6	I am committed to be a better teacher	15.6	10.3	4.7	21.6	47.8
7	I attend to learners' individual differences and needs	37.7	29.4	11.4	10	11.5
19	I observe and reflect on my colleagues' teaching practices	58.4	12.3	12.5	-	16.8
37	I critically observe, assess and reflect on my own teaching practice	-	23.6	22.1	9.7	44.6

Notes: 1 (*Very little*); 2 (*Little*); 3 (*Somehow*); 4 (*Much*); 5 (*Very much*)

The English teachers were knowledgeable with every stage, procedure, or strategies when undertaking both teaching and learning processes in the classrooms (52.4%). This belief was resulted from widely experienced teaching practices (67.1%) and integrated concepts about how teaching and learning are implemented (50.7%). Chau and Tran (2025) admitted that English teachers are formally indulged with instructional design, teaching personalization, implementation of various methods, classroom management, assessment strategies, and feedbacks. English teachers were challenged with introducing professional knowledge based on multiple approaches or strategies, leading them to internalize self-regulated teaching strategies respectively (Haim & Tannenbaum, 2022). As this study relied on both urban and rural context, the English teachers found some unique professional development, such as learning how to improve rural students' competence (Tannenbaum et al., 2026). Technology emerges to support the teachers organize their teaching process under high motivation and zero burnout (Gan et al., 2024).

Fortunately, the EFL teachers committed to encourage themselves as effective instructors. Moreover, what they used to doing as better teachers was undertaking some observation, assessment, or reflection towards their teaching practices (54.3%). Nurie Bogale and Wale (2024) state that

effective EFL teachers must have multiple intelligences and skills that are balanced with possible teaching drawbacks. A more technical skill, such as linguistic awareness, appeared to be important for English teachers as they are managed to deliver instructions towards students with multicultural and multilingual contexts (Ghaderi et al., 2025). In line with that, Nurie Bogale and Wale (2024) mention that effective EFL teachers not only refers to linguistic skill quality, but also multiple competences, including cultural and psychological understanding.

However, it was noted that in this dimension, some EFL teachers (67.1%) did not attempt to analyze students' different attitudes or perceptions and needs regarding English learning process. In line with that, a number of teachers (70.7%) avoided any attention or observation regarding teaching practices of their colleagues. In this case, they did not reflect on what has been presented by others even if it was a good practice. However, Collyer et al. (2020) suggest that EFL teachers have to engaged with collaboration with colleague whose evaluation can be a strategic idea for effective teacher learning development. Although many teachers were not comfortable with either mentoring or observation activities from other teachers, Pinnick (2020) convinces that those who rely on others' assessment regarding their practices may lead to systematic teaching process. As a support, Mudhar et al. (2024) add that teacher collaboration helps teachers not only to develop new understanding, but also encourage self-regulation, self-efficacy, or self-management. It is because teacher collaboration improves networks, learning opportunities, and impacts towards teaching beliefs and practices (Price, 2026).

Table 3
Descriptive statistical results of Teacher emotions

Item	Statement	%				
		1	2	3	4	5
8	I feel emotionally free to talk about my ideas and feelings about my job as a teacher with others at work	56	9.5	10.4	12.1	12
10	I am satisfied with my institutional/societal position as a teacher	4.7	18	-	30.9	46.4
11	I feel I'm submitting to others' goals which are set for me as a teacher*	43.5	20.2	5.7	15	15.6
15	I have satisfactory interpersonal relationship with others at work	-	12.6	7.9	13.3	66.2
20	I have self-regulation strategies to cope with my job stress	12	10.4	4.5	15.2	57.9
22	I feel that there are some rules and roles imposed on me as a teacher	9.3	10.1	5.3	20.3	55
27	I feel emotionally exhausted of my working environment*	52.4	23.3	-	13	11.3
28	I feel I'm overworked*	47.8	9.2	9.8	13.6	19.6
31	I am resistant to my job stress and view job demands as opportunities for improvement	22.1	-	15.1	13.7	49.1

Notes: 1 (Very little); 2 (Little); 3 (Somehow); 4 (Much); 5 (Very much)

Unlike the previous dimension covered with many positive responses, Teacher emotions dimension in Table 3 had balanced responses in terms of both positive and negative perceptions about the importance of teacher learning. Item 8, for example, can be considered to receive the most negative response since 65.5% teachers were not certain that they feel sufficiently free to discuss some thoughts or insights regarding their job position with other teachers and headmaster or principal in the school. Such a lack of negotiation may be influenced by the fluctuation of teacher emotion, leading them to increase negative perception about sharing with others (Sah, 2023). Meanwhile, Rezaee et al. (2020) believe that English teacher emotion is simply affected by whether or not they feel satisfied with current job or task administered by headmaster or principal.

Similarly, the teachers believed that many of them cannot accept they academic environment treated them as EFL teachers. A total of 57% EFL teachers felt that they were expected to under much work beyond basic duties. Ironically, some other teachers (63.7%) only followed what the others prepared or offered. It is supported by the study of Nazari et al. (2025) who believed that environment can be a reasonable basic of teacher emotional development during professional learning. Communication plays important roles to direct teachers to integrate communicative approach into teaching environment (Davari et al., 2025). However, those who control emotions and

encourage professional learning through academic strategies may enhance learning quality appropriately (Ozdemir et al., 2026).

Meanwhile, up to 79.5% EFL teachers believed they had better communication and interesting interaction with other teachers during school time. Yet, when the teachers encountered some stressful work or burnout during teaching session, most of them (73.1%) were able to determine particular solution to reduce the personal drawbacks. Lee and Lin (2019) agree that teacher strategies generally consisted of routine activity and authentic materials. Cognitive strategies seem to be the most observable issues that help to improve professional teaching development and control their emotion respectively (Wang et al., 2023). Interestingly, 62.8% teachers did not consider the drawbacks as worse problems for their professional development, since they manifested some strategies to increase understanding and develop competencies. They also felt satisfied with their current position as English teachers (77.3%).

In Table 4 it was clearly revealed that teacher motivation dimension had become the most promising reason about why the EFL teachers struggled to keep learning new knowledge, but not to stop developing their professional competency. One of the dominant motivations referred to teachers' stronger belief that they have longer time to be teachers as they did not have any prediction regarding earlier job retirement (97.5%). In line with that, a total of 86.3% teachers perceived that the schools treat them as professional as possible by allowing each English teacher to transform new knowledge and benefit from academic values respectively. Yacoub and Golzar (2025) mention three types of knowledge, including assessment, course material, and method. Such an issue resulted in a good result as most teachers (87.7%), including novice or experienced ones, admitted that they have sufficient skill or competence to act as effective and efficient teachers. Such a competence was not determined based on teacher experience, but their engagement and awareness towards pedagogical development as teacher learner (Han, 2021).

Table 4
Descriptive statistical results of Teacher motivations

Item	Statement	%				
		1	2	3	4	5
9	I teach out of interest and enjoyment	12.9	5.8	-	29.2	52.1
12	There is a low probability that I lose my job in near future	-	-	2.5	-	97.5
16	I have agreeable working conditions	8.3	9	12.3	13.7	56.7
18	Being a language teacher has a great social prestige in my society	8.5	-	77.8	13.7	-
21	As a language teacher, I feel intellectually fulfilled	3.6	11.5	4.6	13.5	66.8
24	I believe that I am a skilful and efficient teacher	-	5.5	6.8	4.7	83
25	I accept and follow the school/institution goals and values	6.8	2.4	4.5	4.4	81.9
32	As a language teacher, I am well-paid	6.5	-	68.3	25.2	-
39	I perceive my prior teaching failures as a result of my lack of personal competence*	57.1	12.6	12.5	5.7	12.1

Notes: 1 (Very little); 2 (Little); 3 (Somehow); 4 (Much); 5 (Very much)

EFL teacher motivation was derived from their internal or external interest and how they experience teaching enjoyment (81.3%). It was important to notice that those who enjoyed working with their current jobs were able to create joyful atmosphere in the classrooms. Kirkpatrick et al. (2025) state that learning enjoyment leads teachers to transform emotion, such as burnout, into relaxing situation that may increase teacher motivation. Another issue referred to teachers' intelligence levels which lead them to enhance professional development (80.3%). They did not believe that previous experiences influenced their future teaching competence. However, two interesting issues emerged as the EFL teachers confirmed that they did not receive wealthy amounts of salaries. This problem convinced them to state that becoming English teachers had not been promising in terms of social or prestigious aspects, stating that they only consider the job as supporting work to fulfill time or days (Dinçer & Seferoğlu, 2020).

Contextual variables in Table 5 had a variety of issues in relation to EFL teacher learning process. The first issue referred to teachers' perception regarding the influence of students' discipline

on their learning development. Eddy et al. (2020) reveal that many teachers may become emotionally exhausted due to students' discipline issues, but sanction is considered a proper punishment to reduce their attitudes. However, Hwang (2025) stresses on giving some disciplinary matching by analyzing the rationale, factor, or impact of the academic problem. Interestingly, a balanced number of teachers found that their students were of higher or lower disciplined levels. It may be because the teachers did not engage with better preparation and self-controlled feedback during teaching process. Up to 45.4% EFL teachers considered that the use of materials reduced students' comprehension level and affected on their strategy determination. Good teacher learners struggled to learn every difficult material and delivered them to students even if they were challenged with unknown knowledge (61.9%), as Nurie Bogale and Wale (2024) state that effective teachers use various strategies to enhance their teaching quality.

Learning process among EFL teachers began from their beliefs and practices about educational competencies needed to be fulfilled (62.2%). Such engagement had not sometimes led the teachers to experience various types of teacher education activities offered by the government or private organization (63.5%). One of the rationales for this negative response was because many teachers (61%) were sure that their schools did not provide positive support or assistance for them to encourage professional development. As Yu et al. (2025), teachers need some psychological support to develop professional learning, job satisfaction, and self-efficacy. Similarly, teachers are entitled to receive well-being as they contribute to students' quality development overtime (Chen & Chi-Kin Lee, 2022). Another reason was that the schools did not contribute on giving some advice, suggestion, comment, or feedback for those who have not manage teacher learning process contextually (67.6%). Consequently, a total number of 65.6% EFL teachers cannot change their attitudes even though they have been experiencing the professional learning development for a long time. It might be because they notice different professional learning drawback that emerges during teaching development (Lim & Aman, 2024).

Table 5
Descriptive statistical results of Contextual variables

Item	Statement	1	2	3	4	5
		%				
13	My students are not disciplined and disrupt my teaching*	29.5	4.7	23.9	13.6	28.3
14	I don't have much time for teaching preparation and recovery*	30	10.1	11	16.7	32.2
17	The school/institution I work for provides opportunities for collaborative professional learning	37.8	37.3	14.2	10.7	-
23	I teach in congruence with my own educational beliefs and values	14.2	-	23.6	28.6	33.6
26	My colleagues are professional and supportive	12.5	10.6	6.5	25.1	45.3
29	The school/institution I work for is supportive and gives helpful advices	46.2	14.8	-	13.4	25.6
30	The school/institution I work for is open to change and flexible to teachers practical suggestions	58.9	8.7	23.1	-	9.3
33	I receive professional and practical guidelines from teacher observers/educators at work	32.1	-	12.3	16.9	38.7
34	I regularly attend teacher education programs	57.9	5.6	6.1	5.4	25
35	I feel that parents trust and believe in my teaching	17.3	15.9	-	40.1	54.2
36	Teaching materials I work with are not informative and helpful*	35.9	9.5	13	14.9	26.7
38	My work activities change my teaching behavior	59.9	5.7	12.6	4.3	17.5
40	I do best to be able to answer even the most challenging questions of my students	13.6	2.4	5.5	-	78.5
41	I do my best to avoid making linguistic mistakes while teaching	11.4	-	2.3	-	86.3
42	My linguistic proficiency as a teacher should be ostensibly better than my students' linguistic proficiency	8.8	1.6	-	-	89.6
43	I try to be a better and more popular teacher in comparison with my colleagues	36.6	8.6	12.2	8.6	34
44	I'd like to teach higher level classes at work	44.5	10	12.8	-	32.7
45	I do my best to master even the most difficult classroom learning materials to teach	34.6	3.5	-	5.8	56.1

Notes: 1 (Very little); 2 (Little); 3 (Somehow); 4 (Much); 5 (Very much)

In the classroom, teachers who struggled with professional development encouraged themselves to become effective instructors and responsible teachers even if their colleagues did not



engage with similar perceptions. Most of them developed linguistic competence that may help to communicate with students effectively or produce written work without any negative comments from their students (89.6%). Although it seemed difficult to increase linguistic competence, teachers have to be aware of cultural, communicative, and transformative process of how they can adapt a target language properly (Salman Haji et al., 2023). One way to do this was avoiding themselves from making any mistake or error in using linguistic knowledge. Some others (78.5%) never surrendered from providing appropriate explanation or answer for students whose questions or problems remained complicated. Meanwhile, students' learning development was simply related to how their parents gave support and how the relationship between teacher and parents was greatly maintained (94.3%). The support is important to stimulate students and teachers' motivation in the classrooms (Banerjee & Halder, 2023). In addition, teacher learning development cannot be enhanced without any support from colleagues, students, parents, or school environment where the learning process takes place.

CONCLUSIONS

Teacher learning in EFL context has become a compulsory issue for both novice or experienced teachers. It is because the EFL teachers enhanced their understanding towards new knowledge that may be unknown before. The teachers are always challenged with new issues, barriers, findings, or concepts once they enter a classroom and interact with students. Both interaction and communication result in transformative awareness which leads the teachers to believe that their existing knowledge is not sufficient to encounter current era. As a matter of fact, today's EFL teachers have to indulge themselves into digital-based teaching and learning era, which requires complex skills and transformative competencies. In this case, the teachers need to keep learning new matters even though they are considered to have a long experience or higher competence. Avoiding such professional learning development may influence the way they teach, make decision, and give feedback.

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