CHAPTER II

LITERATURE REVIEW

This chapter compiles the review from previous studies regarding to professional identity construction research. This chapter emphasizes three main discussions: an overview of how pre-service teachers' professional identity builds and teaching practicum as a platform in its construction viewed from sociocultural perspective in the Indonesian EFL context.

2.1 Pre-service teachers' identity

The concept of pre-service teachers' identity begins with an understanding of identity itself. Norton (2010) defines identity as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (p.5). Danielewicz (2001) conceptualizes identity as "our understanding of who we are and who we think other people are" (as cited in Trent, 2013, p.427) or "the way we make sense of ourselves to ourselves and the image of ourselves that we present to others" (Day, 2011, p.48).

Given the well-established operationalization of identity, Gee (2000) added that identity is a matter of "being recognized as certain kind of person" (p.99). He identifies four ways that identity might be perceived: nature-identity (stemming from one's natural state), institution-identity (derived from a position recognized by authority), discourse-identity (resulting from the discourse of others about oneself), and affinity-identity (determined by one's practices in relation to external groups).

Hence, the definition of pre-service teachers' identity can be understood within a sociocultural perspective. The view of pre-service teachers' identity is seen not only as a product of individuals being positioned within discourse but also as a dynamic process (Trent, 2013). It is in line with Day, Kington, Stobart, & Sammons' (2006) and Beijaard et al., (2004) idea that pre-service teachers' identity is fluid, multi-faceted and dynamic, borne out of their participation and practice in their situated professional and sociocultural contexts. It is a continuous process of pre-service teachers negotiating and modifying their roles, self-knowledge, values and behaviours through engaging in varying discourses and practices (Beauchamp & Thomas, 2009). According to the definition above, pre-service teachers' identity broadly can say a result of negotiation between pre-service teachers' professional experiences and a variety of external factors within and outside the classroom and school.

To be a professional teacher, pre-service teachers must gain and understand their role and identity as a teacher. Yuan & Lee, (2015) argue that teachers' identity is not only about intellectual and rational (e.g. Involving the development of knowledge and critical reflection), but also is social, political, and emotional. So in its formation, it takes a long time to reach the professional stage. This is the reason why some researchers declare that teachers' identity is a long process formation of learning (Wenger, 1998; Beauchamp & Thomas, 2009; Rodrigues et al., 2018). It can be interpreted that the teachers' identity is a process of learning to teach that can help pre-service teachers hone a professional identity that supports effective teaching and continuous professional growth.

As stated previously that teachers' identity is a process of learning, Wenger (1998) claims that "Learning is not solely the collecting of skills and information, but a process of formation-a formation of a certain personality or, on the contrary, avoiding the information of a certain personality" (p.215). In other words, learning changes what we are and what we can do. Furthermore, he sees learning as social participation, an activity that can be described as the process of being active participants in social communities and constructing identities about these communities. Hence, Wenger (1998) describes the following as the intrinsic components of learning:

(1) Meaning-learning as experiencing: an ability to experience one's life and the surrounding world as meaningful.

(2) Practice-learning as doing: joint action relying on common (shared) historical and social resources, background systems, and viewpoints.

(3) Community-learning as belonging: belonging to a social community in which our activities are recognized as valuable and competent.

(4) Identity-learning as becoming (someone): an understanding of how learning in the context of the community affects and moulds us. (p.5)

In Wenger's opinion, these four components are closely and mutually connected and subject to the definition with the help of other components and this concept of learning helpful to explore the complex process of becoming teacher.

2.2 Teaching practicum as a platform of pre-service teachers' professional identity construction.

Teaching practicum program for pre-service teachers believes as an important activity in implementing their knowledge and gaining teaching experiences through the teaching practice. It is supported by Abongdia, Adu & Foncha (2015) statements that "most teaching practice scholars agree that the

exercise is thought-provoking but a very important part of a student teachers' preparation and training, especially in the developing and underdeveloped worlds where teaching can be disrupted by a range of challenges". Teaching practice itself known as a program to expose pre-service teachers to the real teaching practice (Abongdia, Adu, & Foncha, 2015). During the practicum period, pre-service teachers are given the opportunity to apply and try their current knowledge and skill of teaching based on their belief before facing the real world of the teaching profession. Thus, Abongdia, Adu & Foncha (2015) stated that teaching practicum provides pre-service teachers with the chance to express their educational values, theories and understanding. It also creates an opportunity for them to create their professional identity.

In an attempt to gain a complete understanding of pre-service teachers' professional identity, Timoštšuk & Ugaste, (2010) articulates that professional identity is a person self-knowledge in teaching related to the situations and relationships that manifest themselves in practical professional activities. These ideas are supported by Lasky (2005) by identifying several factors included in professional identity formation such as "commitment, knowledge, beliefs, values, emotional well-being and vulnerability" (p.90). Meanwhile, Watson (2006) states that "professional identity is doing professional action" (p.50). In other words, the way we perceive ourselves influences our choice of action and judgment. Viewing from the definitions above, understanding professional identity will help the pre-service teacher to understand what a good teacher is and the educational ideas of the teacher.

Furthermore, there are three main points of knowledge defined by Shulman (1986) which can help pre-service teachers to improve their professionalism: Content Knowledge, Pedagogical Knowledge and Pedagogical content knowledge. First content knowledge, according to Shulman (1986) content knowledge includes an understanding of concept knowledge, theories, ideas, and thinking framework and method of teaching. Content knowledge relates to knowledge about actual subject matter that is to be learned or taught. Second, Pedagogical Knowledge, Shulman (1986) states that pedagogical knowledge is about strategies and principles and processes of teaching that contain knowledge about classroom management, assignments, lesson planning and student learning. Pedagogical knowledge allows the teacher to continually develop their own teaching practices. Third, Pedagogical content Knowledge Shulman (1986) represents pedagogical content knowledge as the combination between content and pedagogical knowledge into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interest and abilities of learners and presented for instruction. In other words, pedagogical knowledge is knowledge understanding of the material being taught and how to teach it.

In facing a rapid change in education, teachers are necessary to update their knowledge and skills to improve their professionalism (Richards & Farrell, 2005). They emphasize that teachers need to be able to take part in activities that can help their professionalism betterment such as engaging in self-reflection and assessment, developing teaching skills and knowledge, research involvement in teaching, awareness about their roles and responsibilities, and developing a

relationship with others teachers. Related to those statements, pre-service teachers need to deal with the real context of teaching experience to examine their current level of teaching to help them construct their professional identity as a teacher.

Thus, professional identity is an important aspect for pre-service teachers in understanding professional lives and careers. It is because professional identity is a key factor in building motivation, effectiveness and retention (Day, Kington, & Stobart, 2006; Lasky, 2005). So through experiencing the real teaching experience, pre-service teachers can start to maintain and arrange better teaching learning activities. It can be said that teaching practicum is an important key to access the door of professionalism by which the pre-service teacher can be considered as a teacher.

2.3 Sociocultural and identity construction in Indonesian EFL Context

Sociocultural theory belongs to the social nature situated process of learning. According to Eun (2010), it is the concept of learning based on social interaction, cultural interactive of the practicum in teacher education programs. In this term, social interaction fits more likely to encourage dialogic interaction between teachers and students or teacher and teacher in the classroom or school which support and use diverse activities (Eun, 2010). For instance, students who hold theories of learning that are aligned with sociocultural perspectives would participate as active constructors of knowledge rather than as passive receptors of pre-made knowledge. Then, the cultural aspect more likely belongs to the situation of condition of the place, society and policy. For instance, situations in the school or classroom may be different even if they were in the same institution, it is because every individual has their own characteristic to build the situation of

their work or places (Lasky, 2005) and due to institutional factors such as national standards and assessment practices (Eun, 2010).

Moreover, Mercer (2002) argues that sociocultural theories are the essential characteristic of processes of learning as being interactive (as cited in Eun, 2010). The interactive nature of the learning process is realized as a teacher and students engage in collaborative activities with shared goals and purposes that are constantly negotiated. The sociocultural perspective recognizes learning as a process rather than a product aimed toward the construction of knowledge. This view essentially defines knowledge as something to be co-created, as situated in a specific cultural context, and developed over time to solve real-life problems that occur within that culture and society.

Furthermore, a sociocultural perspective sees the importance of home and school connection as the best places of pre-service teachers' professional identity construction. As Eun's (2010) idea, home and school are the two most prominent locations where social interaction leads to individual development which affects professional identity, and thus bridging these two sites become most important in planning for effective education. For instance, teachers made knowledge of teaching preparations at home and brought them from their homes to the school to enhance student learning in a formal instructional setting.

According to the definition above, professional identity construction in the Indonesian EFL context might be hard. The consideration is because of the context of English Language teaching (ELT) in Indonesia. English is not medium language teaching instruction. Due to this, as cited in Wirza (2018), Alwasilah (2001) argue that ELT in Indonesia faces numerous and serious challenges

concerning how teachers qualifications, students' motivation, quality of text books, bureaucrats' attitude, and government policies. Additionally, the prescriptive curricula that "do not recognize crucial elements of what curriculum means to English teachers, school administrators, teacher educators, and interested stakeholders" (Widodo, 2016, p.139). That is why the ideal teacher in the Indonesian educational context is constructed most often as being a classroom leader who can transmit cultural concepts using efficient and effective methods and the ideal student is often constructed as a receptive, attentive, and respectful learner who is willing to follow the teacher directions and complete the assigned task to the teachers' satisfaction.

Furthermore, teaching in the education of Indonesian EFL context can be difficult because the teacher needs to develop and learn new ways to distribute, more symmetrically, authentic roles within the learning endeavour by drawing on the "Identity" of the school context, that is the "historically accumulated, culturally developed, and socially distributed resources" by which, teacher, co-workers and students within an education context define themselves (Brown & Heck, 2018). Consequently, understanding the "practices, beliefs, knowledge and ideas" that people make use of in that context (p.31). Then, the process of forming a professional identity can form properly.