

PROFESSIONAL IDENTITY CONSTRUCTION OF AN INDONESIAN ENGLISH TEACHER: A NARRATIVE INQUIRY

Dea Analisti

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

Abstract

This study draws on life-history interview data to explore professional identity construction of an Indonesian English teacher. Nested in a narrative inquiry approach, data were obtained from the interviews with the English teacher as the participant and analyzed through a framework that identified the emergence of salient themes. The findings showed that three factors influenced the teacher's professional identity construction: 1) professional development activities that have been experienced by the teacher, 2) inspirational people or relationships with people that supported the development of his professional identity and 3) constraints from the institutional norms that hindered his professional identity development. Moreover, embracing the teacher identity shift and adapting the constraints from the school were two ways of the participant in constructing his professional identity. The discussion indicated that his professional identity construction was supported by teacher professional development programs and positive interactions since his teaching knowledge and beliefs continuously constructed and reconstructed and it was obstructed by the constraints from the school as the institutional realities that should be perceived. In short, his journey of professional identity construction is dynamic that changes across time and place and his experiences of foreign language learning illustrate the reconstruction of the "self" or himself.

Keywords: identity, teacher professional identity, teacher professional development, narrative inquiry

INTRODUCTION

Teacher identity in the context of second language learning or foreign language learning becomes one of the common topics in the teacher and teaching education field. Some explanations from experts highlighted why identity and second language learning need to be explored profoundly. Firstly, the study of identity can explain the process of construction and reconstruction of the self or a teacher as an individual through his/her participation with people s/he interacts with in a second language learning context. This in line with some scholars' view on an individual's foreign language learning that will experience the construction and reconstruction of the 'self' (Norton, 1997; Pavlenko & Lantolf, 2000; Sfar, 1998). Secondly, the complexity of identity can unveil the uniqueness of a teacher as an individual since identity has specific characteristics "...*shifting, unstable, multiple, situated and dynamic*" (Beauchamp & Thomas, 2009, p. 4; Rodgers & Scott, 2005). Lastly, the process of construction and reconstruction of identity is linked with how a teacher learns and transfers their knowledge into teaching practice to elevate their students' performance gained by formal experiences (workshops, trainings, professional meetings) or non-formal experiences (publications, doing a discussion with other colleagues, and watching tv documentaries related academic discipline) or teacher professional development (Avalos, 2011). In short, teacher identity research in language learning is an interesting topic that can show the complexity of identity construction of a teacher as an individual.

Identity is a complicated concept to be defined since it is frequently described as a problematic, intangible or abstract concept. Many scholars attempt to propose identity definitions. Johnson (2003) and Clarke (2009) stated that identity is the understanding of how the individual views him/herself and how other see this individual. In like manner, Norton (2013) emphasized how an individual views himself in relation to his relationship to the world based on his beliefs, ideas, values, goals, and behaviors that are constructed and reconstructed across time and space. Moreover, identity cannot be separated from its nature, under the poststructuralist theory emphasized the multifaceted identity. The multifaceted identity is the nature of identity that describes individuals as dynamic, situated, multiple, shifting or changing over historical time and social space (Beauchamp & Thomas, 2009; Villegas, Varona, & Sanche, 2020). The other scholars also contended that identity does not only change over time but also it occurs in multidimensional process shaped and reshaped by education, professional development, pedagogical knowledge and skills (Beijaard, Meijer, & Verloop, 2004; Day, Kington, & Stobart, 2006). Therefore, teacher identity can be summarized as how an individual sees himself/herself and others see this individual and his/her development is continuously changing depending on his or her teaching experiences.

In order to construct teacher professional identity and become a 'professional English teacher', a teacher should undergo teacher professional development. Two approaches for teacher professional development commonly experienced by a teacher are formal approaches and informal or non-formal approaches as cited in Cirocki and Farrell (2005). Some scholars mentioned the important roles of the two approaches. Participating teacher professional development programs or activities (formal approaches) is teachers' way to develop their knowledge, skills, and emotional intelligence that lead to change their thinking and classroom behavior in teaching practice (Anspal, Eisenschmidt, & Löfström, 2012; Avalos, 2011; Day et al., 2006; Olsen, 2008). In addition, experiencing non-formal or informal approaches of teacher professional development (e.g., reading professional literature and making self-report informal) is considered as self-support activities and participating the activities in a learning community (e.g., having discussions with peers and sharing tools, methods, and materials) is viewed as community support that helps to improve teachers' teaching knowledge and beliefs (Izadinia, 2014). Furthermore, experiencing teacher professional development activities indicated that these activities influence positively on teachers' professional development.

Even though teacher professional identity is positively influenced by teacher professional development activities, some aspects might hinder teacher professional identity construction or affect negatively on teacher professional identity. The aspects are usually related to conflicts between personal aspects such as teachers' beliefs, knowledge, and desires that contradict with professional aspects such as institutions' or schools' policy or administrative restrictions (Beauchamp & Thomas, 2009; Beijaard, Verloop, & Vermunt, 2000; Day et al., 2006). Moreover, several constraints emerged from external factors such as national curriculum, national educational reform publications, public expectations and school culture and internal factors knowledge of curriculum goals, and classroom interpretations, educational backgrounds, and beliefs and values commonly found by teachers in their early career (Beauchamp & Thomas, 2009; Beijaard et al., 2000; Day et al., 2006; Kumazawa, 2013; Wang, 2020; Yaylı & Dikilitaş, 2018). Similarly, Wang (2020) identified three constraints encountered by the student teachers namely constraints from institutional structures, constraints from institutional norms, and constraints from external social contexts as the factors that influenced teacher professional identity in the teachers' early career.

A narrative inquiry is a qualitative method that is suitable to explore the construction of teacher professional identity since it emphasizes the stories of a participant or participants' experiences. In addition, the narrative inquiry comprises three dimensions namely temporality, sociality, and place (Clandinin & Connelly, 2000) that help the analysis of teacher identity construction. This present study attempts to follow the narrative inquiry framework to interpret the senior English high school teacher to tell and interpret his experiences by his own language and see how he constructs and reconstructs himself as a teacher through a complex course such as explaining his ways to achieve his desires in learning, analyzing his teaching and learning experiences and revealing his ways to adapting or negotiating his positions (Golombek & Doran, 2014; Wang, 2020).

A plethora of studies of teacher professional identity have been conducted by many scholars. Firstly, prior research presented that constraints form institutional as influencing factors for professional identity construction of the first-year EFL teachers in China (Wang, 2020; Yaylı & Dikilitaş, 2018); three constraints were found namely, constraints from institutional structures, constraints from institutional norms, and constraints from external social contexts. Secondly, some studies examined pre-service teachers' or student-teachers' professional identity construction in a language program at a university (Riyanti, 2017; Ubaidillah et al., 2020; Villegas et al., 2020; Wirza, 2018; Zacharias, 2010). Lastly, the studies examined experiences of an individual (a teacher) as the participant to reveal the complexity of teacher identity and the uniqueness of the individual gathered from the participant's stories; the complexity of a foreign language teacher candidate who gave up teaching Spanish and switched her focus to teaching English (see Kayi-Aydar, 2016) or the unique story of a former credit analyst in a bank who became an English teacher at college (see Yumarnamto, 2019), the teacher identity that was shaped by the struggles of an English teacher in his workplace in China (see Liu & Xu, 2013) and a former physical education teacher who pursued his career as a teacher educator (see Tannehill, 2016).

Research gaps were identified in this present study. Firstly, a theoretical gap in the previous studies concerning influencing factors in teacher professional identity construction that were limited to address professional

aspects or institutional expectations (Wang, 2020; Yaylı & Dikilitaş, 2018). However, this present study does not only rely on the professional aspects but also consider the personal aspects such as the teacher's beliefs, knowledge, desires; these two aspects were claimed as the pivotal components of teacher professional identity that influenced teacher professional identity construction (Beijaard et al., 2004, 2000). Secondly, a research gap related to the teacher professional identity construction of in-service teachers seemed sparse; several studies showed the teacher identity construction on pre-service teachers during their learning experiences in a teacher education program in a university (Riyanti, 2017; Salinas & Ayala, 2018; Ubaidillah et al., 2020; Villegas et al., 2020; Zacharias, 2010). Unfortunately, few researchers have been done on in-service teachers' professional identity construction; some scholars claimed that the process of teacher identity formation or construction did not occur when teachers were as pre-service teachers (student-teachers) but also when they were as in-service teachers since 'the construction and reconstruction of the 'self' and the process of identity formation is dynamic, situated, multiple, and shifting as cited in (Beauchamp & Thomas, 2009; Norton, 2013; Pavlenko & Lantolf, 2000). Addressing the second gap, the present study attempts to explore one in-service teacher's professional identity construction who has been teaching over three decades. Moreover, this research investigates the influencing factors in teacher professional identity and ways of constructing teacher professional identity. Lastly, some prior studies pointed out the uniqueness of an individual teaching and learning experiences (Kayi-Aydar, 2016; Tannehill, 2016; Yumarnamto, 2019). However, these studies focused on a teacher as an individual who decided to change their career to be an English teacher or a teacher educator. This present study attempts to identify an English senior high school teacher's learning and teaching experiences with the uniqueness of the participant. The uniqueness of the teacher lies in his beliefs that inviting English speaking guest speakers either native or non-native speakers from across the world to the school and his private course will positively influence his students' communication skill and motivate them to study or work abroad. In addition, he actively invites the English-speaking guest speakers to his classes and independently pays them without the school support. The construction of his professional identity is obtained through his stories of his experiences collected by a narrative inquiry. This narrative inquiry is expected to be a medium in revealing his stories of his learning experiences that contributed to the construction of his professional identity as a teacher.

In this present study, two questions are formulated to reveal how the teacher constructs his teacher professional identity.

1. What factors influence the construction of the Indonesian English teacher's professional identity?
2. In what ways do the Indonesian English teacher construct his professional identity?

There are some study contributions that are expected from this present study. Firstly, this study is expected to enlighten scholars who are interested in teacher professional development and teacher professional identity. Secondly, the findings of this present study are expected to illustrate that the studies of teacher identity seem sparse. Thirdly, the study offers to make some contributions: 1) the findings of the will show teacher professional development activities, which influenced most of Indonesian teachers' professional identity construction (e.g. government-provided teacher trainings as the formal approach and discussing with a certain community as the non-formal approach) and constraints from institutional, which influenced teacher professional identity construction; 2) this study will give opportunities for many scholars to tell their meaningful stories as student-teachers or in-service teachers in learning L2 for professional development. Lastly, the findings of this study are expected to inspire researchers to use a narrative inquiry for their future research.

METHOD

To address the research problems in this present study, a qualitative method was used to understand the identity construction of an Indonesian English teacher. Moreover, narrative inquiry was applied to this present study to understand how the teacher's experiences, beliefs and perceptions as an English teacher or how he perceived himself as a professional teacher and the data analysis was anchored by the three-dimensional framework, which consists three commonplaces: temporality, sociality, and place proposed by Clandinin and Connelly (2000).

Data Collection and Procedures

The data were collected by the individual interview. I divided the interview into three stages: 1) sending WhatsApp's invitation and describing the aim and confidentiality of the study, 2) conducting interview and document analysis, and 3) doing informal chat via WhatsApp. The stages were conducted to reveal stories of professional identity construction through the teacher professional development in the past, present, and his hopes in the future.

Before doing the interview, I have communicated with him via a chat (WhatsApp) several times to decide the interview process. The teacher agreed to do interviews but I had to send the question lists to make him feel secured and prepared. The interviews lasted approximately 45 minutes through a phone call. The interviews were verbally recorded via a digital voice recorder and conducted in Indonesian language.

After interviewing, the data were carefully transcribed and translated into English. Each line of the interview was numbered so that passages were easy to refer to. Moreover, member checking was done by sending an email to the participant to identify the information gaps in the transcripts.

The Research Participant

The participant is a male Indonesian senior high school teacher who has been teaching English for over three decades. He is 56 years old. He was born in Cianjur, a town in West Java. He held a BA degree in English Language Teaching and graduated from one of the biggest universities of education in Indonesia. He has taught at different senior high schools. However, he has taught at one senior high school in Cianjur when he was appointed as a civil servant. He also teaches in his English language institution that emphasizes the importance of interaction with English speaking guest speakers either native or non-native speakers. He does not only invite these native speakers to his English private school but also the school in order to give the students experiences and encourage them to be more active in speaking.

Ethical Consideration

1. My Relationship with the Participant

One of narrative aspects is related to the narrative inquirers as the researchers to negotiate “relationship research purposes, transitions” and the narrative inquirers to make the relationship to be useful (Clandinin, 2006, p. 47). The participant is my English teacher at senior high school; we have been known over ten years and we still contact each other. I consider it easy to manage my relationship with him as a researcher-participant. According to Clandinin and Connelly (2000), a collaborative work between a narrative inquirer and a researched-participant is considered as a beneficial method to negotiate meanings from the researched-participant’s stories. I realized when I co-constructed his stories; I worked with him through interactive and dialogic communication to negotiate meanings from his learning and teaching experiences that were considered as collaborative work in this present study.

2. Informed Consent

I clarify my research purposes regarding advantages of the research either for personal or personal social aspects to my researched-participant. Moreover, I discuss anonymity, confidentiality, and safety as the issues of informed consent. I use anonymity for naming the researched-participant as ‘the teacher’. Ensuring the integrity and trust with the teacher’s lived stories shared during the interview is pivotal for this research, so that I tell my teacher to raise questions during the interview process if he may be uncomfortable related to exposed personal stories.

Data Analysis

There were five stages of the data analysis in this study. The first stage of the data analysis procedures was repeatedly and carefully reading transcripts of the interviews. The second stage was constructing the participant’s life story or his lived experience using holistic-content analysis; this stage aimed to preserve the essence of his stories, which were gathered from interviews as cited in Charmaz’s (2011).

The third stage was making thematic analysis. This stage aimed to manage the complexities of the stories into manageable themes (Creswell, 2009). In this present study to find manageable themes, thematic analysis was divided into two types of analysis, *vis.* deductive analysis and inductive analysis proposed by Iyengar (2014). Using deductive analysis, the data gathered from the interviews were approached with *a-priori* themes. After using deductive analysis, the inductive analysis was conducted; several emergent themes were found and noted and the lists of the emergent themes to be used later in the analysis was generated. *A-priori* themes were teacher professional identity (Beauchamp & Thomas, 2009; Clarke, 2009; Johnson, 2003; Norton, 2013), teacher professional development (Anspal et al., 2012; Avalos, 2011; Day et al., 2006; Guskey, 2000; Olsen, 2008), and three commonplaces of narrative inquiry (Clandinin & Connelly, 2000; Clandinin, Pushor, & Orr, 2007) while the emergent themes were formal, non-formal teacher development activities, social interactions, self-support, community support and so forth.

The fourth stage was conducting a member checking as informant feedback or respondent validation that aimed “to see whether a “true” or authentic representation was made of what he or she conveyed during the interview” (Harper & Cole, 2012, p. 2). Furthermore, the member checking that was conducted in this present study was geared by the view of ‘participant-researcher collaboration’ proposed by Chase (2017). She argued that ‘participant-researcher collaboration’ as a mode of member checking that allows to “display the level of sensitivity to my participants that I was seeking” and find a more nuanced understanding of the participants’ experiences (Chase, 2017, p. 2690).

I asked the teacher to review the details of narratives, when I shared the initial draft of the teacher’s narrative via email and WhatsApp. I did not only ask to review the detail of narratives to ensure the correct chronology and the places but also ask to give comments such as which excerpts needed more or less, where had I written too much emotion and where had I written with not enough. This step was expected to layer further data into narrative. By doing this collaborative process, the participant indirectly joined me in the process of reconstructing his narratives. The example of the member checking is presented in the following paragraph.

The italicized paragraph showed the initial draft that I sent to the teacher and the paragraph in the box is his comment (feedback). This example indicated that I made a misinterpretation of ‘school culture’ or labeled

'getting wrong' as cited in Chase (2017) and he corrected it by giving an explanation of the example of 'school culture' that he meant to.

Getting Wrong

The emergence of problems was commonly found at the school when (I experienced disagreements about certain things. 'frictions' with school principals (he meant some of school principals he encountered at the school). "...frictions' with the school culture are related to the result-oriented culture that contradicted with his personal beliefs regarding process-oriented, which respects the importance of process (learning process) rather than just achieving certain results (marks).

The Teacher: (School Culture)

They instructed people to do some activities and suddenly prepared everything and cleaned suddenly every place at the school that the school usually did not do it regularly that happened when (there was) the school inspection and supervision; it is (my) school culture; cleaning (habit) will benefit them if they accustom to do cleaning.

After receiving his feedback and conforming representation of the stories, the emergent themes from the stage three were ended by saturation of categories and using emergence regularities to end the data analysis as the last stage of the data analysis. This stage is important to end the data analysis. Moreover, each theme of the narrative utterances was assigned with a different color. The example is presented in the following excerpts.

He was instructed **to participate in a government-provided teaching training called PKG**. "In 1988 when I was as (a) teacher at my early career... **I was instructed to participate PKG** ...because we were initially "don't know anything" but (when we did) **PKG**.

Themes: *the formal approaches and non-formal approaches of professional development, community support activities, self-support activities*

Final theme: past experiences of teacher professional development activities

RESULTS AND DISCUSSION

RESULTS

1. The Factor Influencing Professional Identity Construction

Based on the way he constructed and reconstructed his professional identity that were illustrated in his stories, there were three influencing factors: 1) professional development programs or activities that have been experienced by the teacher, 2) inspirational people or relationships with people that supported the development of his professional identity and 3) constraints from institutional or school norms. These three factors were considered as the influential factors that contributed to the process of how he understood himself as an English teacher, which are presented in the excerpts and some explanations.

Firstly, the teacher only emphasized two formal approaches of teacher professional development programs: 1) the teacher professional development program at the university ("when I was in college") and 2) the government-provided teacher training ("I was instructed to participate PKG "). Meanwhile, the non-formal approaches that had been done by the teacher such as reading academic articles and doing discussions with other English teachers ("read the same books (and) articles and discussed (it) together"). Secondly, the teacher experienced community activities with the inspirational people such as the lecturer or the teacher educator (the lecturer wants us to be active students ...to communicate with natives") and the math teacher (I met my teacher (he was) a math teacher who influenced my teaching belief"). Thirdly, the constraints from school norms were related to have a different way of thinking to the colleagues and some of the school principals ("they are 'inclusive' and conservative people (teachers)" and they (some of the school principals) wanted the students to win the English competition...did not win (the competition)...it is ok." (referring to his personal belief)). The further and complete explanations are shown in the following subheadings.

2. Embracing Teacher Identity Shift through Teacher Professional Development and Interactions in People

The effect of participating teacher trainings in the past contributed to professional identity construction. One of the natures of teacher identity is that teacher identity can shift or change when the teachers shuttle between one context and another due to participating in a professional development program (Zacharias, 2010). Participating

in an activity of teacher professional development was considered as 'the event' in the past. The events under the study are in temporal transitions and the events (including people in a certain place) as cited in Clandinin (2006).

The development of his professional identity began in his days as a student teacher in the formal approach of teacher professional development or in the English education program at the university regarding his understanding of how to work as a teacher. Then, he became a teacher at a senior school in his hometown. His identity certainly shifted from the student teacher into an in-service teacher and shifted again when he became a participant of a teacher training as a learner. In early of his career, his school made him participate in Teacher Activity Center (*PKG or Pusat Kegiatan Guru*) as one of the government-provided teacher professional identity activities or programs. He emphasized the role of this government-provided teacher professional identity program as the important activity that made significant changes in his knowledge and teaching beliefs as follows.

"In 1988 when I was as (a) teacher in my early career... I was instructed to participate PKG ...because we were initially "don't know anything" but (when we did) PKG, (we) became to know about the steps of teachingmade me excited for the first time.

When he stated "don't know nothing", he reconstructed his identity from the in-service teacher and became the student teacher in this teacher professional development (the teacher training). It indicated that he became a learner again or he experienced the foreign language learning. This is in line with Norton (1997), Pavlenko and Lantolf (2000) and Sfard (1998), foreign or second language learning is when individuals experienced the process of learning that includes the reconstruction of 'self'. Moreover, one of the characteristics or natures of the teacher identity is shifting or transition (Rodgers & Scott, 2005); the "shift" occurred several times. This indicated that his prior knowledge and beliefs about teaching and learning gained when he was a university student in the past shifted into the new teaching knowledge as he participated in the teacher professional development program and shifted again to the newest knowledge or beliefs when he became the school teacher again.

The 'shift' also occurred when he met people who influenced him; it is related to sociality as one of the commonplaces of narrative inquiry. As cited in Clandinin et al. (2007), interactions among people are the important notion of social conditions. He interacted with inspirational people who influenced him in several aspects such as his knowledge and beliefs about teaching and learning. The following excerpts showed that he felt the benefits from interacting with these people; the first person was his lecturer from his university and the second person was the math teacher.

"I felt grateful to meet the lecturer that asked us (the students) to be a tour guide for native speakers...the lecturer wants us to be active students ...to communicate (to develop our communication skills)."

"I met my teacher (he was) a math teacher who influenced my teaching beliefs and I was blessed (that) we shared the same way of thinking .. (we) read the same books (and) articles and discussed (it) together." Even though (we teach) a different subject but (we) have many compatibility matches.

These interactions implied that his professional identity is dynamic since it changes when he interacted with certain people in certain contexts. Moreover, he did the non-formal approaches for teacher professional development, which was reading academic articles and doing discussions with colleagues. These non-formal approaches affected his knowledge and beliefs in teaching. He also has an understanding of the future possibilities since he continuously updates his knowledge about teaching and learning. Moreover, he expects that he can develop and digitize all his teaching materials through the multimedia as the tool. The following excerpt illustrated his desires for future possibilities.

"(I want to learn) multimedia.. multimedia I think I am still lacking knowledge and skills (in multimedia) because (I) want to develop teaching materials and digitize (the teaching materials) especially at m English private course."

3. Adapting the Constraints from Institutional Norms

According to Kumazawa (2013) and Wang (2020), national curriculum, public expectation, and school culture are the external factors for the professional identity construction. In like manner, Beijaard et al.(2000) considered such external factors into teaching context. The teacher experienced constraints from the institutional norms that dived in two types of institutional norms, namely the unsympathetic colleagues and the inflexible school principals.

1. The Unsympathetic Colleagues

The teacher believes that the communication with natives will help students' skills in communication especially speaking so that inviting the tourists or native speakers as guest speakers into the class is considered as a teaching strategy. However, some of colleagues did not seem in favor in his communication and interaction with students and the tourists; they chose a passive method of teaching by transferring knowledge only without making another communicative learning.

“they are ‘inclusive’ and conservative people (teachers) who are (categorized) closed-minded people”

“(they) seemed ‘rigid’ (they did not like inviting tourists to the school), and I spent some money to invite them (without the support from the school) a few of them were afraid that these natives would bring negative influences (to the students)”...

2. The Inflexible School Principals

Some disagreements occurred between the teacher and several school principals at the senior high school since he has been teaching at the school more than three decades. These experiences affected his formation of professional identity since it contained conflicts between the personal beliefs and desires and the professional or institutional expectations in this case the school principals’ expectations.

“The emergence of problems was commonly found at the school when (I experienced disagreements about certain things) ‘frictions’ with school principals (he meant some of the school principals he encountered at the school)...”

The participant described that he experienced conflicts in the school related to his personal beliefs that contradicted with the institution (some of the school principals). He mentioned several instances of disagreements since he has been teaching in the school over three decades and meeting different school principals. The following excerpts present the examples of the disagreements.

Firstly, the excerpts depicted some disagreements between the teacher and the school principals regarding the goal of students’ English competitions.

“...(I) believe (that) students’ learning process is more important than just (students’) “scores”, for instance they (some of the principals) want the students to win the English competition. I want the students to learn (experience) the process, (they) did not win (the competition)..it is ok.”

“winning (an) English competition does not guarantee their future”

These excerpts depicted his personal beliefs on teaching that emphasizes the importance of process rather than the results. He has a concern over his students’ future and their views on the learning process; if they only care about the results, it will possibly make them take a short cut way (in a negative manner) to achieve a certain result. However, he indicated that he is frequently asked to win the competitions instead of letting the students to experience the competition whether they win or not.

Secondly, the following excerpts showed a disagreement regarding the National Exam (UN) with some of the school principals.

“Most of them (some of the school principals that I encountered during my career as an English teacher) were more concern over the National Exam, the school (he referred to the school as some of the school principals) is oriented to the final score of the national exam (UN) but I want students learn (English) to develop their communication skills... I think the school (he referred to the school as some of the school principals) needs to adapt with the new approach that can encourage students’ potential”.

This excerpt is similar to the first disagreement with some of the school principals; he disagreed with the school principals’ view, who only concerned over the final score of the students, and seemed to give little attention to the process of learning.

Thirdly, it is related to his disagreement to the school culture that is supported by some of the school principals.

“...frictions’ with the school culture...(become problems) the school (he meant that some of the school principals instructed people (teachers and staffs) to do some activities)) suddenly prepared everything (that the school did not have) and cleaned suddenly every place at the school that the school (people) usually did not do (regularly) that happened when (there was) the school inspection and supervision; it is (my) school culture; (if they) cleaning (the places at school regularly) will benefit them (if they accustom to do cleaning)

The last excerpts also showed his disagreement regarding the results-oriented. He also clarified that he was not against the school principals’ instruction to get a good evaluation from the school inspection and supervision but he has personal beliefs related to the importance of process instead of preparing everything at once.

In short, the constraints from some of the school principals at his school indicated that he has persistent beliefs related to the importance of experiencing the process of learning rather than just getting good scores or results. In other words, the conflicts between the teacher and the school principals (some of them) were mainly caused by his personal beliefs in teaching that highly emphasize the process of learning.

These two constraints regarding the constraints from institutional norms found in this study are similar to the constraints of the new teachers in China as shown in Wang (2020). These created some dilemmas regarding

what he values and prioritizes in his professional practice and what kind of teacher he is that are contrasted with his colleagues and the school principals or the expectations from the school. He prioritizes teaching practices that encourage his students to be active in communication through meeting the English-speaking guest speakers and to be learners who are not afraid of failure. Moreover, he values the importance of experiencing the learning process. However, his teaching beliefs did not meet the expectations from people at the school.

The way he dealt with the constraints through adapting or negotiating his professional beliefs as a language teacher and the institutions' expectations. He realized that he could not make some of his colleagues agree with his teaching practices and he could not object to the school principals' intentions since they had the power. Therefore, he actively and independently invites the English-speaking guest speakers without the financial support from the school and he encourages his students to join the competitions without such a burden of winning. It is aligned with the view of teacher professional identity that highlighted the construction of professional identity related to the way an individual prioritizes his/her teaching practice and what kind teacher s/he aspires to become and how s/he negotiates with the expectations or conceptions from other people (Beijaard et al., 2004; Yazan, 2017, 2018). Furthermore, his stories indicated that he is a care teacher since he does not hesitate to spend his own money for accommodating the English-speaking guest speakers. This is related to his personal emotion that concerns his students' learning process. In like manner, feeling concern over his students is one of the positive emotions that is a part of the components of teacher professional identity as cited in Bukor (2015).

DISCUSSION

In order to solve the first research question, "What factors influence the construction of the Indonesian English teacher' professional identity?", three types of factors have been found: 1) the teacher professional development programs or activities, 2) inspirational people or supported relationships with people, and 3) constraints from institutional norms.

Firstly, Teacher Activity Center (*PKG or Pusat Kegiatan Guru*) was considered as the most influential teacher professional development program for the teacher since he experienced the benefits of this program that influenced his knowledge and beliefs on teaching. In like manner, some scholars explained that professional development activities influence teacher knowledge, skills, and emotional intelligence that affect the way they think and teach (Day et al., 2006; Farrell, 2004; Guskey, 2000).

Secondly, interacting with the inspirational people, which were his lecturer and his teacher (the math teacher) influenced positively to his professional identity since he became more to understand what he should do as a teacher. This is in line with Izadinia (2014) that contended supportive relationships with people in the community (lecturers or teacher educators or colleagues) as the influential factor for teacher professional development identity because these people influence individuals' perceptions or his beliefs in the learning community.

Thirdly, the constraints found in the study were namely constraints from institutional norms consisting of the colleagues and some of the school principals that had different beliefs on teaching with the teacher. This is in line with Wang (2020) constraints from norms as one of the five constraints of the identity formation for teachers in their early career.

With regard to the second research problem, "In what ways does the Indonesian English teacher construct his professional identity?", two ways of constructing the teacher professional identity were identified in this study.

The first way is by embracing the teacher identity shift or the changes. The teacher experienced teacher identity shift, he started as a student teacher to be an in-service teacher and his identity shifted again from the in-service teacher to be the participant of the teacher professional development program (as a learner) and it shifted once again when he became the in-service teacher at his senior high school. He is also continuously eager to learn about multimedia or technology for digitizing his teaching material in the near in the future. It is also indicated that he followed the trends of technology but he could not fully embrace the shift (the prior knowledge of multimedia in the past to the knowledge of multimedia in the present) since he believed that he was lacking understanding of multimedia. In short, he experienced the teacher identity shift or he continuously constructed and reconstructed his knowledge and beliefs. It is aligned with Norton and Toohey (2011) and Pavlenko and Lantolf (2000), the construction of someone's identity includes the reconstruction of 'self'. Also, in line with the views related to the nature of identity, dynamic and shifting' geared by the poststructuralists that contended the identity is constructed across time, space and possibilities in the future (Beauchamp & Thomas, 2009; Clandinin & Connelly, 2000; Norton & Toohey, 2011; Rodgers & Scott, 2005).

The second way is by adapting the constraints from the institutional norms. The teacher should be aware of the institutional realities that occasionally different with what he expects. It is because he needed to live in the school community for a long time. It should be noted that his teaching beliefs did not have any power to change or could not contribute in the decision-making since the school principals hold the top-down or power coercive process in the school. Moreover, his situation became worse when he had to deal with the unsympathetic colleagues. This is aligned with Beauchamp and Thomas (2009) and Wang (2020), many teachers experienced several constraints especially in their early career as teachers. To deal with these conflicts, he attempted to adapt with such a condition by minimizing the conflicts with the people (the school principals and some of his colleagues). This is aligned with

the view of adapting or negotiating that can help teachers to construct his professional identity (Kumazawa, 2013; Livingston, 2016; Norton & Toohey, 2011; Wang, 2020).

The constraints also illustrated that he experienced conflicts or struggles between his personal beliefs and desires to make the students enjoying the process of learning and the school principal's demand to win the competition; the construction of teacher professional identity can be initiated with the conflicts between 'the personal' and professional aspects that should be dealt by the teacher (Beauchamp & Thomas, 2009; Beijaard et al., 2000; Clandinin & Connelly, 2000). In addition, this result is congruent to some previous studies related to teacher identity construction that highlighted the emergence of conflicts or struggles as the important phase for professional identity formation (Riyanti, 2017; Salinas & Ayala, 2018; Ubaidillah et al., 2020; Villegas et al., 2020; Wirza, 2018; Zacharias, 2010).

CONCLUSION

To conclude, three influential factors on the teacher's professional identity construction are professional development activities that have been experienced by the teacher, inspirational people or relationships with people that supported the development of his professional identity and constraints from institutional or school norms that might hinder his professional development. These factors were considered as the frequent factors influencing on teacher professional identity construction but the results might be different for each individual or every teacher so that other factors also have possibilities to influence someone or a group of people (teachers) depending on his/her or their race, gender, culture, religion, or political power as cited in Norton and Toohey (2011).

In regard with the ways the teacher constructs his professional identity, there were two ways of constructing his professional identity. Firstly, embracing the teacher identity shift from the student teacher to the in-service teacher to student teacher again (the participant of the teacher professional development activity) to the teacher and to a learner again (because of his desires to learn multimedia near in the future) is the way of shaping his professional identity. It indicated that he accepted the changes in every learning and teaching experience or he keeps constructing and reconstructing his knowledge and teaching beliefs. Secondly, adapting the constraints from the school norms (negotiating the conflicts) is the other way of constructing his professional identity. These two ways of constructing teacher professional identity were suitable for the participant of this study that might be similar or different for other individuals or teachers, which also related to the influencing factors on teacher identity construction.

Furthermore, some scholars who are interested in narrative can explore more the influencing factors on teacher professional identity based on several aspects such as culture, religion, or political power in Indonesia. As commonly known, Indonesian teachers have different culture and religion so that the future studies of narrative can be more complex.

Implications for Language Teachers

This research recognizes the importance of professional identity that is constructed and reconstructed through past learning and teaching experiences. In this case, the teacher as the only participant shared his past language learning experiences and the constraints he should deal with in his career as a language teacher. These are considered as the influencing factors of construction of his professional identity. In the early career of language teacher formal approaches seemed play a pivotal role for teacher professional identity construction but being a language teacher in a long period of time seemed make non-formal approaches or self-support or continuing to develop more independently to be more important and some teachers might not have opportunities to participate teacher trainings provided by the government. Therefore, the teachers should actively participate in a community that can help them to improve their knowledge and skills or join a group of researchers that actively shares new knowledge or current issues on language education. As cited in Norton (2013), participating in a certain community can be considered as an imagined community that can help teachers to construct and reconstruct their identity as professional teachers.

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