

CHAPTER 2

LITERATURE REVIEW

2.1 Pre-Service ESP Teacher's Identity

Pre-service teachers are the student teachers who conduct teaching practicum to apply the knowledge gained while studying in college, and student teachers will gain experience of teaching practice in school. Lawson, Çakmak, Gündüz, and Busher (2015) stated that pre-service teachers during conducting professional practice will gain the chance to enhance their skills and reconstruct their identities as teacher practitioners. The development process of teacher identity is energetic and continuing that might be influenced by external factors life experience and internal factors like emotions and takes place for pre-service teachers for their first professional experience (Anspal, Eisenschmidt, & Löffström, 2012; Nguyen & Loughland, 2017). Moreover, Villegas, Varona, & Sánchez (2020) reported that teacher characteristics are negotiated through the experience and the meaning-making potential of that experience, not something that is fixed nor is it imposed. Villegas et al., (2020) also stated that “teacher identity involves an understanding of who we are and how people see us as individuals, and its development is constantly shifting due to the teaching experiences and social interactions” (p.2). Thus, teacher characteristics itself can help teachers to build their ideas about how to be, how to act, and how to understand their work and their position in society (Tao & Gao, 2018).

Therefore, ESP teachers must have certain qualities and skills in specific fields to meet the professional needs of students and contribute to the development of the English language. Becoming an ESP teacher must go through a complex process (Mahendra, 2020). ESP teachers need to attempt to gain proficiency with the language beyond their experience yet there is no restriction to the augmentation of ESP teachers' information (Hutchinson and Waters (1987) as cited in Wappa, 2019). There are 3 points that must be considered to help develop ESP teachers in this regard:

knowledge, discipline, culture and values; epistemological knowledge on which various fields are based; genres and discourse that is linguistic in nature (Wappa, 2019). Tao & Gao (2018) reported that becoming an ESP teacher not only changes classroom teaching practice, but changes professional life as well. Furthermore, ESP teachers have a broader range of roles than general English teaching (Mahendra, 2020).

Gee (2000) stated that all people have multiple identities connected to their “internal states”, but to their performance in society. Therefore, identity needs a process to form as individuals believe they are what they are in society. According to Gee, there are four ways to review identity; nature identity; we are what we are primarily because of our “natures”. For example, I have an oval face because it is a state that I am in, not whatever that I have done or I got. The source of this state is power, the power that determines is a force (in this case, genes) that I cannot control. Institutional identity; we are what we are primarily because of the position we occupy in society. For example, I am a university student in West Java. My identity as a student could not be accomplished naturally, therefore, the “student” identity was a given identity because I occupy the role as a student in a social context. Discourse identity; we are what we are primarily because of our individual accomplishments as they are interactions recognized by others. It has to do with recognition from others. Affinity identity; we are what we are primarily because of the experiences we have had within certain sorts of “affinity” groups. To make it clear, I asserted the figure from Gee (2000) in the four ways of viewing identity as shown below:

Category	Process of construction
Nature-identity	A natural perspective that may be due to genes or neurological state.
Institutional-identity	A position authorized by authorities within institutions.
Discourse-identity	An individual identity which is influenced by dialogues or voices from a community.
Affinity-identity	An experience shared by a group of people in a specific practice.

Figure 2.1 Four Ways to View Identity

	Process	Power	Source of power
1. Nature-identity: a state	developed from	forces	in nature
2. Institution-identity: a position	authorized by	authorities	within institutions
3. Discourse-identity: an individual trait	recognized in	the discourse/ dialogue	of/with “rational” individuals
4. Affinity-identity: experiences	shared in	the practice	of “affinity groups”

Figure 2.2 Process of Identity Construction

Moreover, acknowledging individuals’ particular, historical, socio-cultural, and interpersonal context within their interaction in social life connected the self-knowledge thus rendering meaningful identity (Zembylas (2003) as cited in Pappa, Moate, Ruohotie-Lyhty, & Eteläpelto, 2017) and being recognized as a certain “kind of person” in a given context that connected to their performance in society is what means by identity (Gee, 2000).

2.2 Teaching Practicum

Teaching practicum is one of the mandatory and important components for teacher education to train prospective educators to have high quality as teachers. Trent (2013) pointed out that for most pre-service teachers, teaching practicum is one of the most challenging, tough, and maddening of teacher education programs so that teaching practicum has been recognized as one of the most influential components of teacher education. Moreover, another study conducted by Mtika (2011) showed that teaching practicum “considered as one of the most critical components of teacher preparation with the greatest impact on teacher quality” and “well-designed teaching practicum is needed to ensure that teacher training institutions produce high-quality teachers” (p.551-552). Not only that, teaching practicum also cannot be separated from pre-service teachers to shape their beliefs and thinking about teaching (Mtika, 2011). Therefore, pre-service teachers will gain meaningful experiences to shape their identity as a teacher during the teaching practicum program.