

The Benefits of Nurturing EFL Teachers' Agency at the Beginning of their Professional Development Journeys

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Abstract

EFL educators in this modern age are vulnerable to stressful and anxiety-evoking situations while dealing with their daily teaching demands such as heavy administrative workloads, unyielding students' behaviors, and external pressure from the educational stakeholders. To better mitigate all these inevitable educational issues, it is of key importance for second language educators to instill a higher level of agency to nurture their commitment in giving their best teaching performances for their learners. For this reason, the researcher embarked this small-scale library study by exploring the potential benefits promoted by agency contributable for the further professional development within EFL educationalists. By doing so, the forthcoming research results can potentially promote a glimpse of enlightenment for globalized ELT stakeholders to better support the continual development of EFL teachers' agency influential for the significant advancement of the whole second language exposure quality. A library analysis methodology was selected to generate more credible, relatable, and applicable research results for the targeted educational parties. To fulfill this major specific research objective, the researcher particularly chose 20 previous EFL teachers' agency literature having been published worldwide in varied reputable journal article platforms ranging from 2017 until 2023 year to yield more relevant research outcomes for the predetermined research fields. The thematically clustered research results highly encouraged globalized educational institutions to start prioritizing the constant development of EFL teachers' agency to gradually transform them into more adaptable and highly dedicated educationalists.

Keywords: Teacher agency; professional development; EFL educationalists; library analysis

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INTRODUCTION

The topmost priority of this modern educational objective is to produce high-quality educators capable of coping with a wide variety of adversities, challenges, impediments, and shifts. Anchoring on the aforementioned reason, it is of critical importance for worldwide educational institutions to equip their educationalists with a higher level of professional development growth. Swennen and Volman (2019) aver that under the enlightenment of robust professional development construction, teachers will be more resilient and adaptable while confronting a vast variety of educational hurdles precluding them from promoting more holistic learning outcomes toward their daily-based classroom circumstances. Teaching vocation itself is deemed the utmost demanding profession in this ever-changing human civilization's context. As teachers are constantly commissioned to showcase commendable examples and impart positive encouragement to their learners, the proliferation of solid professional development

levels is perceived as an essential trajectory by which learners' future lives will be released brightly. This contention is closely interlinked with Tkac and Gabrhelova (2020) theorizing that qualified educators inculcating a stronger sense of professional development are more liable to bring about manifold influential impacts projected for paving a more enlightening prospective life for their learners.

One of the essential professional development areas believing to sustain worldwide EFL educationalists' professional development is the continual nourishment of their agency. Fundamentally speaking, teacher agency refers to extensive educationalists' liberty, power, and authority to determine their best classroom learning practices compatible with learners' quotidian learning dynamic. The aforementioned theoretical framework is mutually interlinked with Molla and Nolan (2020) avowing that with the sustainable accompaniment of agency, second-language educators can flexibly stipulate particular learning materials, activities, and assessments that best suit their learners' daily-based learning enterprises. The indispensability of activating teacher agency at the commencement of varied second language learning dynamics has received mounting attention when it comes to the meaningfulness of daily-based learning processes. It is worth contending that professional EFL educators infusing a higher level of agency will be more enthusiastic, viable, and motivated to promote more positively sound, and emotionally-supportive classroom vicinities in which all learning community members are willing to participate more proactively. When second language learners are more highly desirous of deepening their understanding of the specifically discussed learning topics, more fruitful learning outcomes will be the eventual decent reward for them. The above-explicated notions are in agreement with Jiang and Zhang (2019) strongly suggesting globalized educational institutions invigorate EFL teachers' professional development growth through an insistent internalization of their agency where more conducive friendly learning environments and gratifying language learning rewards will be continuously attained by their learners.

To fully embody all these coveted educational outcomes, it is vitally important for worldwide educational institutions to infuse a more nuanced understanding concerning the specific critical factors affecting EFL teachers' agency development. From the foremost internal factor, the meaningful establishment of the agency is determined by the extent educators heed their utmost dedication to their specialized educational fields. After possessing a higher sense of belonging towards their lofty calling as teachers, they will be more prone to carry out certain actions, initiatives, and reformations to advance the entire educational system, which in turn escalates the educational quality possessed by their school institutions. The key role of the aforementioned concept is congruent with Bonner et al. (2020) stating that agentic EFL educationalists tend to implement some tangible breakthroughs on their daily teaching-learning basis to release more holistic, meaningful, and positively-renewed educational enterprises impactful for elevating the entire educational qualities currently possessed by the educational institutions. Concerning the external factors, it is progressively becoming crucial for educational institutions to ascertain some substantive transformations happening in the daily EFL teachers' working surroundings attempting to hone their agency to the fullest potential. It is worth underscoring that EFL educators can potentially procure a sounder agency construction when they have noticed significant improvements in the school regulation systems, learners' academic achievements, and conduciveness of working circumstances. By sanctioning all of these outstanding transformations, EFL educationalists are more willing to reserve their utmost loyalty to the educational institutions they are presently serving since they strongly believe that every single imparted agentic action has been meritorious for all educational stakeholders. The

above-elucidated principle resonated with Bao et al. (2020) theorizing that the satisfaction obtained from optimal educational outcomes attainment strongly triggers EFL educators to progressively transform into proactive initiators while conducting their regular teaching-learning activities since the already-obtained advantageous values attained by the whole educational parties has functioned as a major driving force for them to abide to their teaching profession.

Contrastively speaking, enacting more durable, solid, and authentic agency is easier said than done as worldwide EFL teachers are oftentimes obstructed with a wide array of educational complexities during their entire career as educators. There is a wide range of devastating stumbling blocks that can potentially deter the prolific cultivation of EFL teachers' agency such as national curriculum constraints, inflexible school policies, disruptive behaviors continually showcased by learners, the regression of learners' academic achievements, and continual complaints derived from the school stakeholders. All of these aforementioned hindrances, if not taken with intensive care, can potentially lead our dedicated teachers to experience a higher degree of burnout, emotional exhaustion, and stress. As a result, they decide to make an early departure from their teaching profession. These unwelcomed educational impediments are echoed by the theory of teacher professional agency proposed by Kayi-Aydar (2019) highly advocating worldwide educational institutions to erect a constant joint endeavor to terrifically curtail negative educational experiences potentially impending the maximization of EFL educators' agency growth by inviting them to join a specialized rendezvous discussing general educational obstacles they frequently encounter in their daily teaching-learning processes. By carrying out this action, EFL teachers can locate their major sources of emotional exhaustion, stress, and burnout to be progressively substituted by their actual sense of agency. Teng (2019) states that it is synchronously worthwhile for EFL teachers to instill more positive perspectives despite a wide variety of working adversities and complexities they are currently facing by conducting a more exhaustive critical self-reflection action where they begin to inquire about the effectiveness, meaningfulness, and relevancy of their specifically-addressed learning materials whether they have been suitable with presently-situated learners' learning situations. This further initiative cannot be overlooked since EFL educationalists will set up a more future-oriented stance focusing on promoting a significant degree of learning benefits for their learners instead of channeling their energy and mind toward these strenuous educational interferences.

There is an urgent need for the researcher to conduct this small-scale library study. Firstly, the majority of EFL teachers frequently encounter emotional burnouts while commencing various kinds of demanding teaching-learning activities. By inculcating the robust development of agency, EFL teachers are more motivated to give their best educational efforts for their learners as they have become more resourceful educators. Ruan and Toom (2022) mentioned it is progressively becoming importance for EFL teachers to nourish the agency development to enable them to instill a higher level of commitment before commencing the actual teaching-learning enterprises. Secondly, EFL teachers need to be aware of external and internal factors that can sustain or debilitate their further agency development. By infusing this profound awareness, EFL teachers gradually transform into more resilient educationalists who are ready to deal with a wide variety of taxing educational obstacles. Scott (2020) and Utami and Kuswandono (2023) believed that by becoming more aware of their current teaching surroundings and internal motivation, EFL teachers can determine the most compatible teaching strategies to be applied in their classrooms since they have inculcated a higher level of agency. Lastly, educational institutions and teacher training education programs should establish a more solid cooperation in providing intensive supports for EFL

teachers to develop their agency growth to the fullest levels. By actualizing this action, there will be a certain degree of probability for EFL teachers to show their loyal service to their current teaching profession. Wijaya (2021) highly recommended globalized teacher training and education faculty together with educational institutions worldwide to cultivate a more promising agency growth at the onset of pre-service Indonesian EFL teachers' teaching journeys to enable them to bring about more transformative second language learning processes rewarding for the entire learning community members. In a similar vein, Mbato and Wijaya (2020) unpacked that a vast majority of undergraduate Indonesian university EFL learners taking part in a Micro Teaching practicum program have established a stronger inclination to choose the teaching profession as an indispensable part of their life journey since they have observed a laudable teacher role model from their lecturers' saying, actions, and dedication. To date, the research exploring the empowerment of globalized EFL educationalists' professional development growth with actualization of teacher agency is still in its infancy. By executing this small-scale library investigation, worldwide EFL educational stakeholders, parties, policy-makers, and curriculum designers will attain a more comprehensive understanding of how to provide more supportive assistance for EFL teachers to better establish, nurture, and reinforce their agency that may result in more salutary second language learning outcomes attainment, actualization, and implications. Toward that end, one main research problem was framed to address a more nuanced response to the aforesaid research objective namely: (1) what are the benefits of nurturing EFL teachers' agency at the beginning of their professional development journeys?

RESEARCH METHOD

There was a higher degree of assurance regarding the believability, relevancy, and credibility of targeted data-gathering processes when the researcher stipulated to employ a systematic library analysis approach in this qualitative study. This preconceived notion is corroborated by Creswell (2012) articulating that with an enlightenment of a systematic library analysis method, the researchers can potentially collect more reliable, relatable, and applicable research findings as each single-conducted data analysis is conducted in an in-depth manner to downplay any potential ambiguous research results. Thus, the focal point of this library study lies within an open-coding approach. Through the means of an open-coding approach, the researcher would have broader opportunities to generate more accurate, contextual, and insightful research results for worldwide ELT stakeholders by which recursive data analysis processes are constantly deployed to ascertain that each subdivided research finding has stood in some identical thematic categories.

A library analysis method is closely interlinked with the objective of this present small-scale qualitative investigation since the researcher could gather richer data clusters to be presented comprehensively to the readers. Simply speaking, a library analysis research approach applied in this study assisted the researcher to garner more relevant research results since the specifically-reviewed studies were chosen based on the major topic forming in this study, which is to reveal the advantageous values of nurturing EFL teachers' agency development at the beginning of their professional journeys. Klassen et al. (2012) theorized that with an enlightenment of library analysis study, the researchers can correlate their designated data gathering processes with the targeted research fields they are going to explore as they selected the particularly-reviewed studies in agreement with their pre-determined research topics.

Furthermore, it is rewarding to put forward that two major reasons propelled the researcher's motivation to conduct this small-scale library study. Firstly, worldwide

educational institutions specifically demand freshly graduated EFL teachers who are content-mastery of their subject-specific fields in terms of education, literature, or linguistics. This strongly entrenched paradigm is not at fault at all. However, the rapid development of EFL teachers' cognitive and pedagogical development should be ceaselessly accompanied by a more solid construction of their agency playing a critical role as a continuum to promote more holistic educational enterprises for diverse wide-ranging learners.

Secondly, globalized school institutions are rigidly foregrounded by one-size-fits-all educational regulations, systems, customs, and practices, which may create stringent confinement for EFL educationalists until they have no room left to forge their agency capacity to greater potential. Hence, the specifically-generated research results shared by this present small-scale library study expectantly aspire to shed a little enlightenment for ELT parties to start rejuvenating their current mindset about the holistic needs that can corroborate second language learners' intellectual empowerment through an existence of a more robust teacher agency development. To a lesser extent, the researcher chose 20 prior EFL teachers' agency studies ranging from 2017 until 2023 year to generate more up-to-date research results approachable to be integrated in currently situated ELT enterprises. To allow this library study to successfully provide more thoughtful, renewed, and richer research result perspectives, the researcher planned to fine-tune the forthcoming research results explications with the endorsement of diverse fields of previous EFL teachers' agency theories and findings.

RESEARCH FINDINGS AND DISCUSSION

Based on an in-depth library analysis conducted before, 2 main specific themes were generated in compliance with the previously proposed research problem in the foregoing section namely: (1) agentic EFL teachers are more adaptable in stipulating the most efficient learning trajectories for their learners and (2) agentic EFL educators highly committed to their teaching profession despite the recurring adversity. All these 2 specifically-stipulated research themes showed a distinctive angle compared to the previously-conducted teacher agency studies. While most prior EFL teachers' agency studies severely focused on the way and purposes of establishing a higher level of agency in broader language learning scopes, the impending research themes provide educational stakeholders with a glimpse of hope that EFL teachers' incessant agency and professional development growth can be reinforced in various educational settings as long as they are willing to cooperatively collaborate with other parties in devising the most compatible professional development programs sustaining EFL teachers' further professional agency growth. To obtain a more exhaustive portrayal concerning the glimpse of these two subdivided research themes, the following sections showcased the beneficial values of nurturing EFL teachers' agency growth at the beginning of their professional development journeys.

Theme 1: Agentic EFL Teachers are More Adaptable in Stipulating the Most Efficient Learning Trajectories for Their Learners

Theme 1	Authors
Agentic EFL teachers are more adaptable in stipulating the most efficient learning trajectories for their learners	Ahmad and Shah (2022); Green and Pappa (2021); Kordabadi et al. (2021); Kristiawan et al. (2022); Laili et al. (2022); Moradi (2022); Peña-Pincheira and De Costa (2021); Ruan and Toom (2022); Teng (2019); Xu and Fan (2022).

It is perhaps noteworthy to be adduced that agentic EFL educationalists are more adaptable in determining the most appropriate language learning enterprises for all learners. This positive educational outlook happens since EFL educators have broader opportunities to intensively apply their novel teaching methodologies in their daily classroom learning vicinities. This freedom strongly cultivates a higher sense of ownership and authority within EFL teachers. It is of foremost importance for EFL teachers to possess a full right to manage their classroom circumstances so that they can truly discover their authentic agency amidst their professional journey. The above-said conception is parallel with the previous finding of Ahmad and Shah (2022) discovering that a predominant number of Arabian EFL educationalists have acquired their actual agency construction after being deliberately allowed to internalize their recently-obtained teaching approaches in the regular classroom learning dynamics.

When EFL educators have infused a higher sense of belonging to their currently-situated educational environments, they will be more capable of establishing a more positive rapport with all educational stakeholders maximizing their utmost innovative capacity as qualified learning facilitators. Resultantly, a more conducive friendly second language learning atmosphere can pave a more enlightening pathway for second language learners to fully attain fruitful learning achievements. The above-explained conception lends support to the prior finding of Green and Pappa (2021) highly recommend globalized educational institutions nurture emotionally supportive and positively-sound working climates while enacting robust agency growth within EFL teachers' professional aspects by which they are more willing to work hand in hand with other educational parties to progressively advance their entire education quality.

Another probable factor allowing worldwide EFL teachers to gradually transfigure into more innovative and adaptable decision-makers is their potent willingness to become life-long knowledge seekers. Becoming life-long knowledge discoverers means EFL educators are more open-minded toward every constructive suggestion addressed by other colleagues and conduct a more profound critical self-reflection concerning the efficiency of their commonly applied teaching practices. The above-mentioned agentic characteristic is notably essential since EFL teachers can potentially promote more engaging, interactive, and pleasurable second language learning exposure to divergent learners. Laili et al. (2022) strongly motivated Indonesian EFL educationalists to activate, nourish, and reinforce their agency growth to a greater level by independently exploring some influential pedagogical approaches and attentively listening to a particular number of supportive comments given by other educational parties to maximize the utmost utilities of their quotidian learning basis.

Unquestionably, critical self-reflection plays one of the key roles in substantiating EFL teachers' agency development. With the constant support of critical self-reflection,

EFL educators will become more cognizant of their particular teaching strengths and weaknesses. After familiarizing themselves with their teaching strengths and drawbacks, agentic EFL educators will become more flexible in selecting the most compatible learning approaches, materials, assessments, and activities mutually matched with their learners' existing learning situations. The aforementioned contention is affirmed by Peña-Pincheira and De Costa (2021) strongly prompting worldwide educational institutions to prioritize an insistent growth of agency undergone by EFL teachers in which they have become more adept at adjusting their existing pedagogical methodologies in conformance with their learners' learning needs, preferences, and competencies.

The centrality of enacting a stronger link between agency and professional development comes to the fore when it deals with the first real-time teaching experiences undergone by newcomer EFL teachers. It is progressively pivotal for educational institutions to eradicate unnecessary boundaries between experienced and pre-service EFL teachers in coping with a wide variety of educational challenges. In other words, educational institutions should create a more comfortable sharing space among EFL teachers deriving from distinctive generations to frankly share their regular teaching obstructions, strategies, and solutions to increase the professionalism among all language educators. This belief concurs with the teacher agency theory devised by Xu and Fan (2022) contending that it will be of great importance for globalized educational institutions to preclude pre-service EFL teachers from residing in a satiation and frustration feeling by freely enabling them to conduct an open-ended sharing session with other senior educationalists in a further attempt to rejuvenate their professional development along with agency construction. Thus, it can be adduced the robust construction of agency can be meaningfully corroborated when EFL teachers insistently gained a significant degree of professional development supports from their school institutions. It is contended that because EFL teachers have acquired richer pedagogical strategies enabling them to promote better-facilitated second language learning processes in the long run.

Equally important, one major essential factor also affected EFL teachers to ensure the prolific growth of their agency and professional development which are the precise discovery of their particular teaching strengths along with weaknesses. Through this forthright self-acknowledgement process, EFL teachers will become wiser decision-makers in stipulating the most appropriate teaching-learning activities to their learners since they enacted in-depth critical evaluations regarding prior successful and unsuccessful teaching methods. The major practical implication that can be realized by educational stakeholders in the future events that they need to accurately identify EFL teachers' personal and professional needs before internalizing a series of professional development programs prioritizing their agency growth. This suggestion is essential to be embodied as EFL teachers can establish a mutual connectivity between their personal and professional works in order to become more professional educators.

Theme 2: Agentic EFL Educators Highly Committed to Their Teaching Profession despite the Recurring Adversity

Theme 2	Authors
Agentic EFL educators highly committed to their teaching profession despite the recurring adversity	Gu et al. (2022); Li (2023); Sahragard and Rasti (2017); Sari (2021); Scott (2020); Utami and Kuswandono (2023); Weng et al. (2019); Wu (2023); Xu and Kim (2022); Yang (2018).

The robust development of EFL teachers' agency synchronously refers to their optimal and sincere capabilities to grapple with incessant educational constraints, tensions, and pressure. Simply saying, although agentic EFL teachers are replete with a vast range of unpleasant and formidable educational intricacies, they have comprehensively channeled their long-lasting commitment to give their best services to their educational institutions. This laudable agency attribute matters most since EFL educators will not merely come to regular classroom surroundings to transfer knowledge to a specific number of learners but transform their lives by incorporating various memorable teaching-learning enterprises. The above-expounded principle aligns with Gu et al. (2022) confirming that with the accompaniment of sound agency growth, worldwide EFL educators will have higher attempts to bring about more holistic educational outcomes for all learning community members since they have sincerely dedicated their deepest hearts and mind to mold the prospective generations' lives. Another salient feature that can be attributed to EFL teachers' agentic behavior is their persistence, hard work, and resilient characters while confronting unpredictable commotion amidst their conducive working dynamics.

Instead of condemning the specific shortcomings yielded by other educational stakeholders, agentic EFL teachers heed their exhaustive energy to unearth meaningful solutions toward their educational obstacles to foster their learners' target language proficiency development at its best level. This laudable agency feature sits well with the previous finding of Li (2023) unraveling that Chinese EFL educators infusing a robust agency growth are highly desirous of inventing various efficient pedagogical strategies in an orderly fashion in an attempt to bring about a more psychologically sound classroom learning vicinities wherein language learners' target language skills can significantly thrive.

It is worth signifying at the current moment that the meaningful development of EFL teachers' agency can be potentially hampered by restricted school regulation constraints in which language educators are impelled to precisely replicate the already-prescribed teaching-learning guidelines already prepared by their educational institutions. This imposing educational policy will not merely degrade the continual development of EFL teachers' agency but also increase the worldwide teacher attrition rate annually as they find no meaning and purpose in taking part in their strictly limited educational practices. Scott (2020) unveiled that a vast majority of Thailand EFL educationalists began to experience immense and uncontrolled frustration and stress feelings during their long-term participation in various teaching activities since they are strongly compelled to integrate identical learning procedures, strategies, and activities having been set up by the educational institutions without having their voice to innovatively design their contextual teaching-learning dynamics.

In a similar vein, 3 major professional development pathways can be potentially undertaken by worldwide EFL educators who aspire to transform into more agentic, confident, and optimistic teachers in grappling with a wide variety of educational hurdles. The first probable way they can carry out this is by seeking varied mutual support from other working colleagues in terms of their teaching practices. The second suggestion pertains to the lifelong learning character instilled by EFL teachers in which they always feel a continual thirst for escalating their professionalism by joining various professional development trainings. Lastly, agentic educators are the figures who compose long-term plans to pursue an advanced educational degree. By embodying all these triadic actions, globalized EFL teachers can simultaneously amplify their agency formation and discover their true calling as professional educators. Utami and Kuswandono (2023) extrapolate that there are three accompanying strategies potentially incorporated by EFL teachers aiming to forge their agency to a more transformative development namely establishing a solid collaborative sharing with other colleagues, enriching their professional aspects by joining varied professional development trainings, and seeking the forthcoming educational degree to improve their quality as professional educationalists.

To terrifically unnerve negative emotions, feelings, and perceptions toward the teaching vocation, the prolific growth of agency plays a prominent role in responding to all these general teachers' life issues. Upon entrenching a higher level of agency, EFL educationalists can consistently display their best teaching performances in the presence of different-stage learners' levels as they can contradict their negative feelings, emotions, and perspectives to focus on provoking a significant degree of satisfying learning benefits for their learners. This ultimate thought is positively confirmed by Wu (2023) who asserts that it is increasingly necessary for worldwide EFL educators to infuse a higher degree of agency at the onset of their apparent teaching-learning enterprises to invoke salutary learning benefits for all learners with the progressive diminution of their excessive anxiety feelings toward the teaching profession. Pedagogically speaking, it is worth recommending for EFL teachers to nurture their agency growth at the commencement of their teaching careers. This can be possibly done by increasing their profound awareness of their lofty calling to be compassionate educators.

After becoming more cognizant of their present beings as professional educationalists, EFL teachers will be more willing to incorporate more innovative teaching-learning methods in their regular classroom circumstances. This remarkable teaching innovation happens since EFL teachers are constantly thinking of the existing learning needs and preferences required by their learners. As a result of this agentic action, EFL teachers are no longer stick on some commonly-utilized teaching methodologies, particularly while those applied teaching strategies do not run well. Instead, they persistently discover other potential pedagogical approaches fitting best with their presently-situated classroom learning contexts. The main pedagogical implication that should be prioritized by worldwide educational institutions to attain all these holistic pedagogical values is they need to supportively internalize a vast variety of innovative and contextual pedagogical approaches for all second language educators. This action will bring about influential impacts for an outstanding growth of EFL teachers' agency and professionalism by which they are more adept at applying various types of classroom learning activities beneficial for the continual growth of their learners' second language proficiency levels.

CONCLUSION

All in all, it can be eventually repudiated here that with the constant enlightenment of robust agency construction, globalized EFL teachers can progressively transfigure into more compassionate, professional, and qualified educationalists. This commendable teaching commitment takes place since a higher level of agency enables worldwide EFL teachers to rejuvenate their teaching commitment by consistently giving their fullest educational efforts intended for the terrific advancement of entire educational quality systems and significant betterment of learners' learning progressions. Agentic EFL educators are also identical with their capabilities to actualize the most harmonious actions when unsupportive events are continuously recurring in their daily classroom learning circumstances. Through this agentic action, EFL teachers will have broader opportunities to exert more well-controlled classroom management in their regular classroom learning environments wherein they flexibly adjust the previously-internalized teaching strategies with the current ones working best for their learners' learning needs, interests, skills, and situations.

RECOMMENDATIONS

For the sake of variability, accountability, and generalizability of each single reviewed research finding, several limitations of this present small-scale library study should be forthrightly acknowledged. The first shortfall is inextricably associated with a major study scope confinement being investigated by the researcher. Since the researcher solely explored the particular impacts promoted by the tangible influx of agency concerning the further growth of worldwide EFL educators' professional development growth, it will be more insightful and thoughtful for future researchers to conduct a similar investigation by discovering other potential advantageous values brought about by agency toward local EFL educationalists' professional development nurturance. This suggestion needs to be taken into serious account since more specifically clustered research results will potentially pave a more comprehensive and obvious understanding for local EFL teachers concerning how to maximize the utmost utility of their agency in the long-term second language learning dynamics. The second deficiency is positively linked with a limited number of EFL teachers' agency scientific works being reviewed in this library study. Hence, it is worth considering for the prospective researchers to widely expand the number of EFL teachers' agency published literature to be profoundly investigated to yield more heterogeneous and representative research results. Detached from all the above-confessed research drawbacks, the researcher deeply aspired that the specifically-reviewed research results will impart a shred of contribution for worldwide ELT stakeholders, policymakers, and curriculum designers concerning the burgeoning understanding of EFL educationalists' professional development and agency growth to impart a fully-furnished knowledge to the growing knowledge base of educational quality advancement.

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