

CHAPTER II

REVIEW OF THE LITERATURE

This chapter provides a review of the previous empirical studies related to this study both the theoretical and empirical literature from the areas of teacher's professional identity, the domain of professional identity, the factors constructed, and the correlation with EFL pre-service teacher's construction of professional identity in the work placement concerned in the implementation of career future. The intention is to establish an analytical framework for this present study. There are two sub-sections in this chapter, the theoretical framework and the previous studies regarding the construction of professional identity.

2.1 Theoretical Framework

This contained about the professional identity construction framework collected from previous studies which has been discussed this focus study for recent years and also theoretical adopted study from mentoring of analyzing data.

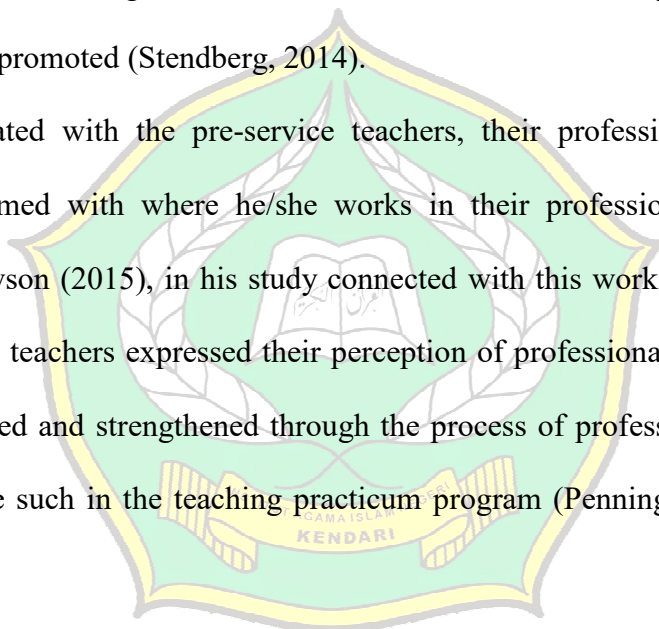
2.1.1 Teacher's Professional Identity

The concept of professional identity has been received attention in studies on teacher and their professional development in last 25 years. According to several literatures, professional identity is considered as a role of identity (cf. Brenner, Serpe, & Stryker, 2018), which is the part of individual that takes on, become, and preserves that profession (cf. Burke Stets, 2019). However, the concept of teacher professional identity is used to refer to the way that teachers view and understand themselves as teachers (Mockler, 2011). Teacher

professional identity is thus understood to be formed within, but then also out of, the narratives and stories that form the ‘fabric’ of teachers’ lives.

Accordingly, given its complex nature, there are various nations of this teachers’ professional identity. As such Motallebzadeh and Kazemi (2018) claimed that the teacher professional identity is how teachers see themselves as teachers based on their interpretation also influenced by various factors such as experience, education, environment, and personal characteristic. Nevertheless, when student-teacher begins their teacher education, their identity as a teacher is actually being promoted (Stendberg, 2014).

Associated with the pre-service teachers, their professional identity is usually performed with where he/she works in their profession. This is also argued by Lawson (2015), in his study connected with this working concept that the pre-service teachers expressed their perception of professional identity which can be improved and strengthened through the process of professional education and experience such in the teaching practicum program (Pennington & Richard, 2016).



2.1.2 Domain of Teacher’s Professional Identity

In today’s complex and dynamic labor market, professional can position and profile themselves in term of achieving a Professional Identity (PI) (Trede, Macklin, and Bridges, 2012). Based on teachers’ carrier stories relate to the term, there were five domains of teacher’s professional identity distinguished by Kelchtermans (2009) such self-image, self-esteem, task perception, job motivation, future perspective where they were collected in the qualitatively

analyzed and quantitative evaluated to find out about students' identifying and self-assessing literature (Engelbertink, Clomer, Woudt-Mittendorff, Alsina, Kelders, Ayllon, & Westerhof, 2020; Hanna Oostdam, Severiens, & Zijlstra, 2020; 2019).

According to Kelchtermans's (2009) theory, first self-image – consists of the way professionals see themselves. It is using their own perception as a basis, but also being influenced by how other people perceive them. Second – self-esteem. This deals with how a professional judge his/her professional actions (closed similar to self-image). However, feedback from others is always filtered and reinterpreted; whether the professionals choose opinions that are considered important.

Kelchtermans (2009) also describe the domain created from realizing visual touch connected with the domain above such as on third, third, - task perception, which includes moral considerations and professional value and norms, which may conflict with their formal responsibilities. Fourth, - job motivation – examines the reason for choosing a certain profession, continuing or discontinuing it. Job motivation can increase or decrease during a career, depending on various internal or external factors. Last, the future perspective – consists of how the professionals see themselves in the coming years and how they feel about it. In other words, they look back on their past and forward into the future various over time, and as such, this component represents the dynamic character of identity (Pennington & Richard, 2016).

The theory shows that the five components of Kelchtermans (2009) are important in gaining greater insight into construction of professional identity. It

also becomes the reason this study interested conducted them as the component within assessing an EFL's professional identity while in practicum process.

2.1.3 The Factors Constructed Teacher's Professional Identity

In light of this multidimensional to which a number of recent studies refer, this research study proposes that the notion of constructed teacher's professional identity can be summarized as comprising both internal and external factors affected to each other as identified in the literature (Kao & Lin, 2015). Their study indicated numerous internal and external factors explained below.

To begin with, the internal domains' factors first consist of teachers' personal life experiences. Concerning the factors, Olsen (2008) interactions is teachers' personal experiences such as childhood experiences, personal beliefs about teaching, and teacher education programs are lifelong knowledge construction processes. This personal life experience is closely related to their work as student-teacher in the classroom (Leeferink, 2018).

Aside, a further internal factor is the teacher's thinking about instruction. Pennington and Richard, (2016) for example, teach language requires not only specific knowledge about language being taught but also specific skills for communicating effectively with students who have limited proficiency in that language. Where the language being taught is also the medium of instruction all teachers, whether they are themselves first – or second – language speakers. This is encouraging teachers' responsibility through the classroom then forming them in their professional as teachers, particularly EFL teachers.

Finally, personal values and expectations for the future. Misfud (2018), for example, by positioning ourselves as student-teachers on school placement and simultaneously hinting at who the real teaching may be different, these hint at identity perceptions that needs as yet to be developed in order to be constructed and permormed in the induction year and beyond. This domain factor refers to identity perceptions experienced during teaching practice that may help to inform professional expectations after graduation.

Furthermore, the external factors consist of (1) the teacher's relationship with peers reflects an atmosphere of democracy and the opportunity fo dialogue allows teachers to critically examine various types of ideologies (Abednia, 2012). (2) educational reform, in this case, even though teachers as professionals are gradually being subjected to external standards and professional codes, their own institutions, as a source of a strong shield to build their professional identity and strengthen their commitment (Thomson & Palermo, 2014). (3) School relationship is related to the use of emotional intelligence by school leaders, and the formation of new norms can facilitate the transition of teachers' professional identity (Hall & Noyes, 2009). (4) Professional development helps to improve or change the professional identity of teachers. The effect works most effectively when the content of professional development is consistent with the teacher's knowledge and beliefs (Tillema, 1995).

Given explicately views on the several factors, I provide this table summary for all the factors that has been mentioned.

Table 2. 1 Summary of Theoretical Factor Supporting the Construction of Professional Identity

Factor	Indicator
Internal	<ul style="list-style-type: none"> - Teacher's personal life experience - Teacher's thinking about instruction - Personal values and expectations for the future
External	<ul style="list-style-type: none"> - The teacher's relationship with peers - Education reform - School leadership - Professional development

To wrap up, the identity of a teacher can be built internally because the pressure from the external environment is sometimes very large the pressures require teachers to use their inner strength and professional identity. To sum up, all of these factor domains are processes that are interconnected in supporting the domain of EFL pre-service teacher's professional identity construction during field teaching practice.

2.1.4 Constructing Professional Identity in EFL Pre-service Teacher

Constructing of EFL pre-service teacher's professional identity has been various introduced (Chavez Rojas et al., 2021; Nguyen & Loughland, 2017; Ostad, Ghanizadeh & Ghanizadeh, 2019; Wang, 2020). Generally, in constructing EFL pre-service teacher's PI have two setting constructions in the professional experience, first, through education program (Le Cornu & Ewing, 2008). This has been more discussed in the practicum context. Nguyen and Laughland (2017) also argued that positions of practicum program will assist in the construction and development of EFL pre-service teacher's professional identity. It probably has more proposes on their ability within pedagogy and instructional skill and knowledge of the foreign language.

Afterward, be reflective while in the process. Nichols, Schutz, Redgers, and Bilika (2017) indicated that the efforts in the reflective process of knowing themselves related to emotional episodes are a step in finding their identity as their teacher's professional identity. Lanas and Kelchtermans (2015) also conveyed in their study that development as professional teachers who focus on the content of reflection processes during the professional experience actually grows student-teacher personality.

Therefore, constructing EFL pre-service teacher's professional identity that occurs through education programs such as field teaching practice programs which are contained with self-reflection as their self-examination then formed to better teacher personality. It also will lead pre-service teachers to the analysis of the domain and supporting factors for the construction of their professional identity.

2.2 Previous Study

As widely reported in the literature with regards to the construction of professional identity, particularly in the EFL pre-service teacher context, this study conducts various relevant studies where from internationally and locally will be outlined here.

To begin with, relevant studies will introduce first from Nguyen and Loughland (2017). They wrote a paper reporting how non-native English speakers developed their professional identity as teachers through a paired relationship between pre-service teacher and tutors with a theoretical perspective during

practicum in Australia. The findings of this study have also implications for the importance of placing professional experience.

Aside from this, Chavez Rojaz et al., (2021) also provide empirical evidence regarding the formation of positions during the professional experience and ultimately the construction of teachers' professional identity through subjective learning experiences. They indicated how a pre-service teacher defines meaning about themselves as a teacher and about particular events.

Furthermore, Zhu, Rice, Li, and Zhu (2020) have also discussed the professional identity of EFL pre-service teachers. They indicated that the EFL student-teachers transformation of their professional identity has close connection with the process during practicum. Besides, their previous study has also been discussed regarding understanding this transformative professional identity in two different places of practicum (Zhu & Zhu, 2018). Both results of the reports that the construction of EFL student-teacher's professional identity through field teaching practice is always enhanced.

Meanwhile, Lomi and Mbato (2020) reported as the Indonesia context. Their study discussed about EFL novice teachers faced the struggle during the first year of teaching affected their professional identity construction and development. However, the subject of this study is novice teachers rather than the pre-service teacher in the placement work process.

As to conclude, all those studies are mostly discussing the positive relationship between education program and the practicum process as pre-service teacher's professional experience to the construction of professional identity. However, they are still limited contribution to the specific content construction of

professional identity and yet introduced the autoethnography as a research tool or methodology for constructing professional identity by pre-service teacher.

Gathering with autoethnography as a method of this study, Yazan (2018) be power proposes the finding of his study that narration through critical autoethnography is beneficial to promote identity-oriented teacher preparation. Also, another study has the implication of conducting this autoethnography is utilized as a means of re-examining the experience methodically, thus benefiting the current practice (Pinner, 2017).

To address the gap of this study, I presented this study contribution to a teacher education program. It is consisting of an EFL re-service teacher's critical examination of professional experience through field teaching practice to the professional identity construction by the autoethnography method would be identified.

