

EXPLORING THE CONSTRUCTION OF NOVICE EFL TEACHERS' IDENTITY IN UNIVERSITY CONTEXT

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Abstract

The issue about teacher identity has been interesting to be observed by researchers in the past decade. Understanding teacher identity becomes important for teacher; both novice and experienced teacher where they need to shape and to develop professional identity as the teacher. This narrative study has sought to explore the construction of novice EFL teachers' identity reflected in university context. The data were derived from two novice university EFL teachers through narrative frames (Barkhuizen & Wette, 2014) and semi-structured interviews. The data were analyzed using TESOL teacher identity frameworks by Pennington (2014). The result shows that novice university EFL teachers constructed their identity through the implementations of teaching practices within professional development in university context that includes teaching strategies application, the knowledge field mastering, professional comprehension, teaching commitment, and life need fulfillment. The participants' identity was also affected by intrinsic and extrinsic factors. Intrinsic factors include participants' teaching motivation, satisfaction, and competence. Extrinsic factors include participants' work environment, job career, students' need and interaction with colleagues. Thus, understanding the construction of EFL novice teachers will contribute the platform for EFL teachers mainly for native teachers to prepare their professional teaching practice particularly in the university context.

Keywords: Teacher Identity, Novice EFL Teacher, TESOL teacher Identity Framework, University Context

INTRODUCTION

It has now been agreed that teacher identity is considered as interesting research topic in language teaching and education over the past ten years (Tsui, 2007; Trent, 2013). The issue about teacher identity has been interesting to be observed by researchers in the past decades. Teacher identity is difficult to separate from teacher

personal identities since teaching needs personal requirements with students, colleagues, and community. Understanding novice EFL teacher's identity is not only beneficial for classroom practice but also for teacher identity. For novice teachers, it is quite difficult to entirely understand the professional identity because the new teachers need to know on how they become professional teacher based on professional teacher identity. From the beginning teachers, teachers' experience changes into their identities that will develop through the educational process alongside they start to concern more positions and responsibilities as teacher in their study program (Beauchamp & Thomas, 2009).

Since the construction of teacher identity process is a dynamic and complex in that individuals face struggle and change because of internal and external factors (Bloomfield, 2010), the process of teacher identity construction critically is influenced by various factors such as the social relationships with the others in a sociocultural, historical and institutional context (Beauchamp & Thomas, 2009). These factors provide the development of teacher identity. It makes sense that the teacher identity play important role to construct professional teacher identity. In some countries in which English is generally taught as a foreign language, English becomes urgent for students to be understood in order to mastering English language skills. Novice EFL teachers need to observe their roles and recreate their professional identities related to the shifting context surrounding (Thomas & Beauchamp, 2011). Understanding novice EFL teacher's identity is not only useful for classroom practice but also for teacher identity professional development (Zacharias, 2010).

Pennington (2014) proposed the model of TESOL teacher identity framework to become a tool to investigate the construction of teacher identity. This model gives significant impact to analyze more comprehensive within professional practices in certain contexts. TESOL teacher identity framework consists of practice-centered and context-centered frames.

The practice-centered frame is constructed from five categories involves 1) instructional frame, 2) disciplinary frame, 3) professional frame, 4) vocational frame, and 5) economic frame (Pennington, 2014). The instructional frame largely emphasizes on the roles of teacher in regarding to the classroom instruction. The disciplinary frame integrates teacher identity into a specific field or discipline. The professional frame covers teacher's beliefs, knowledge, and practices of a specific field, which are developed through individual's perspectives and participation in professional activities. The vocational frame focuses the affecting element of teacher identity. It includes teaching commitment and satisfaction. The economic frame attaches teacher identity to the feeling of being rewarded in extrinsic and intrinsic

way recognized related to the economic and academic position regarding to individual's work in the field.

The context-centered frames are categorized into three frames of context: global, local, and sociocultural (Pennington, 2014). The global frame is observed as international orientation and experiences of global trends of teaching; the local frame defined as a context of teachers' live and work in community; and the sociocultural frame draws on wider society and teaching field in social interaction. Moreover, the coverage of local frame in Pennington's (2014) is considered too wide, so it is broke down into different contextual frames. Tao and Gao (2018) then added new model of TESOL identity framework that constituted the local context into institutional context and socio-economic context. The institutional context covers the context of university as institution of EFL teachers. And the socio-economic context is included same as sociocultural context.

Some previous studies have been conducted related to English teacher identity construction. Those studies investigated teacher identity using various platforms in analyzing the teacher identity construction; self-reflection (Hidayati, 2018), beliefs and practices (Farrel & Yang, 2017), teachers' motivation (Upa & Mbato, 2020), foreign language classroom (Li, 2020) and language use (Kiss, 2020). Farrel & Yang (2017) revealed that EAP teacher regarding to teaching second Language (L2) show some instances of divergences in which teacher's instructional decisions were formed by interaction of teacher's teaching and learning experiences and context. Hidayati (2018) found that novice EAP teacher made the use of reflective practice of self-reflection to show theory and practice and to build a systematic analysis to construct teacher's professional identity.

Farrel & Yang (2017); Hidayati (2018) used single case study through the teacher's beliefs and practices and the self-reflection to investigate participant's construction. While other researchers such as (Chung and Chang; 2017) found that the factors of being professional are from instructional experience of the teacher which brought the teacher's professional development. Kiss (2020) revealed that novice teachers change their linguistic properties along a global and local orientation in conveying a multitude of identities in an online Community of Practice (CoP). She investigated the construction through teachers' language use. Moreover, Upa and Mbato (2020) revealed that English teachers' identity are constructed through teachers' motivation include intrinsic factor as the desire to help students and extrinsic factors like family, students, and colleagues. And Li (2020) found that identity construction is manifested by the teachers through interactive work with students through developing personal and practical knowledge and appealing in language practices in foreign language class.

Those previous researches applied kinds of analysis in identifying the construction of teacher identity. They investigated the phenomenon through participants' self-reflection, interpretation, negotiation, motivation and language use. However, those previous researches do not yet observe and discuss teachers' identity of novice EFL teachers in the context of university particularly in Indonesia which is considered as a topic discussing in this study. Those researches also have not investigated the factors that construct teachers' identity especially for the subject of novice EFL teachers. Thus, this research will fulfill the gap by providing more complete analysis on teacher identity construction using TESOL teacher identity frameworks by Pennington (2014) and the factors affecting novice EFL teachers in context of university in Indonesia. The result will show how identity is constructed by the novice EFL teachers in university context.

METHOD

This research used qualitative method to analyze the participants' live experiences. It is categorized as qualitative research because the data are in the form of written and spoken words (Creswell, 2009). Moreover, this research used narrative inquiry to reveal the challenges and the experiences of novice EFL teachers. Connelly & Clandinin (2000) stated that narrative inquiry is significantly used in studies of educational experiences. It is the effective for exploring the identity construction related to EFL teachers' experiences. This research used post structuralism perspective particularly in identifying identity and subject position because the identity can change over the time depend on how people subject position themselves in the occasion. Thus, the data are investigated using TESOL teacher identity frameworks proposed by Pennington (2014) to capture significant findings for this research.

The data of this study were taken from the narrative frames (Barkhuizen & Wette, 2014) and semi-structured interviews (Pennington, 2014) with two participants as novice EFL teachers in university namely Mrs. Silvi (pseudonym, female, 32 years) and Mr. Fajar (pseudonym, male, 28 years). They both are categorized as novice teachers as stated by (Kim & Roth 2011) that novice teachers are teachers who have experiences of teaching for less than five years. In addition, the participants have good background as long as they were graduated from postgraduate university in abroad and Indonesia. They are as novice teachers in certain universities in Indonesia. They have participated in seminar, workshop and conference in the level of national and also international. They also have published some papers in reputed journal. The data of this study are gained by doing interview with them and asking their narrative frames. The data were arranged in the finding using thematic analysis through five categories of TESOL teacher identity frameworks by Pennington (2014) that consist of instructional, disciplinary, professional, vocational and economic frames. The

discussion section then drew comprehensive analysis of teacher identity construction based on the findings to conclude the result of this study.

RESULTS AND DISCUSSION

Instructional Frame

The instructional frame largely emphasizes on the roles of teacher regarding to the classroom instruction (Pennington, 2014). Two participants highlighted teaching materials to effectively enhance their pedagogical practices. It becomes important for teachers in the process of teaching the students.

[Mrs. Silvi]

I usually explore the teaching by mostly employing direct instruction inquiry based learning, game based learning, and interactive methods During covid, I use special platform for online learning, so I can design asynchronous and synchronous learning through g-meet, zoom meeting WA, and telegram as a complement platform. Sometimes, if I face the problems of teaching in online learning, I will discuss it with my colleagues and find the solutions.

She does not only use the platforms given by institution where she teaches, but she also complements her teaching materials through additional platform to enhance her teaching. It reveals the professional identity in which she can effectively apply various teaching strategies to the students. At first, she uses the methodology and approach such as direct instruction, inquiry based learning, game based learning, and interactive methods. Those kinds of strategies represent that she applied effectively in teaching English to her students. Then due to pandemic, she applied asynchronous and synchronous learning in conveying in teaching learning processes. At last, she certainly discusses the facing problems of teaching with her colleagues to find solution. It is the way for her to face the problem and find solution to solve. She constructs her teacher identity by applying her teaching learning strategies and knowledge in the learning processes. The sense of connectedness is portrayed by her in the way she interacted with her colleagues.

[Mr. Fajar]

I implement discussion environment which is not only one way communication which the teacher is explaining and students are listening without any discussion, I implement discussion environment which applies two ways communication. Before Covid 19 we had the communication in the class going around in the class. But during Covid 19 we have to use synchrony learning application learning like zoom, Google meeting, any other substantial software and application etc.

He applied the discussion to attract and engage the students while the process of teaching learning in the class. He developed his teaching strategy to make students more active in the form of discussion. So that, both teachers and students are active in interacting and discussing the learning material. During Covid 19, there are differences emerge in managing the classroom. He then adapted and applied the synchronic platform to make his class become effectively to achieve the goal. He constructs his teacher identity in instructional frame through implementing his strategy by creating discussion environment for students.

Disciplinary Frame

The disciplinary frame integrates teacher identity into a specific field or discipline and its area of knowledge and research (Pennington, 2014). The participant effectively managed the teaching through their specific field of knowledge. It eases the teachers to the way they teach and negotiate their identities.

[Mrs. Silvi]

I feel comfortable to teach the students, because the subjects are based on my expertise in literature such as genetic structuralism, feminism, sociology in literature, psychology in literature, etc. As I learned before in bachelor and master degree, I got much knowledge that I can share to my students.

She teaches based on her expertise. It shows the professional development as Pennington (2014) said that the field of knowledge determines the way the teacher teaches the students. Her experiences give impact to her teaching to the students concerning to their need. Her role as EFL teacher in literature is appropriate with her educational background. It makes her to effectively teach the students. She constructs her identity by utilizing her expertise and educational background to transfer deeper understanding of knowledge to students.

[Mr. Fajar]

My specific field and disciplinary of knowledge is General English. And I mostly teach General English, Academic English and English Proficiency Test such as TOEFL, TOEIC and IELTS. As my educational background is English Education, so it helps me to teach the general English and also the subjects related to it. I also have several certificates on English proficiency tests that help me to teach kinds of various proficiency tests.

The experiences of teaching make him effectively manage the way of his teaching. He stated that he teaches based on his discipline of knowledge. His background as Master in English education led him to teach more various knowledge understanding to the students. Also from his experiences in joining the test of English for several times, he gets some comprehensive to make his method become effective to be taught in the class. He feels that his experienced discipline background helps him to develop her identity.

Professional Frame

The professional frame covers teacher's beliefs, knowledge, and practices of a specific field, which are developed through individual's perspectives and participation in professional activities (Pennington, 2014). The construction of the professional aspect of teacher identity was observed through their interpretations and engagement with professional practices as obtained by their learning and teaching experiences.

[Mrs. Silvi]

I shape my professional competence through sharing with my colleagues and reading the materials regarding to the teaching strategies and practices. I also have written the papers that have been published in journal and proceeding. I joined some workshops and seminars as presenter or participant to enhance my English teaching competence.

As non-English education major, she faces some difficulties to arrange her teaching strategies methodologies. Even though her knowledge is completely fulfilled, but her teaching experiences as EFL teacher made her to learn in the first semester of her teaching. She elaborates herself to find any other platforms and join several workshop and seminars to enhance her teaching competence.

At the first semester of teaching I was asked to teach Basic English skill. I find some cases that force me to explore the teaching knowledge. Actually I have experiences in teaching English in courses when I was in bachelor degree. But it is not enough to be applied in university students. Then after graduating from Serbia, I started to teach English to university students for a year. It was my first time I adapt to teach them even though the students are from non-English department students.

For her first year of her teaching, it becomes her experiences that lead her to the next level of teaching competence. It is the processes of her teacher identity development. It shows that different contextual places will have influences. Even though she has teaching experiences in courses but it does not work well in the level of university. It deals with the development of identity that derives from the ongoing process (Beijard et al, 2004).

[Mr. Fajar]

I shape my professional teaching by reading books and following update development of teaching which is associated with developing technologies. I also frequently have discussion with my fellows' lecturers; we share methodologies; we share strategies; we share problem solving and kinds of things. I also have joined conferences whether national and international conference in Jakarta, Malang, Surabaya and Thailand. I develop my skill since I encounter various kinds of students; it helps me to

improve my English teaching skills. Sometimes I apply strategies through becoming a partner for students and sometimes becoming a teacher that applied the distinct approach for them.

He improves his teacher identity through reading some books to get new knowledge and insight, following update teaching development to develop his teaching strategy, method, and approach, discussing with fellows to find solution of teaching problem, joining national and international conferences to improve his teaching competences and knowledge, and applying strategy in teaching learning processes to achieve the learning goal. After he stated the processes of shaping identity, then question was asked for the difficulties for his first teaching in university. Then the answer,

I already taught university students in English courses since I was in bachelor degree. I do not need to adapt more in the first year becoming lecturer.

In contrast with Mrs. Silvi, Mr. Fajar experienced teaching English in the level of universities for courses not lecturing. The experience of teaching university students improve his teaching competence as novice teacher to teach now. Moreover, he was also graduated from English education major that makes him easier to implement his knowledge of teaching in the class.

Vocational Frame

The vocational frame focuses the on affecting element of teacher identity. It includes teaching commitment and satisfaction (Pennington, 2014). For the participants as EFL teachers, they admitted that the commitment is important to be the platform for developing their teacher identity.

[Mrs. Silvi]

I have quite strong commitment to teach students. I motivate my students by sharing my experience, wisdom, and knowledge. Actually I want to be teacher since I was in junior high school. And now I really become teacher. And I like what I am doing right now to teach and share my knowledge to my students and others.

She has commitment to teach students by giving the motivations through her experiences, wisdom, and knowledge. It is kind of the way where she portrays his professional identity through her teaching commitment. As his planning to be teacher since he was junior high school, it makes her to sincerely teach the students. It shows her commitment is strong in relate with teaching.

[Mr. Fajar]

You know my commitment in teaching from 1 to 10, I said it is 8. Because teaching goal is not only about you transfer knowledge to students and stop. It is not. But how to make your students engaged in your teaching

environment and atmosphere and teaching practice. Indeed we cannot guarantee that all of the students understand on what we are explaining, but at least they get something when they have been out from the classroom. I always motivate my students by explaining to them how important English is, because it is international language. I persuade them in that learning English is not useless; it is very useful for the students both in academic environment during their studies in the universities and their career after they graduate.

At first, he measured the score of his commitment. He thinks that the teaching is not merely about transferring knowledge but it is about making the student get engaged with teachers' teaching. He implements his commitment by motivating students to master English knowledge. He emphasizes that English is important. He gives motivation and persuasion to his students that English will be useful for them whether in academic and working area. Although he cannot guarantee the personal career of his students by mastering English, but at least the students can get knowledge which is valuable in their life. It is the key according to him to make the students motivated because they feel that the knowledge is valuable and important to be learned. It reveals his identity as a teacher that he wants the best for his students. And the question about his feeling on his work was asked. Then the answer,

[Mr. Fajar]

You know teaching is my occasion by the way. I choose to teach because every time I teach like I get happiness. I enjoy my occasion on teaching. I know teaching is kind of pressure as well, when we have some problems in our life, and when we are teaching, we are forced to forget those problems and to be professional teachers in order to teach effectively in front of students and admitting that we don't have any problems in our life.

In addition, he also explains that he can get the feeling of happiness through teaching. Teaching is his occasion. He loves teaching as he eagers to get happiness. As human being, he also faces several problems in his life. But by doing teaching he can gradually neglect the problems and change it to become happiness. He realized that his commitment to teach brings happiness to his life. Thus, that kind of emotion affects his teacher identity development (Liu & Xu, 2011).

Economic Frame

The economic frame attaches teacher identity to the feeling of being rewarded related to the economic and academic position of individual's work (Pennington, 2014). The participants indicate the challenging of being EFL teacher in university regarding to the economic aspects.

[Mrs. Silvi]

I have been provided by my institution a financial reward that I think it is enough for sufficing my life need. My institution also cares on the every teacher's career. In my opinion, career is very necessary, as a matter of fact, it will motivate teacher to do better job in the future. My job career here is already depict clearly by the institution, if you want to accelerate your career, you need to work harder and show your achievements which include in three area, research, teaching, and community service.

She has been provided sufficiently by her institution for the need of her life. The reward becomes important because it is kind of the result of teachers' effort in teaching professionally. There are several rewards from her institution. The teachers who have fulfilled the categorical requirements will be rewarded. According to her, the reward becomes effective system in order to motivate the teachers to always improve their teaching.

[Mr. Fajar]

If you are talking about the need, it is covered Alhamdulillah. I don't only get the need from my teaching experience, I mean my financial stuff, it is fulfilled, but my happiness is also fulfilled. So both my need and my soul are fulfilled. There are also several rewards from institution, such as annual rewards for the teachers who have good achievements. It is fair, it can motivate us to be much better to improve and develop ourselves in teaching. My job career is okay about as long as we fulfill the requirements for our job career, the level will go up.

He feels his economic necessity is covered by being EFL teacher. The rewards can also motivate the teachers to improve their professionalism. In his institution, the teachers are provided several rewards such as annual reward for those who have good achievement during their teaching. It is good because it fairly gives the appropriate reward to the rewarded teachers.

The participants' roles are very important in shaping professional identity through instructional identity of the teachers. The improvement of instructional orientations give an impact to the change and development of teachers' practice in the classroom including their teaching strategy, method, contents and technologies as the identity of the teachers change over the time (Norton, 2013). It relates to the identity of the participants as novice teachers in university will change during the process of identity construction and development of teaching practice. The identity construction then can be derived from the teachers' English teaching performances in classroom activities.

Based on two participants' experiences and pedagogical practices, the instructional identity portrayed by two novice teachers in the way they implement

their teaching acts. The instructional teachers' identity covers teachers' particular fields of teaching instruction, practice, and roles (Pennington, 2014). At the same, the participants show the same results as they perform their instructional identity by doing some strategies in teaching processes such as direct instruction, inquiry based learning, game based learning and discussion environment. The participants have various strategies and methods to teach the students especially during the pandemic which requires the initiative teaching methods such as asynchrony and synchronic method to adapt in that situation. They used the platforms of zoom video, g-meet, whatsapp and any other platforms that make the teaching learning is still effective to join. It can be shown that the instructional identities are clearly depicted by the participants as they construct their professional identity by mastering pedagogical practice regarding to their new teaching methods.

The instructional practices are connected to the discipline of knowledge and educational background. The academic qualification certainly relates to disciplinary identity of teachers in terms of their level of qualification and their discipline area of the study (Pennington, 2014). It transmits with the two participants as university teacher that implement their knowledge field of English to teach as they construct their identity through the processes of teaching. It eases the teacher to the way they teach based on their knowledge and to negotiate their identity as the teachers.

Teachers' knowledge becomes influential sources to construct and to negotiate their professional identity in which it gave significant impacts in implementing effective teaching practice. The two participants teach the subject based on their expertise which helps them to teach in effective way. The participants' discipline knowledge and educational background have prominent role to shape their identity through transferring deeper understanding based on their expertise (Clarke, 2008). It is the same as the participants thought that their expertise of knowledge led them to best way they teach and transfer their knowledge to the students. The knowledge that they got in bachelor degree and master degree definitely led them to understand their field of knowledge. Also it is supported by their teaching experiences beyond their backgrounds which give most valuable experiences of the way they teach such as being the tutor and joining some workshops and seminars. They think that their all discipline backgrounds and experiences helped them to develop their identity.

The professional frame changing over the time covering teacher's beliefs, knowledge, and practices of a specific field are developed through individual's perspectives and participation in professional activities (Pennington, 2014). It can be found from the participants where they portrayed the professional identity through their professional experiences as EFL teachers. The two participants show the efforts and professional identity through the professional activities in joining seminars,

conferences, workshops and any other supplementary development activities such as writing and publishing journal article, discussion with fellows' lecturers. The construction of professional teacher identity is generally acquired through their interpretations and engagement with professional practices as derived from their learning and teaching experiences (Liu & Xu, 2011). It is the same as they constructed their identity through their experiences as students and novice teachers during their learning and teaching in universities.

However, there are still some difficulties faced by the novice teachers for the first year of teaching in the form of putting their knowledge into practice (Rouhotie-Lity, 2011). At the same, it is also faced by the participants as novice teachers. Mrs. Silvi as non-English education majoring background teacher, she faced difficulties for the first year in teaching university students. Even though she has past experiences in teaching courses but it did not work well for the students in the level of university, because the process of identity construction occurs over the one year (Trent, 2013). As long as she has taught for a year, she then developed her professional identity through her teaching experiences (Farrel, 2016). By the processes of teacher identity construction, the teachers could adapt and learn to develop their professional identity.

In contrast with Mrs. Silvi, Mr. Fajar has past teaching experiences for university students when he was in bachelor degree. It certainly helps him at the first year of his teaching to easily adapt. His teaching experiences at the past gave impact to elude their difficulties when he has become lecturer now (Sachs, 2005). It means that the participants' experiences give important role to shape their teacher identity. By the narrative processes of teaching experiences, they adapted and learned about the past, so it will shape their teacher professional identity.

Moreover, beside the strength of educational background and qualification, the learning experiences outside the academic area also give impact to the professional identity, such as Mr. Fajar, as the teacher of proficiency test subject; he has mastered the materials through joining several tests and then having some certificates of teaching implementation and practice. It means his mastery is not only from his bachelor and master degree but also from his experiences to learn something based on his own commitment. It is supported by Tsui (2007) that by mastering the area of knowledge, teachers can increasingly shape their professional development.

Teacher's vocation is generally related to teacher commitment and enjoyment. Vocational frame connects between the strength of teacher's commitment to the teaching work within their dedication to the students in specific field (Pennington, 2014). It can be found as participants sincerely teach the students with their high commitment. By having the commitment, the participants motivated themselves to continuously develop their professional identity as teachers. Beside the commitment,

the participants also showed the motivation in the way they teach students. It is the same as the commitment cannot be separated from motivation for being a professional teacher as the prominent part of professional development (Czerniawski, 2011). The participants admitted that both commitment and motivation are very important to be platform for developing their teacher identity.

The two participants in the findings have showed strong commitment and motivations to teach students. It is proved by their feeling of satisfaction when they become a teacher. By having the sense of satisfaction, it will affect the participants to always develop their professional identity. It is accordance with the statement from Van Veen & Slegers (2006) that happiness can affect and influence the professional development. The sense of happiness brings more convenience and confidence for the participants to implement their teaching practice. It means that it will develop their professional development. In addition, initial planning also gave an impact to the participants' commitment, such as Mrs Silvi where her plan becoming teacher during her childhood influences her to constantly hold and stand on his commitment when she becomes a lecturer now. It justifies the importance of commitment and motivation to construct professional identity of the teachers.

Becoming the teacher automatically are defined that someone is having a teaching job. The job led people to suffice their need in the way they lived. The economic necessity then becomes prominent concerns in educational practices. For the participants as teachers, it brings satisfaction due to the sufficiency of their life have been fulfilled through becoming the teachers. It certainly motivates them to have good quality in their teaching practice. It relates to the feeling of satisfaction that teachers feel that they are paid well by the institution. The economic frame connects teachers on the feeling of being compensated in the economic work (Pennington, 2014). It shows the agreement of the participants' connection between their compensation and the development of teacher identity in which the participants developed their professional identity in relation with the satisfaction of economic sufficiency.

The two participants have shown the quite feeling of satisfaction in terms of their sufficiency of economic need. The financial rewards are needed for the teacher because it brings fairly compensation for their achievement (Shepard, 2015). It is the same as the participants' statements where they assumed that the fair compensation will led them to more struggle in the way they provide the best work for his work. They also think that the institutions should serve the appropriate service for the teachers as the professional platforms from the institution. It will create the professional development for teachers.

Moreover, the institution does not only give the economic need, but also the future career of being teacher. It was portrayed by their institution where the participants felt that they were provided for good career at their work places. The job career intentionally makes the participants being motivated and rewarded, so that it makes them to continuously develop their professional identity. The participants have been provided the same treatments from the universities in accordance with their work. The universities supported their identity construction for being a teacher through the facilities, rewards and future career. It was already same for both participants as they have efforts to develop the professional identity as the teachers in university.

In sum, this research provides more complete analysis on teacher identity construction through TESOL teacher identity frameworks by Pennington (2014). It depicts the deep analysis on how novice EFL teachers construct their identity. The participants constructed their identity as novice EFL teachers through some implementations within professional development in teaching practices. First, they implemented appropriate teaching applications in classroom activities. Second, they mastered the discipline of knowledge implemented in teaching performances. Third, they continuously improved the professional comprehension and effort being teachers. Fourth, they always maintained their commitment to teach. Fifth, they sufficed their economic need as the teachers.

Teacher identity construction above is shaped in relation with the factors that construct and develop the participants' professional formation. The factors include intrinsic and extrinsic factors (Beauchamp & Thomas, 2009). Intrinsic factors describes as the influences emerged from the personal factor of the teachers. Extrinsic factors explained from the outside of personal teachers. The participants are affected by intrinsic factors indicated by their motivation to teach students, their teaching satisfaction of giving knowledge, and their competence for specific field of knowledge. Moreover, the participants are also affected by extrinsic factors influenced by their work environment, their job career from institution as a teacher, students' need learning and interaction with colleagues in their work places. Thus, five categorical frames and the factors affecting professional development indicated that the participants as the novice teacher have constructed and developed their identity into professional formation.

CONCLUSION

This present study aims to investigate how EFL novice teachers construct their identity in university context. The identity construction of the participants was identified from the participants' frame of instructional, disciplinary, professional, vocational, and economic. The result of this study shows that teachers' identity was

constructed by the participants as novice EFL teachers through the implementations of teaching practices within professional development in university context that includes teaching strategies application, the knowledge field mastering, professional comprehension and efforts, teaching commitment, and life need fulfillment. It was also influenced by intrinsic and extrinsic factors. Intrinsic factors include the participants' motivation, satisfaction, and competence. Extrinsic factors include the participants' work environment, job career, students' need and interaction with colleagues. Thus, understanding the construction of EFL novice teachers will contribute the platform for EFL teachers mainly for native teachers to prepare their professional teaching practice particularly in the university context. This study has significance potential to be investigated by other researchers who have same interest in teacher identity because teacher identity is dynamically evolving (Beijard, et al., 2004). Future research could adopt other teacher identity frameworks that will enrich the data analysis of teacher identity. In addition, further research is also encouraged to investigate teacher identity in other educational contexts. Hopefully it can provide and broaden teacher identity construction analysis framework.

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