REFERENCES

Abongdia, J. A., Adu, E. O., & Foncha, J. W. (2015). Pre-service Teachers' Challenges during Teaching Practice in One University in the Eastern Cape, South Africa. *International Journal of Educational Sciences*, *11*(1), 50–56. https://doi.org/10.1080/09751122.2015.11890374.

Baile, W. F., & Blatner, A. (2014). Teaching communication skills: Using action methods to enhance role-play in problem-based learning. *Simulation in Healthcare*, *9*(4), 220–227. https://doi.org/10.1097/SIH.0000000000000019

Beauchamp, C., & Thomas, L. (2009). *Understanding teacher identity : an overview of issues in the literature and implications for teacher education*. *3577*(May). https://doi.org/10.1080/03057640902902252

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). *Reconsidering research on teachers' professional identity*. *20*, 107–128. https://doi.org/10.1016/j.tate.2003.07.001

Beijaard, D., &Kempel, E. (2015). *Teachers and Teaching : theory and practice Characteristics of teachers as change agents*. (June 2015), 37–41. https://doi.org/10.1080/13540602.2015.1044328

Brown, R., & Heck, D. (2018). The construction of teacher identity in an alternative education context. *Teaching and Teacher Education*, *76*, 50–57. https://doi.org/10.1016/j.tate.2018.08.007

Campbell, E. (2012). Teacher Agency in Curriculum Contexts. *Curriculum Inquiry*, *42*(2), 183–190. https://doi.org/10.1111/j.1467-873X.2012.00593.x

Cheong, M., Yammarino, F. J., Dionne, S. D., Spain, S. M., & Tsai, C. Y. (2019). A review of the effectiveness of empowering leadership. *Leadership Quarterly*, *30*(1), 34–58. https://doi.org/10.1016/j.leaqua.2018.08.005

Cosenza, M. N. (2015). Defining teacher leadership: Affirming the teacher leader model standards. *Issues in Teacher Education*, *24*(2), 79–99. Retrieved from https://search.proquest.com/docview/1765089756?accountid=31324

Day, C. (2011). *Uncertain Professional Identities : Managing the Emotional Contexts of Teaching*. https://doi.org/10.1007/978-94-007-0545-6

Day, C., Kington, A., & Stobart, G. (2006). *The personal and professional selves of teachers : stable and unstable identities*. *32*(4), 601–616. https://doi.org/10.1080/01411920600775316

Eun, B. (2010). *From learning to development : a sociocultural approach*. *40*(4), 401–418. https://doi.org/10.1080/0305764X.2010.526593

Ferrier-kerr, J. L. (2009). Establishing professional relationships in practicum

settings. *Teaching and Teacher Education*, *25*(6), 790–797. https://doi.org/10.1016/j.tate.2009.01.001

Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of research in education*, 25, 9–125.

Gee, J. P. (2011). *An Introduction to Discourse Analysis: Theory and Method.* 3rd edition. https://doi.org/10.1017/S0047404512000322.

Hargreaves, A., Shinde, M. B., & Karekatti, T. K. (2012). Pre-Service Teachers ' Beliefs About Teaching. *International Journal of Instruction*, *5*(1), 70–86.

Harrison, C. (2018). Boundary Crossing during Pre-service Teacher Training: empowering or hampering professional growth? *Cultural Studies of Science Education*, *13*(4), 1129–1133. https://doi.org/10.1007/s11422-017-9812-6

HoşgšrŸr, T. (2012). A Discussion of What Makes a Good Teacher: Opinions of Pre-Service Primary School Teachers. *Procedia - Social and Behavioral Sciences*, *55*, 451–460. https://doi.org/10.1016/j.sbspro.2012.09.524

Hotaman, D. (2010). The teaching profession: Knowledge of subject matter, teaching skills and personality traits. *Procedia - Social and Behavioral Sciences*, *2*(2), 1416–1420. https://doi.org/10.1016/j.sbspro.2010.03.211

Izadinia, M. (2015). A closer look at the role of mentor teachers in shaping preservice teachers ' professional identity. *Teaching and Teacher Education*, *52*, 1–10. https://doi.org/10.1016/j.tate.2015.08.003

Kayi-Aydar, H. (2015). Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and Teacher Education*, *45*, 94–103. https://doi.org/10.1016/j.tate.2014.09.009

Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. Journal of school health, 74, 262-273.

Kvale, S. (2005).Interview: An introduction to qualitative research interviewing. Thousand Oaks, CA: Sage.

Kwo, O. (2010). From SET to STELT: Seeking the Meaning of Learning as a Community for Curriculum Development. In *Teachers as Learners*. https://doi.org/10.1007/978-90-481-9676-0_8

Lasky. (2005). *A sociocultural approach to understanding teacher identity , agency and professional vulnerability in a context of secondary school reform*. *21*, 899–916. https://doi.org/10.1016/j.tate.2005.06.003

Lauermann, F., & Karabenick, S. A. (2013). The meaning and measure of teachers' sense of responsibility for educational outcomes. *Teaching and Teacher Education*, *30*(1), 13–26. https://doi.org/10.1016/j.tate.2012.10.001

Livingston, K. (2017). The complexity of learning and teaching: challenges for teacher education. *European Journal of Teacher Education*, *40*(2), 141–143. https://doi.org/10.1080/02619768.2017.1296535

Mahini, F., Forushan, Z. J.-A., & Haghani, F. (2012). The Importance of Teacher's Role in Technology-Based Education. *Procedia - Social and Behavioral Sciences*, *46*, 1614–1618. https://doi.org/10.1016/j.sbspro.2012.05.348

McFadden, A., & Williams, K. E. (2020). Teachers as evaluators: Results from a systematic literature review. *Studies in Educational Evaluation*, *64*(November 2019), 100830. https://doi.org/10.1016/j.stueduc.2019.100830

Meyer, D. (2009). *Entering the emotional practices of teaching*. In P. A. Schutz & M. Zembylas (Eds.), Advances in teacher emotion research.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods   sourcebook. 3rd.

Norton, B. (2000). Identity and language learning: Gender, ethnicity and educational change. Harlow, UK: Pearson Education.

Nykvist, S., & Mukherjee, M. (2016). Who am I? Developing Pre-service Teacher Identity in a Digital World. *Procedia - Social and Behavioral Sciences*, *217*, 851–857. https://doi.org/10.1016/j.sbspro.2016.02.012

Oleson, A., Mendez, C., Steine-Hanson, Z., Hilderbrand, C., Perdriau, C., Burnett, M., & Ko, A. J. (2018). Pedagogical content knowledge for teaching inclusive design. *ICER 2018 - Proceedings of the 2018 ACM Conference on International Computing Education Research*, 69–77. https://doi.org/10.1145/3230977.3230998

Rashidi, N., & Moghadam, M. (2015). The discrepancy between teachers' belief and practice, from the sociocultural perspective. Studies in English Language Teaching, 3(3), 252-274.

Richards, J., & Farrell, T. (2005). Professional Development for Language Teachers: Strategies for Teacher Learning. *Cambridge Language Education*, *60*(3), 1–22. https://doi.org/10.1093/elt/ccl014

Rodrigues, L. de A. D., de Pietri, E., Sanchez, H. S., & Kuchah, K. (2018). The role of experienced teachers in the development of pre-service language teachers' professional identity: Revisiting school memories and constructing future teacher selves. *International Journal of Educational Research*, *88*(October 2017), 146–155. https://doi.org/10.1016/j.ijer.2018.02.002

Sarid, A. (2018). A theory of education. *Cambridge Journal of Education*, *48*(4), 479–494. https://doi.org/10.1080/0305764X.2017.1356267

Shulman, L. S. (1986). Those Who Understand: A Conception of Teacher

Knowledge. *American   Educator*,   *10*(1),   4–14. https://doi.org/10.3102/0013189X015002004

Škėrienė, S., & Jucevičienė, P. (2020). Problem solving through values: A challenge for thinking and capability development. *Thinking Skills and Creativity*.Stevens, R. (2015). Role-play and student engagement: reflections from the classroom. *Teaching in Higher Education*, *20*(5), 481–492. https://doi.org/10.1080/13562517.2015.1020778

Thacker, J. W., & Blanchard, P. N. (2004). Effective Training: Systems, Strategies, and Practices (5th   ed.). New York: Pearson Education International.

Timoštšuk, I., & Ugaste, A. (2010). Student teachers' professional identity. *Teaching   and   Teacher   Education*,   *26*(8),   1563–1570. https://doi.org/10.1016/j.tate.2010.06.008

Trent, J. (2013). From learner to teacher: practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, *41*(4), 426–440. https://doi.org/10.1080/1359866X.2013.838621

Watson, C. (2007). *Teachers and Teaching : theory and practice construction of identity in teaching Narratives of practice and the construction of identity in teaching*.   (December   2014),   37–41. https://doi.org/10.1080/13540600600832213

Weiner, J. M., & Lamb, A. J. (2020). Exploring the possibilities and limits to transfer and learning: Examining a teacher leadership initiative using the theory of action framework. In *Journal of Educational Change* (Vol. 21). https://doi.org/10.1007/s10833-020-09378

Wenger, E. (1998).Communities of practice. Leaning, meaning, and identity.New York: Cambridge University Press.

Widodo, H. P. (2016). Language policy in practice: Reframing the English language curriculum in the Indonesian secondary education sector. In R. Kirkpatrick (Ed.), English language education policy in Asia (pp. 127–151). New York: Springer.

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*. *14*(2), 233–249.

Wirza, Y. (2018). *A narrative case study of Indonesian EFL learners ' identities*. *8*(2), 473–481. https://doi.org/10.17509/ijal.v8i2.13313

Yang, H. (2015). Teacher mediated agency in educational reform in China. Springer International Publishing.

Yin, R. K. (2018). Case study research: Design and methods (Applied Social Research Method. Thousand Oaks, CA: SAGE Publications.

Yoo, J. H., Schallert, D. L., & Svinicki, M. D. (2015). The Meaning of Flexibility in Teaching: Views from College Students and Exemplary College Instructors. *Journal on Excellence in College Teaching*, *26*(3), 191-217.

Yuan, R., & Lee, I. (2015). *Research Papers in Education The cognitive , social and emotional processes of teacher identity construction in a pre-service teacher education programme*. *1522*(November). https://doi.org/10.1080/02671522.2014.932830

Yuan, R., & Lee, I. (2016). 'I need to be strong and competent': a narrative inquiry of a student-teacher's emotions and identities in teaching practicum. *Teachers and Teaching: Theory and Practice*, *22*(7), 819–841. https://doi.org/10.1080/13540602.2016.1185819