







influenced my professional identity construction.

- 3.2 Professional Identity : It contained a set of teacher identity elements such as an English pre-service teacher's self-image, job motivation, core responsibilities, self-esteem, perceptions of teaching, subject and subject pedagogy, and teaching as work.
- 3.3 English Pre-service Teacher : An English student of initial teacher education who conducted online teaching practices in one of the senior high schools in Tasikmalaya.
- 3.4 Online Teaching Practices : The program of teaching practices where I, an English pre-service teacher from a university in Tasikmalaya, used online media to teach English for about one and a half months.

#### **1.4 Aim(s) of the Research**

My research aimed to investigate how I constructed my professional identity during online teaching practices.

#### **1.5 Significance of the Study**

In this study, I expected to generate beneficial results in three ways, which were:

- 5.1 Theoretical Contributions : This study is to expand the notion of identity (Yazan, 2014) and the emotions in language teaching (Richards, 2020), especially in an English pre-service teachers'

- emotions and identity in the online teaching practices context.
- 5.2 Empirical Contributions : This study is to provide an empirical understanding of how an English pre-service teacher's emotions construct his professional identity during online teaching practices.
- 5.3 Practical Contributions : This study is to enrich the pre-service teachers' phenomenon in constructing their professional identities during the online teaching practices.