

What Makes Teachers Of EFL Professional Or Unprofessional

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Abstract: This study aimed to investigate factors attributable to English teacher professional becoming and how the factors have shaped their professionalism. The subjects of the study, called informants, were six English teachers from upper secondary level of education (Sekolah Menengah Atas (SMA) and Madrasah Aliyah (MA)) in three different regions in Indonesia: Malang, Mataram, and Lombok Barat. The research design was constructivist grounded theory. Findings of the study reveal that, prior to their teaching induction, early interests in English and high aptitude are two contributing factors. After the induction, their professional becoming is influenced by level of job satisfaction, commitment to their own and student learning, communication skills and resilience. Recommendations to obtain potential professional teachers of EFL and strategies to help them develop and maintain their professionalism are also discussed.

Key Words: teacher professionalism, personal factors, environmental factors, commitment, resilience

Abstrak: Penelitian ini bertujuan meneliti faktor-faktor yang berperan dalam pembentukan profesionalitas guru Bahasa Inggris dan bagaimana faktor-faktor itu membentuk profesionalisme mereka. Enam informan yang merupakan guru Sekolah Menengah Atas (SMA) and Madrasah Aliyah (MA) di tiga daerah di Indonesia—Malang, Mataram dan Lombok Barat—menjadi subjek penelitian ini. Desain penelitian ini adalah teori *grounded* konstruktivis. Temuan penelitian ini adalah bahwa minat dan bakat yang kuat dalam Bahasa Inggris merupakan faktor yang berperan dalam pembentukan profesionalisme sebelum (seseorang) menempuh pendidikan guru. Setelah pendidikan guru ditempuh, profesionalisme dibentuk oleh tingkat kepuasan kerja, komitmen terhadap pembelajaran diri maupun siswa, keterampilan berkomunikasi dan kelenturan mengembalikan semangat (motivasi) bekerja yang turun atau hilang.

Kata kunci: profesionalisme guru, faktor pribadi, faktor lingkungan, komitmen, kelenturan

Teacher professionalism has been very much a topic of discussion among teachers and teacher educators alike. In Indonesian contexts, this issue has become more of public concern since the issuance of the law regulating the position of teachers and lecturers known as *Undang-Undang Guru dan Dosen* or Act on Teachers and Lecturers (Depdiknas, 2005), the contents of which exemplify qualifications, rights, and responsibilities of a teacher or lecturer. This law also demands the need to professionalize teachers through the teacher certification. To ensure the implementation of this law and to provide a more detailed guideline for implementing it, three other legal documents have been issued. These documents are *Peraturan Menteri Pendidikan Nasional* or Regulation of Minister of National Education Number 16 year

2007 containing standards of academic qualification and competencies for teachers (Depdiknas, 2007a), *Peraturan Menteri Pendidikan Nasional* Number 40 year 2007 about in-service teacher certification (Depdiknas, 2007b), and *Peraturan Pemerintah* or Government Regulation Number 74 year 2008, which specifically deals with rights and responsibilities of teachers (Depdiknas, 2008).

The government's concerns on teacher professionalism are justified as a number of studies on the correlation between teacher quality and student learning have shown a relationship between those two variables (Darling-Hammond, 2000); Darling-Hammond et al., 2001; Hattie, 2003, as cited in Meiers, 2007; Kyriakides et al., 2009; and Kuijpers et al., 2010). A review of studies on teachers' qualifica-

tions and students' achievement by Darling-Hammond et al. (2001), for example, has found that among various single factors affecting student learning, which include 'poverty, race and parent education', teacher quality was the most influential one. Darling-Hammond et al.'s finding is supported by a later study by Hattie (2003). Hattie's study revealed that 30% of students' achievement was affected by the teachers.

The pivotal role a teacher plays in helping students learn has led to a great number of studies on this particular stakeholder of education. These studies range from teacher preparation (pre-service education), in-service education, teacher identities, factors affecting teacher knowledge, teacher reflection and also teacher retention, and many others.

With regards to teacher professional development, particularly viewed from factors affecting it, some reviews of research studies are worth mentioning (Levin, 2003; Johnston et al, 2005; and Day et al, 2007). In their reviews all these authors indicate that during their professional development process teachers are influenced by both internal and external factors. This indication is in line with Super's (1990, in Bester, 2004) and Dawis' (2002) theory of career choice and development, i.e. there are two main factors which affect one's choice of career and its development. These two factors are the personal and environmental factors. In his proposition Dawis (2002: 429) claims that the two factors are interacting continuously during one's career development by 'acting on' and 'reacting to' one another.

Professional development of a teacher is unique and complex. It is unique as it involves human beings, with each individual having unique characteristics socially, economically, and also culturally. It is also complex because of the uniqueness of each individual as a person and various components of contexts where he/she lives, an aspect which may include not only where, when, and to whom a teacher exercises his/her profession but also what he/she teaches. In other words, it can be said that during his/her career development a teacher is affected by not only his/her professional lives but also by other factors. Research by VITAE (Day et al., 2007) involving 300 primary and secondary teachers in England between 2001-2005, for example, found that in addition to their professional lives, there are other factors in play. They are personal lives, identities, and the school contexts in which they worked. Another research study supporting this view was conducted by Levin (2003). From her 15-year-longitudinal study of 4 elementary

teachers, she learned that in order to develop professionally, particularly their pedagogical understandings, teachers are influenced by five factors: their prior beliefs and personal values, professional experiences as teachers, contexts in which they teach, personal relationships both in and out of school and other life circumstances such as children, health and changing educational policy (Levin 2003:242).

With regard to professional development of teachers in Indonesia, particularly of English as a foreign language (EFL) teachers, not much is known in publication. Among the few research studies conducted on this topic, most have so far focused on issues related to teacher certification, teacher standards, teacher characteristics (journal.teflin/index.php) Two other studies related to English teachers were conducted by Kolo (2006) and Anugerahwati (2009) with the former focusing on the English teachers' perspectives of a good EFL teacher and the latter on competencies of exemplary English teachers. Based on Kolo's study, a portrait of a good EFL teacher in Indonesia is not differently perceived by English teachers in Indonesia as what can be found in the literature. Meanwhile, Anugerahwati's study revealed that teacher competency standards by *Badan Standar Nasional Pendidikan* (BSNP) are applicable and realistic. In addition, she also identified that three out of four (75%) exemplary teachers meet the competency standards as formulated by BSNP.

The most recent study on this topic was conducted by Mustofa (2011). The focus of her study was to investigate the professional development process of three vocational English teachers. Based on the analysis of her findings, she concludes that the process of these teachers' professional becoming was mainly because of particular learning characteristics, that is, being autonomous. In addition, she also found that their ability to learn from their job experiences and other sources such as courses and trainings has also contributed to their professional becoming.

Having seen the importance of professional teacher to students' learning and realizing the limited number of study on this topic, the researcher conducted a study focusing on investigating (aspects) or factors attributable to (un)professional becoming of teachers of EFL.

Further, this research question are (1) are there any factors attributable to the (un)professional becoming of teachers of EFL prior to their induction to teaching profession; (2) what factors have been involved throughout their professional development af-

ter the induction; (3) how have the factors identified shaped a particular teacher's professionalism.

METHOD

This is a qualitative study employing constructivist grounded theory as proposed by Charmaz (2006). This design was selected as the study intended to reveal factors or aspects as well as the process which have made teachers of EFL professional or unprofessional. The data were collected using in-depth interview and concern mainly verbal data representing the teachers' voices. There were six teachers involved in the study, half of whom belonged to professional teachers (PT) and identified as PT1, PT2, and PT3, and the other half to unprofessional teachers (UPT) identified as UPT1, UPT2, and UPT3. The data were analyzed by following the principles of theory generation in grounded theory design

RESULTS AND DISCUSSION

Teacher Aptitude and Interests in English and Teaching

Teacher aptitude, which was translated in this study as the teachers' academic performance, was found to be related to the teachers' levels of professionalism. It was revealed that two of the three professional teachers (PTs) were those who performed the first and the second best during their high school and initial teacher education course of study. Although this variable cannot be claimed as the only determining factor, as one of the PTs (PT1) does not belong to this category but later becomes a PT and an unprofessional teacher (UPT3) whose academic performance was quite well but later turned to become unprofessional, the fact that two out of the three PTs share this quality is an indication of relationship. It is suspected that it is this relationship that was used as a basis for recruiting teachers in Finland, the country identified with the best quality of education (OECD, 2006). In this country, where teaching is the most admired profession, only the best and brightest candidates, with excellent interpersonal skills, are accepted in teacher education institution (Sahlberg, 2010).

Another aspect found to account for teacher professionalism in this study was teachers' interests in the foreign language and teaching. Interests in English are shown to be positively related to the teachers' professionalism as all PTs claim to have

been interested in English since the early phase of their education. In contrast, only one of the UPTs, UPT3, who tells a similar story whereas the other two state that they started to build their interest in the subject they teach only after they studied it at the teacher education institutions. Their early interests in English seem to be a source of motivation which has facilitated them to learn the foreign language (e.g. Brown, 2000; Maslow, 2000; Dörnyei, 2008).

Teacher Qualification

Different from what is commonly perceived, teacher qualification (the certification status and academic degree(s) earned) do not necessarily relate to the level of professionalism. It was found in this study that even though all the teachers were already certified, they did not show the same degree of professionalism, and even showed two completely different professional performances. With regard to the additional formal higher degree earned, it was also surprising that two of the UPTs were those with a master's degree and only one of the PTs who has such an academic qualification. In research on teachers and teaching, however, this finding is not new as previous studies, such as one by Chingos and Peterson (2011), have shown a similar result. In their research on teacher qualification and classroom performance they found that a teacher's classroom performance does not correlate with "the type of certification a teacher has earned, nor with the acquisition of advanced degree, nor with the selectivity of the university a teacher attended" (Chingos and Peterson, 2011: 449).

Teacher Subject Matter Mastery

The close relationship between the teachers' professionalism and subject matter mastery, as shown in this study, has been consistently acknowledged in theories and research on teacher education and teaching. For example, in their description of teacher capacities McDiarmid and Clevenger-Bright (2008: 136) identify that subject matter is one important element of teacher knowledge, in addition to pedagogical content knowledge, curriculum, pedagogy, educational foundations (multicultural as well as historical, philosophical, sociological, and psychological), policy-context, diverse learners (including those with special needs) and their cultures, technology, child and adoles-

cent development, group processes and dynamics, theories of learning, motivation, and assessment. In relation to teacher effectiveness, it has also been consistently identified that teacher mastery of the subject matter positively affects student learning (Darling-Hammond, 2000; Darling-Hammond et al., 2001; Hattie, 2003; Stronge, 2007). Of course, such proposition is reasonable as “[t]eachers cannot teach what they don’t know” (Stronge *et.al*, 2004:10). However, despite its recognized importance, content knowledge mastery alone cannot guarantee a teacher’s professional performance as one of the informants in this study (UPT3) indicates. This particular informant showed an unprofessional teaching performance despite his good mastery of English. Again, this confirms that in addition to mastery of subject matter, other factors are also at play.

Teacher Job Satisfaction and Commitment

In this study job satisfaction was found to be very closely related to teacher professional performance. Teachers who feel relatively satisfied with their workplace tend to develop and maintain their professional performance (e.g. PT1 and PT2) whereas those lacking such situations risk their professional development and maintenance (UPT 1 and UPT3). People’s job satisfaction, which, according to Savickas (2002:155), is relative “to the degree to which they are able to implement their vocational self-concepts” can relate to different kinds of needs (Maslow, 2000). The disappointment which two of the UPTs (UPT1 and UPT3) experienced was caused by the inability of their school principals to fulfill their ‘self-esteem’ and ‘self-actualization’ needs.

While it is not difficult to explain why the two PTs (PT1 and PT2) have become professional, that is the supportive and satisfactory teaching contexts they have had during the most part of their teaching career, the case that PT3 can attain such a quality and be able to sustain it despite his unfavorable contexts, is an interesting finding. What differentiates him from the other two UPTs, who seemed to be deeply and negatively affected by such disappointment, is the level of commitment each of them gives to their professional obligations. Commitment, which Chapman (1992, in Day *et al.*, 2007:215) defines as “the degree of psychological attachment teachers have to their profession”, will determine whether or not a teacher will become and remain professional in his/her vulnerable teaching contexts. In relation to

this, Razak *et al.* (2009:344) assert that “Quality education cannot be achieved without the efforts of dedicated and highly committed teachers”. In addition, previous research on teacher commitment which indicates that commitment among teachers “tends to decline progressively over a course of a career...” (Day *et al.*, 2007:215) was not evident in this study, as two of the PTs (PT1 and PT2) still remain professional despite their over 25 years’ teaching. This also sends a message, as Day *et al.* (2007) state, that previous research on this topic may have failed to see the complexity of teacher’s lives in going about their profession. This commitment is of greater importance especially in a loosely coupled type of organization (e.g. PT3’s contexts), where, as Weick (1983, cited in Razak *et al*, 2009:345) examined, the following working conditions pervade (a) limited amount of inspection and evaluation, (b) professional autonomy of teachers, (c) indeterminate goals, (d) administrators limited control over teachers, and (e) large span of activities involved, some conditions of which were present in the PT3’s professional development history.

Commitment in teacher professional development also involves commitment to pursuing continuing professional development (CPD). This personal quality, which, according to Stronge (2007:29), is manifest in teachers’ ‘dedication to students and to the job of teaching’, is viewed as an important facet of professionalism because the level of commitment a teacher has will affect how much effort he/she will invest to meet his/her students’ learning needs and fulfill his/her own and other teachers’ professional obligations. All three PTs are those who realize the complexity of their teaching contexts and hence consistently question their professional practice accordingly. As a result, they are continuously trying to be engaged in professional development procedures aiming to improve such practice. This kind of relationship between personality traits and professionalism was also found to account for professional development of English teachers in vocational schools (Mustofa, 2011).

Teacher Personality Traits and Resilience

The discussion so far has revealed that teachers’ professional development is not linear and uniform, but idiosyncratic instead, and is influenced by personal and environmental factors. It has also been shown that commitment plays an important role in teacher professional development. If we look back to the

career trajectory of all three PTs, particularly that of PT3, then it is obvious that, after having good subject matter mastery—one requisite requirement of professional teaching, personal factors are more predictive of a teacher's professional becoming and maintenance than the environmental factors, a finding which confirms the previous study by Kwakman (2003).

Two teachers who share several similar situations at the start of their career, such as having the same trajectory in terms of interests in English, similar academic performance during the course of their initial teacher education and similar contexts of teaching, and have undertaken similar in-service professional development activities during their professional span, might end in two very different levels of professionalism for example, PT3 and UPT3). This data finding suggests that, in addition to those aspects, other factors are also at play in teacher professional development, one of which is personality traits.

Data analyses of this study indicate that there are several traits found to be pertinent to particular category of teachers, which largely differentiate them from one another. Central to these differences is their resilience, which Gu and Day (2007:1302) define as a teacher's "capacity to continue to "bounce back", to recover strengths or spirit quickly and efficiently in the face of adversity". (The quotation mark in the citation is original.)

In short, as it is with strong commitment to the profession and to student learning, teacher resilience is of great importance in developing and maintaining teacher professionalism as lack of it may lead to loss of motivation to utilize the already acquired expertise and skills and conduct further personal and professional development. Without resilience it is very unlikely that teachers will persevere their teaching dynamics, particularly when they are unfavorable.

Teacher Environmental Factors

The contexts in which teachers go about their day-to-day teaching activities have also been considered influential in their professional performance and workplace well-being. Although the presence of particular contexts cannot be claimed to automatically lead teachers to a particular level of professionalism, contexts can have a significant influence in the way they perceive teaching profession and how they approach instructional practices. The following is a description of contexts identified as very influential towards the teachers' professionalism.

Students

Students as part of a teacher's teaching contexts can be influential in the process of his/her professional development. Previous studies on factors affecting teacher professional development (e.g. Levin, 2003; Provasnik and Dorfman, 2005; Sugino, 2010; Hildebrandt and Eom, 2011) have revealed that students can significantly affect teachers' professional performance and well-being. In this study, students' influences on their teachers were identified to relate more to teachers' professional selves rather than personal ones. Their willingness to teach students better (PT1, PT2 and UPT3), teachers' negative view of students' evaluation (UPT1), and teachers' perception of students' low motivation (PT3) are examples of students' influence on their professional selves. Students' empathy with the teacher (PT2) was an example of students' influence on the teachers' personal selves.

Another aspect of students also identified to affect the teachers is their behavior. A study by Provasnik and Dorfman (2005) which reveals that students' behavior was one of the causes of teacher unhappiness, attrition and school transfer was not evidenced in this study. Rather than being a demotivator, students' behavior (as happened to all PTs) was found to be a motivator for them to improve their professionalism and to love teaching profession. For example, 'to teach the students better' was the teachers' main motive to be involved in such programs, a finding which supports previous research studies (e.g. Hildebrandt and Eom, 2011 and a few studies they review).

In short, the type of students a teacher is assigned to teach and his/her attitude towards them will determine the kind of influence they may have on his/her professional development. As well, the motivation to teach them better is a trigger for a teacher to conduct professional development programs.

School Location and Facilities

School location which was translated as teachers' access from home to school and access to professional development activities (CPD) was considered influential in their professional development. A teacher who arrives at school not physically fit anymore due to a long and tiring travel to school is unlikely to perform professionally (PT3). If this continues, it can affect teachers' well-being as a whole. According to Holmes (2005), teacher physical well-being, one of the four types of teacher well-being in addition to emotional well-being, intellectual well-being and spiritual well-being, if not appropriately ad-

dressed can lead a teacher to burnout, which is “a pathogenic condition residing within individuals and predisposing them to undue stress and resulting breakdown” (Huberman and Vandenberghe, 1999:5).

School location in relation to access it provides to professional development activities is also considered important for professional development. Teachers who teach in a school far from such professional development centres tend to suffer slower professional development than those having an easy access to them (PT3 during his teaching in his first school). If we refer back to Holmes’ (2005) theory of teacher well-being mentioned earlier, this kind of problem can affect teachers’ intellectual well-being as it may inhibit their intellectual development.

Availability of facilities relates to teachers’ professional development in two ways: the conduct of CPD and the implementation of instructional practices. As stated earlier, one of the requirements of professional teaching is the teachers’ ability to adapt and make use of information and communication technology (ICT) for teacher’s own professional development and student learning.

There are several studies showing the importance of facilities in education, two of which are mentioned below. The first one is a study on the influence of school facilities to teaching and learning process involving secondary school students in Pakistan. In the study, it was concluded that “Effective teaching and learning would not be possible without adequate physical facilities to the students and teachers” (Khan and Iqbal, 2012).

Colleagues

Colleagues were also found to affect a teacher’s professional development and workplace well-being as a whole. If they are supportive, they can be an agent of change for a teacher towards his/her professionalism. However, these same people can also be an inhibitor towards such development. In relation to this, Bullough Jr. states that “hope and happiness, like hopelessness and despair [of colleagues’], are infectious” (Bullough Jr., 2011:28), although the impacts those colleagues may have on a teacher are not automatic as they still depend on the teacher’s level of commitment and resilience. For example, PT3 could still professionally develop and maintain his professional performance despite his unfavorable colleagues, while UPT1 was not able to maintain his professionalism despite supportive colleagues. The case of PT1 and PT2, however, has confirmed Bullough Jr.’s proposition in that these two teachers have

acknowledged their colleagues’ role in helping them develop and maintain their professional performance.

Teacher workplace learning is collaborative which means that a teacher’s learning of his profession is enhanced by cooperating with others such as teacher colleagues, school administrators and teacher inspectors. As with colleagues, the people teachers most likely to spend more time with among the three, they can discuss teaching issues, such as sharing insights, experience and teaching problems. In addition to their role to assist teachers to develop professionally, good peers can also provide a sense of relief such as comfort, rewards, humor and escape (Barduhn, 2002, cited in Murray and Christison, 2011:198).

Based on the informants’ experience, however, this type of professional collaborative work did not materialize in all schools. Among the six teachers involved in the study only three (PT1, PT2, and UPT1) have reported such kind of collaborative work organized in their schools, while the other three have hardly had such kind of experience in the schools.

Regarding this discrepancy, it was revealed that school principal and English teacher forum have played a role in the existence or non-existence of such an activity. This sends a message that school principals and teacher forum need to be aware of their role to assist teachers in their development; teacher participation in a collegial, collaborative work environment results in more positive attitudes among teachers (Southeast Center for Teaching Quality [SECTQ], 2003). In addition, in a research report by VITAE (Variations in Teachers’ Work, Lives and their Effects on Pupils) project (Day et al., 2007), it was found that among teachers who were able to sustain commitment, 63% managed to do so because of factors relating to colleagues. In sum, supportive teacher colleagues can help teachers gain both personal and professional well-being, but the reverse is also true.

School Leadership

School principal as the top leader in the teachers’ workplace also exerts influence on the teachers’ personal and professional development. If they are supportive, they can help a teacher to become professional and maintain this professional performance. However, if they are unsupportive or destructive, they can cause him/her difficulties to achieve such professional goals. Research by King (2002) reports that school organizational contexts, with school leadership included in them, can facilitate or constrict teacher professional learning. In relation to this, Richards and

Farrel (2005) assert that the responsibility for teacher development not only lies on the teachers themselves but also on schools and administrators. These latter two should “provide opportunities for continued professional education and to encourage teachers to participate in them” (Richards and Farrel, 2005:3) and to allow teachers to learn from and with one another (Day, 1999).

School principal’s differing roles were acknowledged by the informants in this study. For two of the PTs (PT1 and PT2), this school top leader was mediating to their personal and professional development. According to them, their professional becoming was, in part, due to their principal’s accommodative and supportive attitudes. On the other hand, for two of the UPTs (UPT1 and UPT3) principals have been claimed to contribute to their unprofessional becoming because they lacked the above qualities to accommodate their personal and professional needs and development. This intervening role of school leadership was also reported in VITAE project (Day et al., 2007). According to this report, 57% teachers suffer declining commitment because of unsupportive school leadership.

Opportunities for Conducting Professional Development

Due to the complex nature of their work, teachers need to continuously conduct professional development during their teaching career. This kind of career-long professional development is commonly known continuing professional development (CPD). According to Early (2010:208), CPD is “an ongoing process, building upon initial teacher training (ITT) and induction, including development and training opportunities throughout the career and concluding with preparation for retirement.” CPD is also seen by teachers as “a means of recharging themselves professionally, and to help pursue further career advancement in the teaching profession” (Levin, 2003: 126). So important is the role of CPD that Day and Sachs (2004: 3) view it as an effort “which is at the heart of raising and maintaining standards of teaching, learning and achievement in a range of schools, ...”.

Teachers should not be the only party held responsible for their professional development. In other words, motivation to conduct CPD alone does not suffice to ensure the conduct of CPD among teachers. As in the case of PT3 described before, if the teachers’ immediate contexts are not supportive, it is very unlikely that they will get involved in CPD activities. The immediate contexts such as the school

principal, colleagues, other staff members, teacher inspectors, and the policy should teachers in one way or another to take part in such activities. The need to involve other related parties in CPD is to provide a conducive atmosphere for CPD where personal, task and environment factors (Kwakman, 2003) can synergically work together to address such complex issues in education.

Ideally, teachers should be involved in CPD throughout their career and are supported by all parties mentioned earlier. However, if that ideal situation is not possible, at least teachers be made aware of and committed to CPD, a process which should begin prior to their induction to teaching. By having this awareness and commitment they start their engagement in teaching with “a clear expectation of continuing, relevant, and planned professional development” (General Teaching Council, 2003 cited in Early, 2010:209). These two qualities, awareness and commitment, are of great importance for teachers to develop especially where immediate facilities and supports are not available as in the cases of PT3 and UPT3. If a teacher lacks those two qualities and triggers and supports from the immediate environment are not present, it is very likely that he/she will remain untouched by necessary CPD, as in the case of UPT2.

Existence and Roles of Teacher Inspectors

One of the potential agents identified by the informants in this study to help realize the need to conduct CPD is teacher inspectors (*pengawas guru*). According to them, the existence of teacher supervision or inspection body can be very potentially-effective for developing and sustaining teacher professionalism as they can play various roles: resource person, facilitator, and quality controller, (Abrell, 1974 cited in Bailey, 2006:17).

Based on their experience, however, this supervision body has not fulfilled its obligations satisfactorily. All of them contend that there are two problems pertaining to this unfavorable situation: the quality of the teacher inspectors employed and the adequacy of supervision or inspection conducted. They also indicate that most of the time, the personnel employed for the task were inappropriate in terms of qualification and competency. (Often an inspector is someone who has a particular subject matter background, as in PT1 and UPT1’s experience a biology teacher, and has to supervise or inspect several different subject teachers including English). As a result,

rather than assisting them to develop professionally, this mismatch, claim the teachers, has created confusions among them as the evaluation and feedback given was often inappropriate for the specific contexts of their English teaching. In addition, lack of frequency of supervision was also felt as another problem. (For example, UPT3 was supervised twice only during his 12 year-teaching career).

Regarding this problem, teacher inspectors should not be simply and the only party to blame for this unsatisfactory performance as, if we refer to *Pedoman Pelaksanaan Tugas Guru dan Pengawas* (Departemen Pendidikan Nasional, 2009), their responsibilities might be too demanding. Take for example, the amount of administrative work to accomplish and the number of teachers each inspector has to supervise. For this latter obligation, in addition to their administrative work, each teacher inspector is responsible for supervising at least 40 and maximum 60 teachers, which is not a small number.

CONCLUSION AND SUGGESTION

Conclusion

English teachers' professional development is a complex and non-linear process involving both personal and environmental factors. In addition, teachers do not always go through the same process towards their professional becoming, a process which indicates idiosyncrasy. Despite this idiosyncraticness, however, there is typicality of patterns leading to particular level of professionalism.

As can be seen in the diagram there are factors identified to be indicative of teachers' professionalism prior to their induction to teaching, and during their employment as English teachers (Figure 1). Early interest in English and exposure to it and aptitude are factors closely related to their professional becoming prior to their teaching induction, whereas educational institutions attended were not. Factors significantly contributing to teacher professional becoming after teaching induction also include personal and environmental factors. Belonging to the former are subject matter mastery, commitment to teaching and own and student learning, job satisfaction, and communication skills and resilience, whereas school location, opportunities for professional development and school leadership belong to the latter. In addition to the already mentioned factors above, there is still another factor perceived to be very potential to assist English teachers to develop and sustain professionalism. It is the existence and roles of the teacher inspection body. Despite its unsatisfactory contribution felt so far, this body is perceived to be able to solve some problems relating to English teachers' professional development and maintenance.

Suggestion

Based on the findings and discussion above several recommendations are given: (1) the criteria for selecting students in EFL teacher training institutions be based on the candidates' academic performance, interest in English, and personality and interpersonal skills, (2) teacher employment be based on

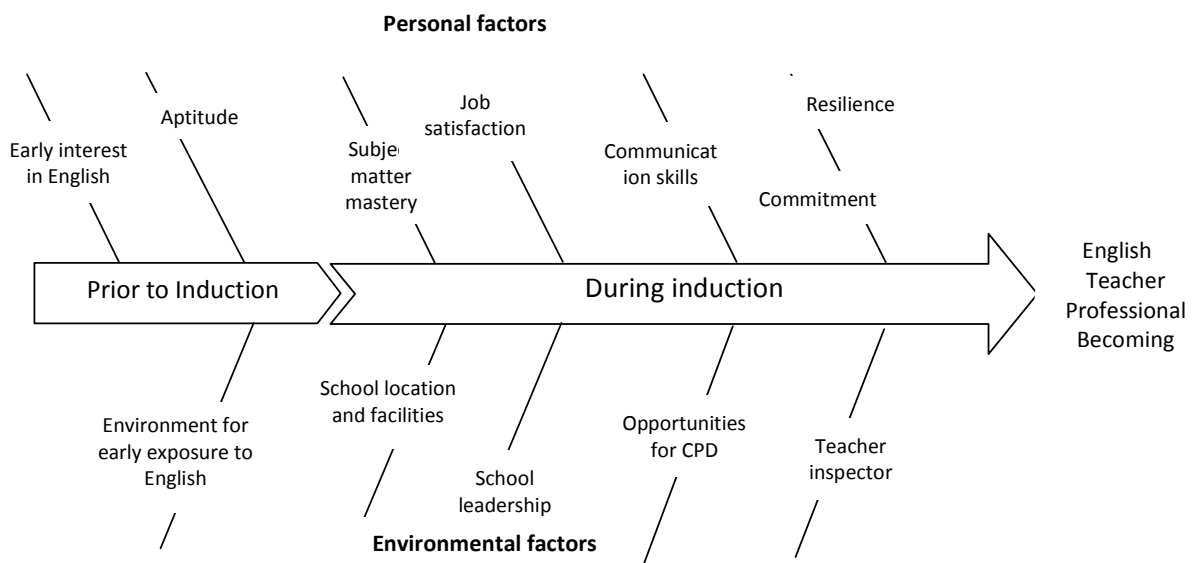


Figure 1. Factors Significantly Affecting and Shaping English Teacher Professional Becoming

academic performance, minimum language proficiency, communication skills and personal qualities, (3) one requisite criterion for employing school principals and teacher inspectors is capacity for helping teachers develop and sustain their professionalism.

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