# CHAPTER 1

### INTRODUCTION

## 1.1 Background of the Study

As a college student from the education department, I should join teaching practices as one of the university programs in my seventh semester. It was generally accepted that the teaching practices had been labelled as one of the most significant elements of teacher's education (Ferrier-Kerr, 2009; Shwu-yong & Waxman, 2009; Kiggundu & Nayimuli, 2009; Yuan & Lee, 2014; Hascher & Hagenauer, 2016; Kamila, 2020; Gustine, 2021). Ferrier-Kerr (2009) argued that teaching practices offered the experience to the pre-service teachers to gain knowledge of how they go about many complicated tasks in actual classroom practices. Processing information, interpreting the school realities, and internalizing the field experiences were some pre-service teachers' activities in teaching practices (Shwu-yong & Waxman, 2009). During teaching practices, the pre-service teachers were allowed to try the art of teaching before actually getting into the real world of the teaching profession (Kiggundu & Nayimuli, 2009). Here, the teaching practices allowed me to put theory into practice and take part in teaching lessons. Thus, the teaching practices program would prepare me to be a professional English teacher in my future career by having some teacher's activities.

In addition, I, as an English pre-service teacher, improved my teaching skills by engaging in teaching and by being guided through reflection and receiving feedback from my university supervisor and school mentor. Here, the school mentor had an essential part in constructing my professional identity by having more interrelationships than the university supervisor during the teaching practices program. The school mentor assisted me in lesson preparation, administration matters, assessment of learners, methods of presenting lessons, classroom management, maintenance of discipline, and professional development (Heeralal, 2014). However, in 2020, the implementation of online education has become a challenge for me and the school mentor itself in conducting teaching practices. Online schooling became a pedagogical shift from traditional methods to the

modern approach of teaching-learning, from classroom to Zoom, from personal to virtual, and from seminars to webinars (Mishra, Gupta & Shree, 2020). Hence, in keeping up with the perceived importance of the teaching practices, I was required to construct my professional identity in the online teaching practices.

Honestly, I typically enjoyed direct interaction more than using online platforms. It could be identified from my interaction on the online platform, which was only necessary. I rarely initiated interactions with other people except those who began it. Here, conducting online teaching practices would be a challenge in itself for me. I had not fully adapted to the online education system; hence, I encountered difficulties in my online teaching practices. Shwu-yong and Waxman (2009) stated that many pre-service teachers often encountered problems, reporting frustration in teaching practices. As experienced by me, as an English pre-service teacher in one of the senior high schools in Tasikmalaya, I encountered difficulties and met with various emotions during my online teaching practices. These emotions could be positive (e.g., happy, enjoy and pride) and negative (e.g., concerned, worried and frustrated). Thus, identifying my professional identity construction in the online teaching practices was interesting to be investigated.

To recognize my professional identity development, I attempted to identify the various emotions during online teaching practices. Many researchers had progressively acknowledged the entangled dynamics between teachers' emotions and professional identity formation (e.g., Day & Leitch, 2001; Zembylas, 2003; O'Connor, 2008; Yin & Lee, 2011; Karlsson, 2013; Yuan & Lee, 2015; Yuan & Lee, 2016; Teng, 2017; Deng, Zhu, Li, Xu & Rutter, 2018; Zhu, 2019). Schutz and Zembylas (2009) claimed that teachers' emotions are closely connected to teachers' well-being, identity, and emotional rule in teaching. Teachers' emotions were associated with their "self-understanding"-the dynamic sense of identity (Kelchtermans, 2005). Emotions ostensibly clashed with the traditional perspective of identity construction (Zhu, 2019). Deng et al. (2018) stated that emotions are a powerful catalyst for actions that, in turn, can construct identity. In this case, there was an inseparable dynamic between emotion and identity. Therefore, focusing on

emotional experiences could enrich understanding the dynamics of teaching and becoming a teacher.

I found that in teacher identity studies, limited attention had been generally paid to how the pre-service teacher constructed his identity by conveying with various emotions in his practices (O'Connor, 2008; Karlsson, 2013; Yuan & Lee, 2015, Yuan & Lee, 2016; Zhu, 2017; Teng, 2017; Deng et al., 2018). Most scholars identified the pre-service teacher's emotions during the teaching practices program. However, identifying these emotions during online teaching practices remained under-researched. Given this fact, I investigated how my emotions, feelings of an English pre-service teacher, constructed my professional identity during online teaching practices. By identifying these emotions, I would know how my professional identity was constructed during online teaching practices. Zembylas (2003) reinforced that teacher identity construction was informed by discourses on teachers' emotions. Therefore, this study could be used as a reference for the preservice teachers in constructing their teachers' identities in online teaching practices to construct their teachers' professional development.

#### 1.2 Formulation of the Problem

In this study, I examined the effect of my emotions on constructing my professional identity during online teaching practices. More specifically, this overarching research question was: How do I construct my professional identity during online teaching practices?

## 1.3 Operational Definitions

To avoid misinterpretation of this study, I presented the operational definitions of each keyword:

3.1 Teacher's Emotions

: The various emotions met by me as an English pre-service teacher during online teaching practices. These emotions might be positive (e.g., happy, enjoy, pride, etc.) and negative (e.g., worrying, challenging, pressured, concerned, etc.), which

influenced my professional identity construction.

3.2 Professional Identity

It contained a set of teacher identity elements such as an English preservice 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 preservice 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.