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foreign language context where the exposure of English is minimal. From the government and policy makers side, this can help them to work on ways in facilitating factors that can lead to empower English learners in their learning experience and to empower English teachers in finding ways in building and enhancing their identity as professionals. In term of pedagogical reason, this study recommends that ELT in Indonesia, should strongly count, of the importance of role model presentation in enhancing its quality, and hence it is hoped this insight can also bring the light to the other English language teaching country that has the similar context and perhaps the similar problems to achieve success in ELT. It is hoped that the contribution of this study can shed the light to many other EFL communities which encounter similar problems of English language teaching development in their context.

For English advance learners (High school and university), and English teachers, especially teaching English as a foreign language context, this finding can give the insight that not everybody would have the opportunity as Mrs. Ramolan had in her family backhome in Java. Therefore ‘empowering self’ in learning and teaching may become the option that they can choose to build and strengthen their motivation in learning and teaching, and hence as the result of their identity would be developed. Finally, it is expected that the findings can provide a basis for the future research in which the characteristics embedded in teachers who are considered as EFL role models are investigated through broader lenses so that they can become a model of adoption in the future path.

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