

IDENTITY CONSTRUCTION OF INDONESIAN NON-MILITARY ESP TEACHERS' PERSONAL EXPERIENCES: A NARRATIVE INQUIRY

Evi Martiningsih

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: parabahari@gmail.com

Abstract

The global influence that has an impact on the professional life of teachers has brought about a change in the growing popularity of teaching English for specific purposes. The empirical reality is that there is a long process to become an ESP teacher. However, some difficulties may arise as teachers adapt to ESP teaching. This study examines how military English teachers negotiate, construct, and develop identity construction at a military college in Indonesia to discover the challenges that ESP teachers face as they construct their identities.

This narrative study explores life experience interview data to examine the identity construction of two non-military ESP teachers at a military college in Surabaya, Indonesia. Based on a model adapted from the identity of a TESOL teacher (Pennington, 2014), Tao and Gao (2018). Analysis of the data revealed that for study participants who became ESP teachers, to be precise, Military English was a complex process for changing professional practice and building a professional identity. It describes how teachers engage with their professional lives to meet the demands of ESP learning and face challenges in building their professionalism.

The findings illustrate the identity construction that institutional and professional contexts play a role in building the identity of ESP teachers. This suggests that institutions play an important role in constructing professional identities as teachers progress through their careers. Although each identity framework contains characteristics that describe how teachers construct their identities, the five frameworks interact to shape the perception and position of teachers in military colleges.

Keywords: teacher identity, ESP teachers, a non-military, military college,

INTRODUCTION

Education reforms have evolved into global influences impacting teachers' professional lives. These emerging changes illustrate the importance of learning English and the current societal demands on it. They are inextricably linked to the personal lives of English teachers and their identity building. Kubanyiova and Crookes (2016) found that teacher identification plays a role in teachers' ability to respond to changing educational contexts, whether inexperienced or experienced. Nonetheless, despite the advancement and importance of our understanding of teachers' identity formation,

scholars are only beginning to grasp how teacher identities are constructed, the factors that influence identity changes, and the positions of identity challenge and crisis in the construction of teachers' identities (Nichols et al., 2017). Thus, examining how English teachers adapt to educational changes contributes significantly to an expanding body of literature on teacher professional identities (Campion, 2016).

Due to the growing popularity of English for specific purposes (ESP) teaching, there is a lengthy process for becoming an ESP teacher. Teachers are motivated to transform their educational practices and build professional identities due to subject information learning through professional development programs and interaction with workplace groups (Tao & Gao, 2018). Almost three decades ago, the landmark English for Specific Purposes: A Learning-Centered Approach, Hutchinson and Waters (1987, p. 158) outlined some of the difficulties many ESP teachers face in their careers. Since the book of Hutchinson and Waters, ESP has seen a significant rise in the quantity of research performed on it and its public visibility. This inequality created new problems for ESP teachers and students. Today, however, the challenges posed by Hutchinson and Waters (1987) seem quite relevant. However, many extensive studies on ESP teacher identity construction have been carried out in other countries such as China, Turkey, Taiwan, Hong Kong, and Saudi Arabia. (Peker et al., 2020; Qi et al., 2021; Goktepe & Kunt, 2021; Widodo et al., 2020).

Although the studies reported above have provided a view of the identity construction of ESP teachers and teachers in universities in the world, there is still a shortage of English being explored in the military field in Indonesia or countries in the Southeast Asian region. This paper explores the experiences of two non-military ESP teachers in Indonesia who teach at a military university in Indonesia. The context of this paper focuses on the construction of the identity of non-military ESP teachers at Halong University as a military college in Indonesia. It describes how teachers engage with their professional lives to meet the demands of ESP learning in military English teaching. Besides that, it describes the challenges these teachers face to develop their professionalism as in military institutions that they never got during their studies or preservice and institutional recognition of the construction of their teacher identity. (Pennington, 2014)

1. Teacher Identity

Teacher identity is a conceptual picture, or model, of what it means to be a teacher that directs teachers' practices as they seek to implement "being a teacher" through concrete "acts of teacher identity." (Pennington, 2014). Teachers' professional identities, which are negotiated through experience and the interpretation of that experience, offer a context within which they can create their views of themselves, their

jobs, and their position in society. It is described as a "continuous phase" influenced by transforming educational environments (Kubanyiova & Crookes, 2016).

Over the last few decades, there has been a growing interest in research into and advocacy for teachers' identity formation and its effect on their motivation to teach, the quality of their instruction, professional engagement, overall well-being, and professional development (Buchanan, 2015; Nichols et al., 2017). Further, into professional teacher identities (Durrant, 2019; Vähäsantanen, 2015; Widodo, 2017) suggests that agency is essential in constructing professional identities as teachers progress through their careers. Teacher professional identity is built historically, socially, and culturally within this frame of reference. Although much has been written about the construction and development of teacher professional identity in language education (Widodo, 2017), little has been written about language teachers' professional identity. They have witnessed and experienced the increasing importance of English as a global lingua franca, such as the enactment of English as a language of instruction in primary and secondary schools and higher education. (Chen & Peng, 2019; Fang, 2018)

2. Teacher Identity in TESOL from the Perspective of a Frame

To examine how ESP teachers' professional identities changed in response to changing contexts, a model of TESOL teacher identity was used as the analytical framework (Pennington, 2014). This model enables the researcher to build a holistic image of a teacher's identity within the contexts of their professional practices. The original model is divided into two frames, practice-centred and context-centred (Pennington, 2014). The practice-centred frame comprises five subframes: instructional, disciplinary, professional, vocational, and economic. The instructional frame reflects the teacher's "classroom persona and roles" during classroom instruction, including instructional "content and methods" (Pennington, 2014, p. 20); the disciplinary frame is concerned with a teacher's connection to a particular field, including the field's "knowledge and research" (p. 20); and the professional frame is concerned with the "individual teacher characteristics" associated with the knowledge, beliefs, and practices of a particular sector (p. 22); the vocational frame is concerned with the "affective component" of teacher identity, which includes a teacher's "commitment and attachment" to teach in a particular field (p. 23). Finally, the economic frame is concerned with a teacher's "academic and economic position" in a specific area (p. 24).

Furthermore, the global frame relates to global trends, like the dispersal of English as an international language, that influence the ELT field; the local frame refers to the scenarios in which the teachers live and work, such as "departmental, institutional, community, and national contexts" (p. 26). The sociocultural frame refers to a teacher's perceived "linguistic, ethnic, racial, and gender" identity (p. 27). These multifaceted

components were used to catch the identity of ESP teachers, who perform a broader spectrum of roles than their general English teaching counterparts (Evans, D., & John, St., 1998).

Additionally, this paper incorporated a new paradigm for TESOL teacher identification proposed by Tao and Gao (Tracy, Jian & Andy, Gao, 2018). The model concentrates on the adaptation of contextual frames to the study's contexts. Local frame coverage is deemed insufficient to disentangle the impact of various contextual influences on ESP teachers (Tao & Gao, 2018). Thus, the local frame is divided into societal frames, both of which have been shown to have a significant impact on teacher identity development (Layder, 1993; Varghese et al., 2005). The sociocultural frame defined in Pennington's (2014) is included in the societal frame since it focuses on the linguistic, ethnic, and gender dimensions of the research, all of which have limited relevance.

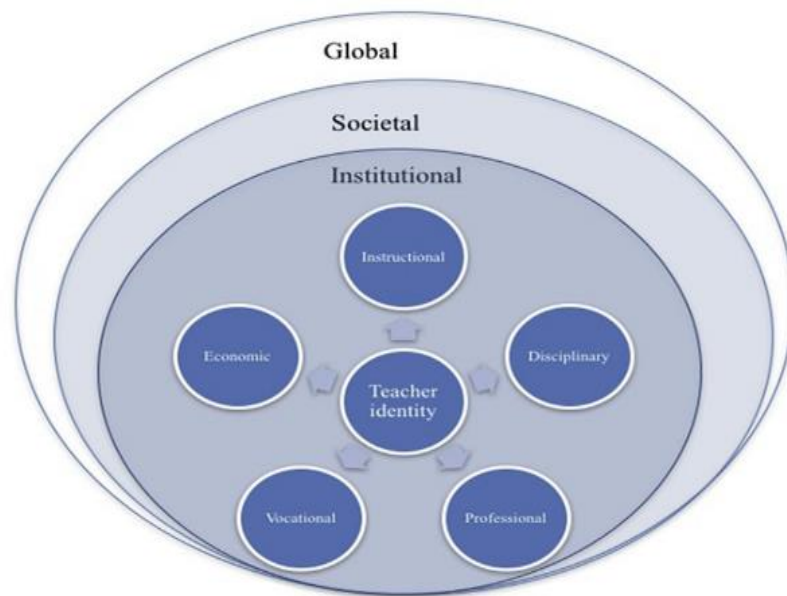


Figure 1. An adopted Model of ESP Teacher Identity Frames (Tao & Gao, 2018)

METHOD

This research focuses on the personal narratives of two ESP teachers at a military college – Halong University (pseudonym) as the first stage of an investigation into the professional identities of military English teachers. Second, the challenges that military English teachers encounter in their careers focus on participant encounters in teacher experiences. It addressed the question. a) How do the military English teachers construct their identity in the military education context?; b) What challenges do

military English teachers encounter related to their careers? As a result, the most appropriate design is narrative inquiry. This design is predicated on the notion that "human beings live and tell stories about their lives" (Clandinin, 2006, p. 44). Narrative inquiry is an effective method for eliciting information about a person's identity, self-perception, and behaviour (Czarniawska, 2004). "People tell others who they are through a series of narratives, but even more significantly, they tell themselves and attempt to behave as if they are who they think they are" (Holland & Lachicotte Jr, 2001, p. 3). This enables us to ascertain how participants' experiences or lives contribute to forming their personal and professional identities (Sfard & Prusak, 2005).

In this paper, I fancy seeing how the study participants construct their identity as English teachers who taught in military colleges and the extent of constructing a professional as a career. For this purpose, I selected a post-structuralist perspective for data collection and analysis. Instead of seeking a single meaning from the data, I nominate to recognize the participants' numerous, dynamic, contentious, and sometimes contradicting definitions or voices. Therefore, these concepts are best examined through the lens of narrative inquiry, as suggested by Clandinin and Connelly (2006) in their design studies.

Context and Participants

This research can generate new and textural understandings of the identity construction experiences of two military teachers. Still, they are not military concerning specific school contexts and enable readers to imagine their own stories while considering how they might apply lessons learned from their knowledge and, course, narrative interactions. A college is selected as the study site is navy college. One of the branches of military colleges in Indonesia celebrated in Surabaya that has been running for nine years since 2012 and conducting military training models also organizes lectures under the higher education program. The university has five vocational education programs that implement English for Specific Purposes. ESP is a general basic course program designed by universities and compulsory for students to take four semesters, where students' English skills vary from beginner to advanced levels. It can be seen from their pretest results at the beginning of the second semester when they first get an English course. At Halong University, about ten English teachers consist of seven military and three non-military teachers who all teach English for the military, include me myself as a researcher.

For this reason, I took two participants from non-military teacher friends who teach military English specifically to explore the narrative of their life experiences as ESP teachers. Participants in this study teach ESP courses to all cadets at military vocational colleges in Indonesia. Like most major English programs, like other similar programs at

Indonesian universities, participants study literature or English education at the undergraduate level. One has completed postgraduate studies and is then certified through general teacher education before they begin teaching English. Both participants had limited ESP learning experience, which may be shared among ESP teachers at other universities, given that master's programs in TESOL worldwide focus on general ELT, with very few offering compulsory ESP education. The ESP teacher team at Halong University started with several teachers, most of whom were military, who had graduated from English and literature teacher training. Then for their professional development, the teachers were instructed to take an English Language Instructor Basic course at the Indonesian Ministry of Defense Language Education and Training Center for six months. In addition, teachers can develop their teaching method courses at the Defense International Training Center (DITC) in Australia or/and take classes at the Defense Language Institute's English Language Center (DLIELC) at Lackland AFB US.

Two participants, Arya and Roy (male, pseudonym), are recruited in this study. They teach ESP courses for cadets at the university. Because I worked at the same university as them, all participants agreed to be interviewed as a sign of fellow support.

First, Arya is a non-military participant who obtained an English Literature degree and received pre-service training as a civilian servant at Halong university, but not specifically as a teacher. Before being certified as a professional teacher, Arya is advised to take quality courses to develop his profession as a teacher at Halong University. He had received his Bachelor's degree in English Literature. He narrated when he first posted in this institution, and there he was immediately given a teaching schedule. He felt that he is not an English teacher. He attempted to construct his professional to be a teacher through some courses in his duty. He started the English Language Instructor Basic course at the Indonesian Ministry of Defense Language Education and Training Center. In addition, Methodology English Language Teaching (MELT) at Defense International Training Center (DITC) in Melbourne, Australia, is developing his courses and in-service training to provide knowledge and teach English in the military.

Second, Roy, a non-military participant who has taught Military English at Halong University for 23 years, obtained his Bachelor's and master's degree in English language education. He has not received pre-service training for general teacher education. He is not a civilian servant or military who posted at Halong University. But, he is invited to Halong University to teach English. Besides that, he trains in English debate at Halong university as well. He narrated, he was asked to become an English debate coach first. After becoming a debate coach, he was asked to teach General English, especially for the chief of department at Halong University. Because at that time it took a lot of lecturers. In the end, he was asked to be an English military teacher.

He said that he never got ESP learning experience. He has taken journalism courses, writing courses, IELTS courses, TOEIC courses. Publication at the International Seminar at UNESA. Continue to teach activities at Famous University (pseudonym) in Surabaya, the Hospitality and Tourism department of the Vocational faculty, and Halong University. His work status is still an adjunct lecturer on campus. The facilities and teaching rights that Roy gets to teach at Halong University are the same as the facilities used by other teachers, both military and non-military. Indeed access to get there is not easy for Roy. Every three months, he has to report and change the ID card to the security department because the rules are limited to enter Halong University. Facilities shuttle vehicles Roy got from officers serving teachers. The table below is an overview of Biography information of participants.

Table 1 Biography Information of Participants

Name	Gender	Age	Position	Education Background	University affiliation	ESP courses taught	Length of English learning experience (approx.)
Arya	Male	47	Lecturer	BA in English Literature; In-service training certificate; Basic English Instructor Certificate; Methodology English Language Teaching certificate (MELT). Interpreter certificate	Halong University	Military English	23 years
Roy	Male	37	Adjunct Lecturer	BA in English education; MA in English education; Journalistic certificate; Writing certificate.	Halong University; Famous University	Military English; Hospitality& Tourism.	14 years

Data Collection and Analysis

The data were gathered through one-hour in-depth interviews in which participants discussed their comprehensive and complex experiences learning English in their native contexts. Each participant was interviewed twice, during which they described their lived experiences as EFL students. They were asked to recount their first experiences with English, including contexts and circumstances and examples of specific events and individuals. For instance, they were asked to tell their biography and recall the first time they learned English and did it during English Instructional. Then they were asked to share their experiences about their disciplinary, professional, vocational, economic framework as military teachers (Pennington, 2014).

Other questions prompted participants to reflect on their experience as an English teacher, whether they enjoyed teaching and studying the language, and whether they experienced an experience that inspired, challenged, and motivated them. The interviews were conducted in a friendly and relaxed environment at the participants' offices and language laboratory of Halong University. These interviews were conducted in *Bahasa Indonesia* to enable participants to express themselves entirely. Throughout the discussions, I had the feeling that the participants were at ease and genuine in sharing their personal stories. All interviews were audio-recorded and then verbatim transcribed. Appropriate excerpts were chosen and translated into English. After that, transcribed and listened to repeatedly using close, selective, and analytical listening techniques (see Widodo, 2014) to comprehensively capture the message or meanings conveyed in the interview texts. For data analysis, this research used a bottom-up, inductive, and emergent method to discover emerging trends by employing multiple levels of coding and analyzing the data for specific events, interactions, and expressions.

Two phases comprise the study of interview results. Starting a biographies approach was used to fully recognize the life histories of all participants (Gibbs, 2018). It prevents the fragmentation and incompleteness that result from the absence of underlying causal relationships in a collection of discrete narrative fragments. Rather than that, it offers a holistic view of each interviewee's professional trajectory (Tao & Gao, 2018). The study's baseline data came from each participant's mini-biography, extracted from each interview transcript, and detailed the participant's professional path in chronological order. Then, the interview transcripts and translations were conducted using a paradigmatic approach (Erickson, 2004). An enormous amount of data was gathered during the research. The researcher reviews the interview transcripts numerous times and assembles the studied materials collected during data gathering. Following that, the researcher uses comprehensive content presentation to construct the participant's life story. In narrative research, the method of content analysis omits

preliminary classifications. After developing the participant's life story, the researcher analyzes the transcript for identification frames. Each transcript was subjected to multiple searchers to identify material that fit into one of the five groups (Pennington, 2014). Following that, content analysis techniques were used to identify sub-themes within each group (Miles & Huberman, 1994). Additionally, the researcher obtains comments on whether the analyzed data correlates to what the participant stated. The participants then checked the accuracy of the translated excerpts.

RESULTS AND DISCUSSION

The result findings indicated that participants developed their identities as non-military ESP teachers through professional development events. There is an intrinsic sense of fulfillment, as being an ESP teacher helps them improve professionally. On the other hand, since the teaching and learning of ESP in military colleges serves as a customized course, participants find it challenging to cope with the instructional demands for professional development. To illustrate this complex consequence, the following sections provide five frameworks for their teacher identity.

1. Instructional Framework

The instructional framework is primarily concerned with the teacher's position in classroom instruction (Pennington, 2014). The participants mostly come from languages or teaching backgrounds. As for Roy, he has never received training on subject knowledge or teaching approaches, especially for teaching ESP about military English before transforming into an ESP teacher. They outlined their participation in professional development programs based on their work experiences. It included the development of instructional materials that influenced their teaching practices.

On the other hand, participants recognized the value of gaining similar subject information to supplement their classroom instruction, given that they had only been instructed to adapt ESP teaching methods during their pre-teaching certification preparation. As a result, they identified teaching planning as a critical activity for improving their pedagogical practices. This manifestation of pedagogical materials training serves as a critical source of mediation to support the development of their ESP teacher identities.

Excerpt 1

Arya: To teach cadets the material, we need to read the material, determine whether the material meets their jobs, and considering the complexity according to their ability.

Excerpt 2

Roy: Most similarity, even in ESP and ELT, for the ESP, maybe some information there are vocabularies that we didn't learn on campus. Perhaps we have to study it again. In general, how to make English not feared by people.

In the implementation of his teaching, Arya also narrated that he needed to study material related to the cadet profession in theory because, in actual practice, he had never known experience in the field and his experiences. as he says in this excerpt:

Excerpt 3

Arya: Indeed, sometimes there is a problem when we are faced with material related to the profession. Yes, we did lose, in the sense that we are not military, like the navy. It is more of a career. The Campaign book is more general. Yes, we understand the language, but we don't know what happened there, like the part of the ship, so we know at a glance. But yes, we have never experienced a real-life situation because we are not soldiers.

Regarding material development and learning activities, participants found that teaching ESP was more complex than teaching General English. They are required to provide specific exposure and the relevant context in which students can use the language to meet situational needs (Chen, 2014). These professional development activities affect how these teachers are involved in teaching the class. Nonetheless, Arya's work experience teaching English has contributed positively to her struggles in teaching ESP courses. They were reflecting on the professional development experience of teachers. These professional development activities influence how these teachers are involved in classroom teaching. However, Arya and Roy's work experience teaching English for the military has contributed positively to their struggles in teaching ESP courses. Reflecting on their professional development experience, they narrate understanding the material taught to cadets that need to be studied by reading to understand and determine whether the material is suitable for their work and considering the complexity according to their abilities. Likewise, Roy said that like teaching vocabulary in his teaching that he had never obtained during pre-service or on campus, he had to learn it again. And in general, how to make English is not something to be feared.

Arya and Roy stated that when they succeeded in transferring the knowledge they taught, they also assumed cadets' success in the future. For example, Arya and Roy describe their practice-based classroom instruction as something like:

Excerpt 4

Arya: My description is how can I transfer knowledge properly to students and make sure they know what they are learning to understand what is being taught, and maybe someday it can be useful for them during the assignment.

Excerpt 5

Roy: Then what influences me when we teach. Our success in transferring this knowledge will also result in success, and we are also thriving. So there will be an interest in success when we try to provide knowledge to others.

On the other hand, Arya has a narrower role in her ESP class. He believes that teaching English for the military requires collaboration between teachers and students. Collaborating with students provides an advantage for teachers because students are generally more familiar with the target discipline. (Evans.D, & John, St., 1998)

Excerpt 6

Arya: Yes, if there are advantages from the cadets' side, some of them are already fluent in English in their lessons to help their friends if there are difficulties and so on. As a symbiosis of mutualism, they are helping each other with friends who may not understand or do not understand the meaning of English.

The participants' narratives explain how their previous professional experiences served as a critical source of learning activities and authority when designing resources and creating learning content. Because the ESP course at Halong University serves as a general education course, and the students enrolled are cadets. In terms of subject knowledge and language proficiency, teachers are expected to include appropriate materials with a high level of complexity, promoting critical content for the military and Navy. With an emphasis on the authorship of instructional contents and materials, teachers demonstrate trust in teaching ESP and building the instructional component of their teacher identities (Pennington, 2014). Along with illustrating the role of a teacher in an ESP class, Arya's narrative portrayed the persona of an ESP teacher during classroom instruction. The position of collaborator for students' learning provided teachers with a breadth of subject knowledge. These assists teachers in developing learning contexts and providing targeted language assistance.

2. Disciplinary Framework

The disciplinary frame situates the teacher's identity within a specific field or discipline (Pennington, 2014). According to the interview results, despite supporting ESP teaching and learning at Halong University, the participants successfully integrated awareness of the ESP sector into their teaching at the military college. The surrounding society's demand for ESP education influenced the participants' experiences understanding the ESP courses they taught and managing their professional identities as ESP teachers.

Excerpt 7

Roy: It has to do with ESP. In my opinion, it relates to applied linguistics why it is related to applied linguistics because the languages used in certain circles are sociolinguistic. If how we use it, the realm is pragmatic. So, ESP happens if we use grammatical language, then it is included in functional grammar. So how is ESP like, who, and how can language be used and following the conditions accepted by each? Because this ESP doctors and mechanical engineering are different from the military. So it will be different from one language to another, which is a collective agreement.

Excerpt 8

Arya: Hopefully, in the future, it will be better in the sense of providing, educating cadets, and equipping them with the knowledge that may be relevant today. So, the challenges that exist in the future must be adaptive to what is on the outside. So that we are not out of date, As a prospective officer, he is not out of date and informed with seaman brotherhood from other countries.

While Roy associated ESP in certain respects with linguistics and language, his interpretations reveal distinct self-positionings intrinsically linked to academic status and the associated influence. He attempted to cast doubt on conventional linguistics research and elevate ESP to a position of prominence. Arya, a non-military teacher, narrated that in the future, the teaching of ESP at Halong University would be even better, in the sense of equipping, educating cadets, and equipping them with the knowledge that may be relevant today. Despite challenges that exist in the future should be adaptive to what is on the outside world, so we are not out of date. The institute created them as officer candidates who were not out of date and informed with fellow seafarers from other countries.

Additionally, it should be noted that the status of ESP at Halong University is influenced by the need for students to learn English for potential jobs. The participants observed a change in learning priority during their ESP experiences (occupational to academic purposes). This change in learning priorities will affect participants' identity development as ESP teachers, affecting their ability to accept and cope with emerging situations (Campion, 2016).

Excerpt 9

Arya: Yes, achievement and success are how they can learn well and understand what I teach. That's an achievement. It can provide them with supplies, and it can be helpful for them. Maybe one day they will have the desire to go abroad or take courses, or what ... the opportunities are wide open, especially as a young officer whose experience is needed in places of operation or places such as overseas education.

Excerpt 10

Roy: Then, we can't be stupid. We have to do a lot of upgrading, study a lot, and can't be silent. This I finished magister should continue to PhD, write a journal, we are encouraged to that. Then what influences me when we teach, our success in transferring this knowledge will also result in successful, we are successful as well. So there is an attraction for success when we try to impart knowledge to our students.

The construction of the disciplinary frame of participants is generally influenced by institutional arrangements that directly affect their professional life (Hayes, 2008). Through his narrative, participants showed concern for changes in ESP learning priorities in the surrounding environment. This situation affects the point of view and actions of teachers to carry out their professional practice. Acting as an ESP subject teacher, Arya tries to give students the achievements and successes of what he teaches as provisions for students who continue courses or assignments abroad because students have great opportunities to carry out active cooperation, operations, or education abroad. As the demands of students (cadets) by facilitating those who need ESP assistance.

Moreover, in his classroom teaching, Roy realised what students expected from their courses concerning learning English for Specific Purposes. It can affect how he views the development of ESP in the military class and how he conducts his classroom

instruction to meet student expectations. Besides that, the development of disciplinary qualifications for the professional development and advancement of students.

3. Professional Framework

The professional frame encompasses teachers' values, experiences, and practices in a particular area shaped by their unique viewpoints and involvement in professional activities (Pennington, 2014). The professional aspect of teacher identity was explored for these ESP teachers employed in a military college through their interpretations and engagement with professional practices, as mediated by their learning and teaching experiences. The interview data revealed that participants developed their specific professional courses in a variety of ways.

Excerpt 11

Roy: My strength may be because it is supported by knowledge of English, also endorsed by debating or public speaking skills, I can. What is difficult when it comes to special words about the military, we learn again, especially the names of tanks, ships, and new terms for demanding professionals. ... The theme of the activity is ESP for cadets. So things related to the corps, specifications, and disciplines of each study program must also be studied.

Excerpt 12

Arya: I am an English Department why I was given a schedule, but what else can I do because I have to do the job demands. That's why I was confused at that time; I had never had a background, training, or knowledge of teaching. Suddenly, I was appointed and given a schedule. ... I tried to develop myself to become a teacher. ... That's why I took the Basic English Instructor course hoping that there will be teaching activities or training or practice and becoming a teacher, mainly because a teacher is in the military environment. Next, I attended in-service training 4 or 5 times. Furthermore, after that, I had the opportunity to continue the Methodology English Language Teaching (MELT) course in Australia.

Arya and Roy's narrative implies that good and up-to-date information on changes and developments in the subject knowledge area has been internalized as part of their professional practice. This connects the construction of his identity with the global aspects of the context (Pennington, 2014). Roy, a non-military ESP teacher responsible

for teaching other classes at the military college, such as English Debate, shows a sense of alertness to the development of ESP and military knowledge in his professionalism as an ESP teacher. Likewise, Arya felt he had to learn a lot about the navy to understand the problems and terminologies in the navy as an activity and professional work for their students. Meanwhile, Arya shared his experience of being a graduate of English literature instead of English language education who received a teaching warrant and a teaching schedule from his office. But he still carried it out as orders from the leadership and job demands. Even though Arya was confusing about it because he didn't have any background in pedagogy at all. Then the next opportunity, he tried to develop himself to become a teacher. He went through several courses to develop the profession as a teacher in the military education environment.

Concurrently, Roy is developing his professional practice by completing his master's education and taking courses, webinars, attending training, and reading books. He found that these professional development activities contributed to broadening his knowledge about ESP, and Arya argues that learning context will influence him to learn a lot from various sources.

Excerpt 13

Roy: A professional development program other than the one I am currently doing. As well as having graduated with my master's degree, I took courses, took part in webinars, and then practised reading books. Now for professionals like that.

Excerpt 14

Arya: Contextual factors in the sense... Contextually it affects us. We have to learn more and read and dig up information from various sources, from books and the internet. So that our contextual abilities are more and can be useful, so that maybe when one day they ask we already know the answer, by developing ourselves to learn to increase knowledge, if one day they ask.

Roy's narrative hints at the importance of taking courses, webinars and reading books to gain insight concerning professional development. It impacts further identification of how ESP teachers who work in military colleges can develop their ESP skills to improve their performance. It affects contextually. They must continue educating themselves and reading and extracting information from various sources, including books and the internet. So that their contextual abilities grow and become more

valuable, then perhaps one day their students will ask questions to which they as teachers already have the answers by developing their capacity for learning and knowledge expansion. In addition, he shared his challenging professional experience as a teacher at a military college in achieving results as an ESP teacher.

Excerpt 15

Roy: First, how to transfer knowledge to cadets; second, the superior wants to be fast. This is the hard one. Everyone asks for skills ... And everyone asks for an instant. It's only been four years since we're still trying to upgrade. It's what sometimes... do not be results-oriented, but process-oriented.

Roy's professional experience shows how ESP teachers negotiate and balance their sense of self between authority and vulnerability. He implied his projections on developing the professionalism of English for military teachers at the military college. It is believed that Arya's perspective reinforces her professional element in the teacher's identity (Pennington, 2014). Despite the many challenges, these ESP teachers find it easy to maintain intellectual exchanges with other colleagues, both military and non-military, to build a professional identity as a military teacher at the military college (Pennington, 2014)

4. Vocational Framework

The vocational framework emphasizes the affective component of teacher identity. It entails teaching dedication as well as enjoyment (Pennington, 2014). The participants felt a strong sense of teacher identity as they were assigned to various positions in Halong University, based on their shared belief in the benefits of teaching ESP. The importance of ESP teaching to the participants' inherent fulfilment as teachers is a central theme in the narratives.

Excerpt 16

Roy: Because it took a lot of lecturers, in the end, I was asked to become an English teacher. So that's where I started to learn how to familiarize myself with cadets, and then we teach must know the backgrounds of our students. Teaching on-campus will undoubtedly be different when teaching cadets.

According to the narrative above, Roy was asked to become an ESP teacher at Halong University because he required many lecturers. Thus, he began to familiarize himself

with students who were all cadets, who then taught them how to become acquainted with their students' backgrounds. Roy also revealed that teaching on campus would be quite different from teaching cadets. On the other hand, Arya forms a vocational element of teacher identity by taking on another role as an ESP teacher:

Excerpt 17

Roy: Yes, I think what teaching in the Military is what it is? Yes, serve the nations. "I am not pursuing anything, no ranks, not even a position. But this is proof of how I serve my nation by teaching military students.

Excerpt 18

Arya:... for ESP, English is explicitly taught for specific purposes and certain fields, so we provide them with English language skills related to their profession, the profession of officers who will later serve on several warships.

Roy and Arya's involvement with the ESP field is accumulated through their teaching experiences in military college. Both found comfort when teaching ESP to cadets. Her expertise has led to the construction of an ESP teacher identity. Arya's participation in the ESP field is accumulated where they equip them with ESP skills relevant to this profession, providing provisions for cadets who will serve on several warships. In addition, the construction of the identity of Roy as a teacher of the military college. He pursued nothing, no rank, not even position. But all this is proof of how Roy served the country by teaching military students.

Excerpt 19

Arya: Yes, looking at the future, we have a lot to do with other matters related to the Navy profession to understand the problems and terminologies in the Navy as an activity and professional jobs for them.

Arya's narration tells us that ESP is limited to certain forms of English language courses. It provides them with English skills related to their profession. He said English for the military at Halong University is English taught explicitly for specific needs and in the military field, especially in the naval sector. So the English teachers there equip them with English skills related to cadets, namely the profession of officers who will later serve on several warships or troops.

5. Economic Framework

The economic framework integrates teacher identity to a sense of being compensated and recognized both extrinsically and intrinsically for one's economic and academic importance in the field (Pennington, 2014). Apart from the status of ESP in Halong University, the participants' narratives describe the problematic situations these teachers face with their students and their demands for ESP instruction.

Excerpt 20

Arya: I feel the most is changing my life from what it used to be, meaning that there are other things besides the main tasks given to us.

Arya narrated that he felt a change in his life and the main task that changed his economic factors. He gets compensation when he gets a teaching assignment besides carrying out his primary duties in his job and position. Apart from the main task, the participation of ESP teachers in serving military students has an essential third space for them to appreciate and construct an economic framework for their teacher identity (Pennington, 2014). For example, this ESP teacher could play an active role in partnership with other military work units that offer customized ESP courses for permanent members of nearby military agencies. Roy also told about the professional and economic relationship, that they would not be professional if they were not disciplined. All will be connected there. The economy will also be connected.

Excerpt 21

Roy: We will not be professional if we are not disciplined. All will be connected there. Economics will also be linked. When you are not paid, you will not be professional at work. Because one of the motivations like that, because psychologically, when you teach and you get paid, you will be a professional. But when you teach and don't get paid, you won't be professional there.

Roy narrates a professional relationship, one of which is discipline and economic factors to become more professional. When they are not paid, they will not become professionals in the workplace. Because one of the motivations like that psychologically, when they teach, they get paid, and then they will become professionals. But when teaching and not getting paid, there will not be professionals there. In connection with these experiences, the economic framework reflected in teachers' identity can be through situations where teachers challenge their profession, compensating for teachers' economic and academic position (Pennington, 2014).

Discussion

This section discusses the significant results compiled from interview excerpts, then discusses the results expressed in the quotes and theory. I was responding to two questions in this study.

Identity Construction of Military ESP Teachers

The life history narrative reveals that ESP teachers have discovered unprecedented experience teaching military English as part of their attempt to construct an identity. They reflect and transform their instructional identity in the classroom and other identity frameworks found in institutional and socioeconomic contexts (Qi et al., 2021).

The participant narratives emphasize the critical role of professional qualifications in subject knowledge and practical experience in defining their instructional identity. Because military education is integrated into their instructional orientation, it can influence individual ESP teachers' practice and alter their instructional identity as they master new teaching concepts and diverse skills. It helps them develop their identity within their university by establishing a distinction between themselves and other teachers. On the other hand, a lack of understanding of the material necessary to establish themselves as experts in a particular field jeopardizes the ESP teachers' disciplinary identity (Pennington, 2014; Tao & Gao, 2018). The participants' experiences portrayed a challenging picture of the professional life of Indonesian ESP teachers at military colleges. According to their life history, these teachers indicated that being an ESP teacher benefited their teaching practice and altered their professional lives, as reflected in multiple frames of teacher identity. The instructional framework incorporates information about the participants' prior professional experiences. Their role places a premium on subject-matter expertise and practical knowledge in creating their instructional identity. Since military college is ingrained in their instructional orientation, it can affect non-military English teachers' practice and alter their instructional identity as they acquire new teaching concepts and various abilities. This assists them in establishing a sense of self at their university by emphasizing the distinctions between them and other teachers (Pennington, 2014). The manifestations of instructional activity serve as critical sources of mediation for their ESP teachers' identity construction. As a result, fostering teacher-student collaboration will promote intellectual interchange and the integration of English into unique circumstances involving students.

Along with teacher education, participants indicated that becoming an ESP teacher involves continual learning throughout one's life and work experience. This notion reinforces their vocational framework for teacher identity building, as they

recognize the relevance of ESP instruction to their intrinsic fulfillment as teachers. Although neither participant is a military member teaching at a military college, they had a good sense of teacher identity based on their shared belief in the benefits of ESP education (Pennington, 2014). Despite their improvements in classroom instruction, additional examination of the development of ESP teacher identity indicated that participants developed a sense of identification with the ESP field as military college teachers. In addition, they can connect military English to learning English in a specific method and apply it to cadets who get military English. This comprehension blends participants' knowledge bases with projections of their professional activity and affects their teachers' disciplinary frameworks (Clarke, 2008). On the other hand, the economic framework of teacher identity shows the challenging situation faced by participants against the demands of the curriculum being taught. Their teaching also gets compensation for the extra knowledge they convey (Pennington, 2014).

My findings suggest that the institutional and professional contexts play a role in constructing ESP teacher identities. Although each identity framework contains characteristics that describe how teachers construct their identities, the five frameworks interact to shape teachers' perceptions and positions within the university. Meanwhile, student involvement benefits ESP instruction and the adoption and importance of the practice of military English teaching. More importantly, this engagement serves as the foundation for ESP teachers' identity development (see Durrant, 2019; Vähäsantanen, 2015; Widodo, 2017) suggests that agency is essential in the construction of professional identity as teachers progress through their careers. In particular, their previous and ongoing engagement with the workplace ensures their understanding of real community needs that not only informs teaching engagement but also supports the ESP's self-perceived meaning of teaching, which feeds into the development of their identity (Mahendra, 2020; Qi et al., 2021; Tao & Gao, 2018).

The Challenges encounter for ESP Teachers' careers

It was found that elements such as lack of understanding of military material, lack of practical experience with the military world because they are not military personnel, professional interactions with colleagues, and lack of research conducted by participants contributed to these findings (Mahendra, 2020; Meristo & Arias, 2021; Qi et al., 2021). The process results show the complexity of transforming the professional practice and establishing its identity in the struggle to become an ESP teacher to enhance its professional development.

Furthermore, the findings highlight that participants face challenges in establishing the identity of an ESP teacher through acquiring subject knowledge through professional development activities within the workplace community or

surrounding educational institution. An intrinsic sense of fulfillment also pervades these participants, as their position as ESP teachers at a military college contributes to their professional development. On the other hand, the participants showed subordination to the institution for learning ESP because the ESP course in the English military context functions as an independent and special program designed for certain students. However, this condition encourages participants to develop their professional practice by making several efforts to develop skills through reading, workshops, or in-service training. This activity has been internalized as part of improving professional practise and connecting their identity construction with aspects of the global context (Pennington, 2014).

Lastly, the overall findings of this study address the challenges of esp teachers in developing their professionals; among others, they highlight the importance of professional development activities and workplace involvement in shaping their teaching personas. They acquire subject matter knowledge that provides information about teaching materials and enriches their ESP teaching. In particular, these experiences facilitate teacher learning and develop further into individual professional practices that distinguish non-military ESP teachers from other military ESP teachers (Campion, 2016)

CONCLUSION

Participants' struggles for identity formation painted a complicated picture of the professional lives of ESP teachers at Halong university, which may well reflect the lives of ESP teachers elsewhere. Their life histories demonstrate that becoming an ESP teacher altered their classroom practices and professional lives, as reflected in the various frameworks of teacher identity. However, the uncertainty surrounding ESP's status as a discipline prevented participants from asserting their professional identity. ESP teachers in institutions dominated by military teachers teaching subjects at military colleges; on the contrary, their teaching was harmed by a lack of familiarity with military terms in institutions. Because they do not receive training in the military field during their in-service before. Additionally, ESP's disciplinary status is in doubt due to the teachers' lack of research, making it difficult for them to pursue the professional and economic components of the teacher identity at the University (Lee, 2014).

On the other hand, these teachers still claim to have a positive perspective on being ESP teachers. It arises from the common belief that ESP courses prepare students for work and meet future needs arising from career development in the military, thereby providing a vocational framework for teacher identity with context military. This positive linkage also encourages ESP teachers to participate in collaborative university-educational institutions or military field exercises. It offers a third space to achieve self-realization and build an economic framework for their teacher identity outside the

university. However, ESP teachers express an intrinsic sense of fulfillment by supporting graduates' acquisition of the ESP skills needed to fulfill a future career as an officer.

In general, our findings indicate that ESP teachers' institutional setting and professional identity are critical in determining their identity. While each identity framework contains traits that characterize how teachers develop their identities, the five frameworks function in concert to influence professors' perspectives and roles within institutions. Additionally, they emphasize the importance of professional development activities and workplace participation in constructing their teaching personas to address the obstacles many teachers face in developing their professional identities.

This study is to facilitate two non-military teachers who teach cadets in military colleges in their professional development by studying the process by which ESP teachers develop their identity and identify sources of constraint, including those specific to their careers. Additionally, this study may serve as a foundation for future research conducted elsewhere. Since ESP teacher identity constructs exhibit distinctive characteristics in a variety of contexts. For example, the university's geographic location and educational orientation toward academic research or social practice are two significant determinants of teacher identity formation. It will aid in the development of a holistic view of teacher identity in preparation for the study's application to research-oriented universities in Indonesia.

A follow-up study could examine the potential changes in participants' professional identities due to this research. Finally, future research on teacher identity should consider how teachers experience, express, and organize their professional teaching practice as they progress through their career paths.

REFERENCES

- Buchanan, R. (2015). Teacher identity and agency in an era of accountability. *Teachers and Teaching*, 21(6), 700–719.
- Campion, G. C. (2016). 'The learning never ends': Exploring teachers' views on the transition from General English to EAP. *Journal of English for Academic Purposes*, 23, 59–70.
- Chen, Y., & Peng, J. (2019). Continuing professional development of EMI teachers: A Chinese case study. *Journal of Education for Teaching*, 45(2), 219–222.
- Clandinin, D. J. (2006). Narrative Inquiry: A Methodology for Studying Lived Experience. *Research Studies in Music Education*, 27(1), 44–54.
<https://doi.org/10.1177/1321103X060270010301>
- Clarke, M. (2008). *Language teacher identities: Co-constructing discourse and community*. Multilingual Matters.

- Connelly, F. M., & Clandinin, D. J. (2006). Narrative inquiry. *Handbook of Complementary Methods in Education Research*, 3, 477–487.
- Czarniawska, B. (2004). *Narratives in social science research*. Sage.
- Durrant, J. (2019). *Teacher agency, professional development and school improvement*. Routledge.
- Erickson, F. (2004). Demystifying data construction and analysis. *Anthropology & Education Quarterly*, 35(4), 486–493.
- Evans, D.T., & St John, M. J. (1998). *Developments in ESP: A multi-disciplinary approach* (Issue 428.007 D849). Cambridge university press.
- Fang, F. G. (2018). Glocalization, English as a lingua franca and ELT: Reconceptualizing identity and models for ELT in China. In *Criticality, teacher identity, and (in) equity in English language teaching* (pp. 23–40). Springer.
- Gibbs, G. R. (2018). *Analyzing qualitative data* (Vol. 6). Sage.
- Goktepe, T. F., & Kunt, N. (2021). Obstructions in normative teacher identity development: a case study in Turkey. *Professional Development in Education*, 1–16.
- Hayes, D. (2008). Becoming a teacher of English in Thailand. *Language Teaching Research*, 12(4), 471–494.
- Holland, D. C., & Lachicotte Jr, W. S. (2001). *Identity and agency in cultural worlds*. Harvard University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Kubanyiova, M., & Crookes, G. (2016). Re-envisioning the roles, tasks, and contributions of language teachers in the multilingual era of language education research and practice. *The Modern Language Journal*, 100(S1), 117–132.
- Layder, D. (1993). *New strategies in social research: An introduction and guide*. Polity Press.
- Lee, I. (2014). Publish or perish: The myth and reality of academic publishing. *Language Teaching*, 47(2), 250.
- Mahendra, A. W. (2020). Constructing identity: Experiences of Indonesian ESP teachers in a language institute. *English Language Teaching Educational Journal*, 3(3), 229–240.
- Meristo, M., & Arias, F. J. L. (2021). Challenges In Teaching English for Specific Purposes In Estonian Universities. *Journal of Teaching English for Specific and Academic Purposes*, 249–263.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.

- Nichols, S. L., Schutz, P. A., Rodgers, K., & Bilica, K. (2017). Early career teachers' emotion and emerging teacher identities. *Teachers and Teaching*, 23(4), 406–421.
- Peker, H., Torlak, M., Çelen, T. E., Eren, G., & Günsan, M. (2020). Language Teacher Identity Construction of Foreign Language Teaching Assistants. *International Online Journal of Education and Teaching*, 7(1), 229–246.
- Pennington, M. C. (2014). Teacher identity in TESOL. *Advances and Current Trends in Language Teacher Identity Research*, 5, 16.
- Pennington, M. C. (2015). Teacher identity in TESOL: A frames perspective. *Advances and Current Trends in Language Teacher Identity Research*, 16–30.
- Qi, W., Sorokina, N., & Liu, Y. (2021). The Construction of Teacher Identity in Education for Sustainable Development: The Case of Chinese ESP Teachers. *International Journal of Higher Education*, 10(2), 284–298.
- Sfard, A., & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, 34(4), 14–22.
- Tao, T. J., & Gao, A., X. (2018). English for Specific Purposes Identity constructions of ESP teachers in a Chinese university. *English for Specific Purposes*.
- Vähäsantanen, K. (2015). Professional agency in the stream of change: Understanding educational change and teachers' professional identities. *Teaching and Teacher Education*, 47, 1–12.
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, 4(1), 21–44.
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language Teaching and Research*, 3(1), 101–107.
- Widodo, H. P. (2017). Constructing and Negotiating Agency and Identity of English Language Learners: Teacher-Learner Driven ESP Materials Development in the Indonesian Secondary School Context. *Electronic Journal of Foreign Language Teaching*, 14(2).
- Widodo, H. P., Fang, F., & Elyas, T. (2020). The construction of language teacher professional identity in the Global Englishes territory: 'we are legitimate language teachers.' *Asian Englishes*, 22(3), 309–316.