

CHAPTER II

THEORETICAL BACKGROUND

A. Identity and Teacher's professional identity

Identity development can be best characterized as an ongoing process, a process of interpreting oneself as a certain kind of person and being recognized as such in a given context (Gee, 2001). Young and Graham (1998) defined teachers' professional identity as the characteristics of an ideal teacher. Teachers' professional identity influences individual teaching effects by affecting their concrete behaviors in the process of teaching (Korthagen, 2004). In this context, English teacher identity in which a person's identity as a language teacher relates to the person's language background and language proficiency (Pennington & Richards, 2016). Language teachers play an important role in the ways language learners negotiate and construct their views and understandings of the target language and culture as well as the associated perspectives, beliefs, values, and practices (Hawkins & Norton, 2009; Waller, Wethers, & De Costa, 2017).

Teacher identities are also under the influence of a range of factors, both internal to the teacher, such as cognition (e.g. Beijaard, Verloop, and Vermunt 2000) and emotion (e.g. O'Connor 2008), and external to the teacher, particularly the socialisation experienced in specific contexts (e.g. Day et al. 2006; Flores and Day 2006). Thus, according to Yuan & Lee (2015), "the process of teacher identity formation is intimately associated

with three significant aspects of teachers' life such as cognition, socialization and emotion".

1. Teacher's Cognition

Teacher cognition refers to the unobservable cognitive dimension of teaching – what teachers know, believe and think (Borg 2003). This provides insight into teachers' interpretation of their practices, their prior experiences, and their daily teaching. The cognitions shaping language teachers' classroom practices have been described in various ways in the studies listed above. These practices have been accounted for in terms of instructional concerns or considerations teachers have, principles or maxims they are trying to implement, their thinking about different levels of context, and the pedagogical knowledge they possess. Another concern is about teacher's decision-making that experienced language teachers' decisions showed greater attention to language issues than those of less experienced teachers, who were more concerned with classroom management (Nunan, 1992). This is the teacher's ability to use sufficiently accurate, complex and appropriate language in the classroom.

2. Teacher's Socialization

In this context, teacher socialization is a situated, complex, dynamic, and multifaceted process whereby a teacher candidate becomes a participating member of the society of teachers (Zeichner &

Gore, 1990). Teacher identity is shaped and reshaped through teachers' socialization process, with a multitude of factors playing a crucial part in influencing teachers' self-perceptions and their daily practice (Yuan & Lee, 2015). In the socialization process, the micro- and macro-level forces such as teacher's biography, classroom context, colleagues, students, university advisors, and broader institutional and cultural communities that shape teachers' socialization are considered (Kubanyiova, 2012). In teaching practicum context, teacher's socialization process is valuable and meaningful opportunities can be provided to help PST develop understanding about school settings, hone pedagogical skills and promote their self-understanding (McLoughlin and Maslak 2003)

3. Teacher's Emotion

Teaching is also an emotional practice (Hargreaves, 1998). According to Zembylas (2005), "the processes of teacher identity formation are fundamentally interrelated with their emotions, while their emotions can inform and define teachers' professional and personal identities, identity can in turn guide and shape teachers' emotional decisions and reactions. A key aspect of teachers' changing identities revolves around the emotions associated with the teaching process (Schutz & Lee, 2014). Teachers can decide whether to make their classroom exciting or dull by displaying appropriate actions. For many new teachers, first-time encounters with classroom-based

experiences often conflict with incoming beliefs and expectations, leading to emotional episodes that offer opportunities for identity transformation or confirmation (Zembylas, 2003). An emotional episode refers to those emotions that are triggered by some social interaction or experience with students, teachers, or administration, that these emotional episodes could be either pleasant or unpleasant (Nichols, Schutz, Rodgers & Bilica, 2016). Schumann (2001) argued that teacher motivation is, in part related to how language teacher appraisals events in the classroom. For instance, appraising oneself as being in control and able to handle the situation tends to facilitate successful outcomes and pleasant emotions such as pride and joy, whereas appraising oneself as not able to handle the situation may facilitate failure outcomes and unpleasant emotions such as frustration and anger, thus, influencing to the potential for success in second language learning classrooms.

B. Pre-Service Teacher's Identity Development through Teaching Practicum

Socio-cultural theorists suggest that in becoming an expert, engaging in particular social practices and moving from peripheral towards full participation in tasks of increasing accountability, people build identities (Lave and Wenger, 1991). To build identity, practicum placement is suitable for pre-service teachers to develop their identity which they confronted with a range of theories of learning, teaching

strategies and educational philosophies, which they then have to balance with the real world of schools and the classrooms they experience (Smith, Geng& Black, 2016). However, this process will make pre-service teachers feel distress force. Distress forces a re-interpretation of the collection of meaning-making around what it means to be a teacher (Stryker [1980] 2002). While teaching practicum aims to equip the PST with the relevant and appropriate practical experiences of being a teacher which they can 'observe and work with real students, teachers and curriculum in natural settings' (Huling, 1998, p. 1) and help them learn how to teach and how to manage the demands associated with teaching (Farrell, 2001).