

CHAPTER 2

LITERATURE REVIEW

This chapter presents comprehensive information about theories from experts that are pertinent to the research topic. The literature review includes exploring professional identity, identity construction, and the factors that influence the formation of a teacher's professional identity. Additionally, the chapter covers the concept and purpose of a thesis. It also discusses relevant previous studies to provide additional data and information applicable to this research.

2.1 Theoretical Framework

2.1.1 Definition of Professional Identity

Professional identity starts with the broader meaning of identity itself. According to (Danielewicz, 2001), identity is defined as "our understanding of who we are and our perceptions of others." In particular, teacher identity (TI) refers to how educators view themselves professionally (Ball & Goodson, 1985; Nias, 1989). Ball and Goodson (1985) emphasize the significance of this notion, asserting that "the way in which teachers form, uphold, and evolve their identity—how they see themselves within their careers—is important for comprehending their actions and level of commitment in their teaching roles" (p. 18).

Constructivist theorists (Norton, 2013; Sachs, 2005) perceive educators' professional identities as acknowledgments of their responsibilities and commitments across various facades of their instructional practices, which psychosocial and cultural elements can influence. This research aligns with the tenets of social constructivism, viewing professional identity as a fluid and complex notion encompassing various components, including independence, dedication, genuineness, reflective thinking, and confidence in one's abilities.

Gee (2000) expands on identity by describing it as "being recognized as a particular type of individual." He outlines four dimensions that shape how identity is perceived: nature-identity, institutional identity derived from accepted roles or statuses, discourse identity constructed through what others say about oneself, and affinity identity). Motalebzadeh and Kazemi (2018), Assert that essential factors

affecting this identity include personal experiences, educational background, contextual influences, and individual traits. In education, professional identity encompasses multiple personal, social, and role-based identities.

The professional identity of student teachers is a complex and dynamic construct that evolves through various experiences during their teacher education programs. This identity formation is influenced by multiple factors, including teaching methods, emotional experiences, and contextual elements within educational settings.

One of the primary influences on the professional identity of student teachers is the teaching format employed during their training. Backer Backer (2023) examined the impact of different teaching formats, such as team teaching and traditional methods, on student teachers' professional identities. The study found that team teaching, particularly when supported, significantly enhances the development of a positive professional identity. This finding is supported by Banegas (Banegas, 2022), who emphasizes that the dynamic nature of student-teacher professional identity formation is influenced by self-perceptions and the pedagogical context, particularly in language teacher education. The interplay between teaching methods and self-perception is crucial, as it shapes how student teachers view their roles and responsibilities in the classroom.

Emotional experiences also play a critical role in shaping professional identity. Research by Chen et al. (2022) highlights that the emotional experiences of student teachers during their practicum significantly influence their identity development. The authors argue that recognizing and addressing these emotional factors is essential for effective identity negotiation in initial teacher education (ITE) programs. Similarly, Flores Flores (2020) points out that tensions often arise between personal and professional aspects of identity, particularly during teaching practice, which can lead to a deeper understanding of their teaching philosophies and practices.

Contextual factors, including the school environment and relationships with mentors and peers, further contribute to the professional identity of student teachers. Lee and Kutty Lee & Kutty (2023) emphasize that the practicum serves as a critical stage for student teachers to experience real-life teaching, which is instrumental in their identity development. The relationships formed during this period, along with the support received from mentors, can either facilitate or hinder the formation of a strong professional identity. This is echoed by Kaya (Kaya, 2023), who notes that interactions with mentor teachers and students significantly affect the development of teacher identity according to sociocultural theory. Moreover, the concept of "funds of identity," as discussed by Banegas et al. (Banegas et al., 2021), suggests that student teachers can leverage their diverse backgrounds and experiences to enrich their professional identity. By recognizing and utilizing these funds, student teachers can navigate the complexities of their roles more effectively, leading to a more cohesive professional identity.

In summary, the professional identity of student teachers is shaped by a combination of teaching formats, emotional experiences, and contextual influences. Understanding these factors is essential for developing effective teacher education programs that support the growth of a positive professional identity among future educators.

Several forms of identity are essential to consider. As discussed by Kempf (1969), personal identity centers on an individual's self-image and unique life experiences. On the other hand, role identity, introduced by Stryker (1980), emphasizes the significance of our roles within various social systems and how these roles influence our self-perception. Another critical concept, Social Identity Theory, by Tajfel and Turner (1979), suggests that a portion of an individual's identity comes from their social groups, affecting how teachers view their positions within the educational sector. This theory emphasizes the importance of group relationships and social interactions in developing a professional identity. The way teachers see themselves and their self-worth is linked to their social identities, shaped by the connections they nurture with colleagues, students, and the wider educational setting. The relationship between these identities emphasizes the

adaptable journey teachers feel in developing a professional identity based on both personal experiences and social environments. To comprehend the professional identity of English teachers, especially those instructing English as a Foreign Language (EFL), it is important to explore various influencing elements, including the dynamics between different groups of educators (Hashemi Moghadam et al., 2019)

Teachers strengthen their professional identity through the enhancement of classroom practices and by engaging with sociocultural factors, leading to increased job satisfaction and effectiveness (Ahmad et al., 2017). The evolution of professional identity among English language educators is a fluid journey that includes developing skills, self-reflection, and the construction of one's identity within the educational environment (Coşgun & Savaş, 2023). This continuous process requires that teachers remain adaptable, incorporating new experiences and knowledge into their teaching practices. Furthermore, mentorship and opportunities for professional development play a critical role, providing essential support and resources that help educators grow and excel. Through participation in professional learning communities, teachers gain essential feedback and insights that further enrich their professional identity. Essentially, the intersection of personal, social, and professional elements shapes the distinct professional identities of English teachers, thereby affecting their teaching methods and interactions with students.

Student teachers must develop pedagogical skills and establish an identity as language-teaching professionals (Iswandari, 2017). This engagement is essential for their growth and effectiveness in the classroom, as it helps the student teacher navigate various educational contexts and address various challenges. By actively participating in this process, student teachers enhance their ability to adapt to different teaching environments, refine their instructional techniques, and build a strong professional identity that evolves through continuous interaction with peers, mentors, and students.

Professional identity is not fixed but evolves as teachers interact with different communities, engage with individuals, and position themselves within various social contexts (Yazan, 2023) The formation of a teacher's professional

identity is often examined within the framework of communities of practice, which emphasizes the sociocultural aspects that influence teacher learning and development (Ahmad et al., 2019). This framework highlights how collaborative interactions and shared practices within professional communities contribute to developing and refining teachers' identities. Exploring the professional identities of English teachers involves delving into the intricate social phenomena that shape how educators perceive themselves within their professional roles (Le, 2023). Transitioning into different teaching settings, such as English as a Second Language (ESL) environments, further highlight how professional identity is socially situated and continuously evolving (Othman & Aljuhaishi, 2021). This dynamic process reflects the ongoing adaptation and refinement of a teacher's role as they respond to changing contexts, challenges, and interactions within their educational environment.

The different roles of Business English teachers highlight the complexity of forming and changing one's professional identity within the teaching profession (Guo & Zhu, 2019). Teachers navigate various roles and expectations within their professional community. To better understand this complex process, researchers have applied different theoretical frameworks to explain how language teacher identity and professional development take shape. For instance, Tajfel's social identity theory, Lave and Wenger's theory of situated learning, and Simon's concept of the image-text provide varied perspectives on the development of professional identities. Tajfel emphasizes the role of group membership and social categorization in shaping identity. Lave and Wenger focus on how participation in communities of practice contributes to identity formation through social interactions and shared learning experiences. Simon explores the interplay between images and texts, highlighting how media influences individual and collective identities within professional contexts. These theories comprehensively understand how individuals construct their professional identities across different settings (Wu & Wurenbilige, 2012).

These frameworks clarify how teachers perceive themselves within their teaching practices and the communities they belong to, providing valuable insights

into the dynamics of professional identity. Moreover, non-native speakers significantly influence the formation of a language teacher's identity, demonstrating how social factors and personal experiences shape professional identity Zhang (2017). This interaction between social factors and identity frameworks reveals the multifaceted nature of professional identity, as various contextual and personal elements continually shape it within the teaching profession.

Student teachers navigate various dimensions of their professional identity, as highlighted by Wang (2014), which include the roles of teacher as manager, teacher as professional, and teacher as acculturation agent. These roles emphasize the multifaceted nature of teaching, encompassing classroom management, professional development, and cultural socialization. Novice teachers often experience tensions in balancing these roles as they strive to meet the demands of managing a classroom, engaging in ongoing professional growth, and helping students assimilate into societal norms and values. Interaction within professional communities significantly shapes teacher professional identity, underscoring the importance of shared beliefs and collaborative practices in identity development Kade (2022). Engaging with colleagues, sharing experiences, and participating in these communities provide essential support, guidance, and a sense of belonging, essential for developing and improving a teacher's professional identity.

Furthermore, teachers' choices and agency over social structures contribute to constructing their professional identities Tsui (2007). Professional identity development among teachers is a complex process influenced by personal, social, and contextual factors. Teachers' beliefs, interactions within professional communities, and experiences in diverse teaching contexts shape their professional identities (F. Zhang & Wang, 2022). Understanding the intricacies of identity formation among teachers necessitates examining the interplay between individual agency, social structures, and the evolving nature of professional roles within the teaching profession (Xiong & Xiong, 2017). Teachers' sense of professional identity affects their self-efficacy and job satisfaction and significantly impacts their effectiveness as educators (Xiao-fang & Xue-ting, 2017)

In short, English teachers' professional identity is a complex and continuously evolving concept influenced by various internal and external elements. Applying social identity theory and other theoretical frameworks offers valuable insights into how teachers perceive themselves within their professional roles and communities. By delving into the complexities of identity formation among English teachers, researchers and educators can better understand the factors influencing teacher professional identity and its implications for teaching practices and job satisfaction.

In teaching, these different types of identity are crucial for understanding professional identity development, which has long been recognized as a critical aspect of a teacher's professional growth. Understanding professional identity is essential because it shapes how educators perceive and perform their roles within the teaching profession. Researchers have increasingly concentrated on this concept, highlighting its importance in professional development. Professional identity involves adopting, embracing, and upholding the values and responsibilities of the teaching profession. For instance, (Brenner et al., 2018) emphasize that professional identity is a fundamental component of one's role and identity as a teacher. Similarly, (Beauchamp & Thomas, 2010; Stets & Burke, 2014) have noted a significant increase in studies that define and understand what constitutes identity within the teaching context.

Professional identity is fundamental for understanding teachers' professional growth. Professional identity is often viewed as a role identity, where individuals adopt, embody, and maintain the identity associated with their profession (Brenner et al., 2018; Stets & Burke, 2014). Specifically, professional identity refers to how teachers perceive and define themselves as educators (Mockler, 2011). This identity is shaped within and influenced by the narrative stories constituting the essence of teachers' lives, reflecting their experiences, beliefs, and interactions.

Teacher professional identity is complex, capturing how educators perceive themselves within their professional role. This perception is shaped by many factors, including experience, education, environment, and personal characteristics

(Motallebzadeh & Kazemi, 2018). As individuals embark on their journey into teacher education, their identity within the teaching profession undergoes a formative process (Stenberg & Maaranen, 2020). According to Jones and Lawson (2015), student teachers often actively construct their professional identity through experiential learning in educational settings. This perception of professional identity is further reinforced by opportunities for professional growth and practical engagement, such as participation in teaching practicum programs (Pennington & Richards, 2016)

Understanding how teacher identity forms is vital for comprehending professional development. Teacher identity formation is a crucial aspect of professional development, involving various sociocultural, historical, and institutional factors (Beauchamp & Thomas, 2010). This complex process is shaped by social relationships, emotions, traditions, beliefs, values, educational background, job experiences, discourse, and personal experiences (Beauchamp & Thomas, 2010). These elements interact intricately to influence how teachers see themselves and their roles. To understand teacher identity, Beauchamp and Thomas (2010) emphasize that identity is an ongoing process, as initially described by (Beijaard et al., 2004). This perspective highlights that teacher identity is not static but continually evolving in response to changing contexts and experiences.

Building upon sociocultural studies, (Olsen, 2008) also describes teacher identity as both a product and a process. This dual nature means external factors influence identity and evolve through continuous interactions within teacher development. Beauchamp and Thomas (2009), further categorize these influences into internal and external facets, personal and professional domains. The formation of teacher identity highlights the need for understanding these contributing factors. Teachers' identities are continuously shaped and reshaped by their experiences, beliefs, and interactions within their professional environment. A comprehensive perspective on teacher identity formation highlights its multifaceted nature. Recognizing the factors that shape teachers' professional identities is essential for developing supportive educational frameworks that foster practical and committed educators.

Understanding the different dimensions of a teacher's professional identity is essential for perceiving their roles and responsibilities. The teachers' professional identity has five domains based on the teacher's career stories: self-image, self-esteem, task perception, job motivation, and future perspectives (Vanassche & Kelchtermans, 2015). These domains are crucial because they provide a comprehensive framework for understanding how teachers perceive themselves and their roles. Research by Vanassche and Kelchtermans (2015) highlights these domains, which have been analyzed through qualitative and quantitative methods to assess student identification and self-assessment (Engelbertink et al., 2020; Hanna et al., 2019). This multifaceted approach underscores the importance of considering various aspects of professional identity to understand teachers' experience and development.

In his work, Kelchtermans (2009), expands on the previously mentioned dimensions of teacher professional identity by adding three additional domains: task perception, job motivation, and future perspective. Task perception includes moral considerations and adherence to professional values and norms. Job motivation explores the factors influencing the choice of profession and decisions to either continue or leave it, varying throughout one's career due to internal and external factors. Future perspective reflects professionals' projections of themselves in the forthcoming years and their attitudes towards it, illustrating the fluidity of identity as individuals reflect on their past and anticipate the future over time. These added dimensions highlight teacher identity formation's complexity and dynamic nature (Pennington & Richards, 2016). The theory suggests that the five elements identified by (Kelchtermans, 2009) are crucial for obtaining a more profound understanding of forming a professional identity. This is why this study was conducted to explore these components precisely when assessing the professional identity of FEL teachers during their education.

Professional identity in teaching is linked to teachers' various roles and activities. Three main aspects of the teacher's professional identity- subject matter, pedagogical, and didactical are explored to understand what teachers should be capable of when engaging in teaching learning (Beijaard et al., 2000)

1. Teacher as subject matters

This aspect emphasizes the importance of teachers' understanding of the subjects they teach. It goes beyond knowledge transfer and involves effective lesson planning, organization, and delivery. Teachers also incorporate student feedback and utilize various teaching techniques to ensure effective learning.

2. Teacher as a Pedagogical Expert

Pedagogical expertise involves both the technical aspects of teaching and ethical and moral dimensions. Teachers influence their students' ethical and moral development, and their classroom practices are grounded in ethical standards and values. Pedagogical competencies encompass diverse skills, including developing resources, implementing effective teaching techniques, assessing student learning, fostering motivation, and managing the classroom environment.

3. Teacher as a Didactical Expert

Didactical expertise pertains to the capacity to design, implement, and assess lessons proficiently. Teachers must understand how to tailor their teaching methodologies to accommodate students' varied requirements and establish an environment that prioritizes student engagement. This transition towards student-centered methodologies mirrors broader societal shifts and insights from educational psychology research, underscoring the significance of educators as guides in the learning process rather than mere conveyors of information.

To sum up, teachers' professional identities are shaped by their roles as subject matter experts, pedagogical experts, and didactical experts, each encompassing a range of skills and duties. This complexity underscores the multifaceted nature of teaching within the educational process.

2.1.2 Foundation of Professional Identity Construction in EFL Context

Identity construction is a crucial part of human development. It involves an ongoing process through which individuals shape their sense of self, including their beliefs, values, roles, and affiliations (Kayi-Aydar, 2021). For student

English as Foreign Language (EFL) teachers, the process of professional identity construction is multifaceted. It includes acquiring knowledge, skills, abilities, and an evolving understanding of themselves and their profession (Chávez et al., 2023; Nguyen & Yang, 2018)

Various factors, such as personal experiences, social interaction, cultural norms, and social expectations, influence professional identity formation, shaping and enhancing professional identities (Beauchamp & Thomas, 2009; Le et al., 2008). Social identity theory suggests that individuals arise part of their self-concept from their social groups and their roles within them (Tajfel & Turner, 1979). EFL student teachers' social identity is shaped by their interactions with peers, mentors, students, and the broader educational community. The roles they assume within these social contexts impact how they perceive themselves and their professional roles. Social identity influences their sense of belonging and how they align with the norms and expectations of their professional group.

Henri Tajfel's Social Identity Theory (1979) provides a comprehensive framework for understanding how individuals construct and perceive their social identities through categorization, identification, and comparison. This theory particularly applies when examining professional identity construction in English as a Foreign Language (EFL). Social Identity Theory (SIT) provides a framework for understanding how English language teachers' self-concepts are shaped by their social group memberships, influencing their behavior, attitudes, and motivations in teaching. Language learning and teaching are deeply connected to identity, as educators navigate cultural, social, and professional dimensions in their roles. Research highlights that teachers' identities transform through interactions with students and educational contexts. For instance, in Bangladesh, aspirations among indigenous students to teach English are shaped by social identity and the perceived community value of the language (Hossain, 2023).

Teachers' pedagogical practices also reflect their identity work, promoting student autonomy and identity development (Sa'd, 2017). Language learning reshapes cultural and social practices, influencing both learners' and educators' identities (Moharami et al., 2022). By applying these components, it gave the

deeper insights into how EFL teachers navigate their professional roles and self-concept within the field.

1. Social Categorization

Social categorization is the initial step in Tajfel's Social Identity Theory and involves classifying oneself and others into distinct groups. For English student teachers, this categorization often begins with their enrollment in teacher education programs. By entering these programs, they are formally recognized as part of the "student teacher" group. This classification is essential as it marks the beginning of their professional journey, where they start to see themselves as students and future educators. This shift in self-perception is crucial as it influences how they approach their training and the seriousness with which they undertake their responsibilities.

Furthermore, in teacher education, students often categorize themselves into subgroups based on their specialization, such as English as Foreign Language (EFL) teachers. This categorization further refines their professional identity, aligning them with skills, knowledge, and pedagogical approaches. Being part of the EFL community means that student teachers engage with specific educational content, methodologies, and challenges unique to teaching English as a foreign language. This specialized categorization helps them to form a precise professional identity focused on the needs and goals of EFL learners.

Social categorization plays a crucial role in shaping the professional identity of teachers, particularly within the context of English as a Foreign Language (EFL) teaching. This process involves the classification of individuals into social groups based on shared characteristics, which subsequently influences their self-perception and interactions within educational environments. The implications of social categorization for teacher identity are multifaceted, encompassing aspects of belonging, professional expectations, and the negotiation of personal and social identities.

Research indicates that the professional identity of EFL teachers is significantly influenced by their social categorization within educational contexts. For instance, Moghadam et al. employ a Bourdieusian framework to analyze how social identity theory elucidates the in-group and out-group dynamics among English teachers, thereby impacting their professional identities (Moghadam et al., 2019). This analysis underscores the importance of social positioning in the educational field, where teachers often navigate complex social hierarchies that shape their professional roles and self-concept.

Furthermore, Jiang et al. highlight that teachers' professional identities are constructed through narratives that reflect social and policy expectations of what constitutes an effective educator (Jiang et al., 2013). This narrative inquiry reveals that teachers' identities are not static; instead, they evolve in response to external influences, including institutional policies and societal norms. The dynamic nature of professional identity formation suggests that teachers must continuously negotiate their identities in relation to the expectations imposed by their social categorization.

The ongoing development of teacher identity is also emphasized by Lankveld et al., who argue that it is an interpretative process influenced by social and cultural contexts (Lankveld et al., 2016). This perspective aligns with the notion that teachers' identities are shaped by their interactions within communities of practice, where social categorization can both empower and constrain their professional development. The interplay between individual aspirations and collective identities further complicates the identity formation process, necessitating a nuanced understanding of how teachers perceive themselves within their professional landscape.

Moreover, Xiao discusses the role of contextual factors in shaping EFL teachers' identities, noting that the rapid changes in educational contexts require teachers to adapt their self-conceptions accordingly (Xiao, 2022). This adaptability is crucial as teachers confront various social categorizations that may affect their confidence and sense of belonging within the teaching

community. The recognition of these external pressures highlights the importance of fostering supportive environments that validate diverse teacher identities.

In summary, social categorization significantly influences the professional identity of teachers, particularly in the EFL context. The interplay of social expectations, narrative constructions, and contextual factors shapes how teachers perceive themselves and their roles within educational settings. Understanding these dynamics is essential for developing effective teacher education programs that support the complex identity formation processes of educators.

2. Social Comparison

Social comparison plays a vital role in shaping the professional identity of English language teachers by influencing their self-perception, motivation, and growth. This process involves assessing oneself in relation to others, which can significantly impact teacher efficacy and satisfaction. One critical aspect of social comparison in this context is the effect of perceived competence relative to peers. Li (2020) highlights those non-native English teachers often feel inferior to native speakers due to the "native-speakerism" ideology, which idealizes native speakers as superior educators. This can lead non-native teachers to doubt their language proficiency and teaching skills, negatively affecting their professional identity.

Cultural context also plays a crucial role in shaping identity through social comparison. Senchenkov (2019) notes that professional identity varies significantly across cultures, as evidenced by research on Russian and Latvian teachers. These differences demonstrate how teachers' perceptions of their roles and identities are shaped by cultural and social contexts, impacting their development and job satisfaction.

Mentorship and supervision during teacher training are also influential in identity formation through social comparison. Salinas and Ayala (2018) emphasize that interactions with mentor teachers during practicum experiences play a key role in student-teachers' identity development.

Positive comparisons with mentors can enhance self-confidence and reinforce a strong professional identity, whereas negative comparisons may lead to self-doubt and hinder growth.

Beyond language proficiency, social comparison affects broader dimensions of professional identity, including values and beliefs. According to Lubsky and Chikarova (2021), younger teachers often compare themselves to idealized professional images, while experienced teachers align more with the realities of their profession. These generational differences highlight varying perspectives on professional identity and expectations.

In summary, social comparison significantly impacts English language teachers' professional identity, influencing their self-view, motivation, and development. Recognizing these dynamics is essential for fostering supportive environments that promote positive identities and teacher effectiveness.

3. Social Identifications

Social identification is a critical aspect of understanding the professional identity of English language teachers. It encompasses the ways in which teachers perceive themselves in relation to their colleagues, students, and the broader educational community. This process of social identification influences their teaching practices, professional development, and overall job satisfaction.

One significant factor in the social identification of English language teachers is the concept of teacher identity, which is shaped by various social, cultural, and institutional contexts. Taşdemir and Karaman emphasize that professional development practices must be aligned with teachers' identities, suggesting that teacher socialization is crucial for the formation of their professional identities Taşdemir & Karaman (2022). They argue that a democratic model of professional development, which encourages collaboration and reflection, can enhance teachers' sense of belonging and professional identity. This aligns with the findings of Bukor, who advocates for an integrated approach to exploring teachers' personal and professional

experiences, highlighting the importance of understanding how these experiences shape their identities (Bukor, 2014).

Furthermore, the notion of language teacher identities is essential in understanding how teachers construct their professional identities. Taşdemir's research indicates that teachers navigate their identities through interactions with others, which influences their professional development (Taşdemir, 2023). This process of identification is not only about how teachers see themselves but also how they are perceived by their peers and students. Huang and Varghese further elaborate on this by discussing the personalized identities of non-native English speakers in U.S. secondary ESL programs, emphasizing the importance of self-perception in shaping their professional identities (Huang & Varghese, 2015). They argue that non-native English Speakers teachers often face unique challenges and opportunities that impact their sense of professional identity.

The social identification process also involves the negotiation of identities within diverse educational contexts. Ardi's study on Indonesian EFL pre-service teachers reveals that their professional identities are shaped through social interactions and experiences during their teaching practicum (Ardi, 2023). This finding underscores the idea that identity formation is experiential and context-dependent, as teachers continuously negotiate their roles in response to the dynamics of their educational environments. Moreover, the impact of external factors, such as institutional policies and societal expectations, cannot be overlooked. Miller et al. discuss how issues related to language ownership and the legitimacy of EFL teachers create hierarchies that affect their professional identities (Miller et al., 2017). This reflects the broader societal categorization of teachers, which can influence their self-concept and professional agency. Similarly, Feng and Kim highlight the spatial construction of linguistic identities, emphasizing how globalization affects teachers' identities in different contexts (Feng & Kim, 2022).

In conclusion, social identification plays a pivotal role in shaping the professional identity of English language teachers. It is influenced by personal experiences, social interactions, and the broader educational context. Understanding these dynamics is essential for fostering supportive environments that promote the professional development and satisfaction of English language teachers.

Reflective practices, particularly during the practicum experience, are essential for uncovering and shaping their identities as professional teachers. Reflection enables student teachers to critically examine their roles, interactions, and the impact of their teaching practices. Studies have shown that reflection fosters deeper self-awareness, enhances pedagogical effectiveness, and supports a sense of professional agency (Kelchtermans, 2009; Nichols et al., 2017). By reflecting on their experiences and social interactions, student teachers can better understand their social identity and its interplay with their professional identity, leading to a more nuanced and integrated sense of self as educators.

Meanwhile, according to Gee (2000), there are four ways to view how identity constructed these 4 perspectives are:

1. Nature Identity (N- Identity)

Nature-Identity (N-Identity) refers to the attributes and traits individuals are born with or develop naturally, influencing their identity. In the context of English as a Foreign Language (EFL) student teachers, N-Identity can significantly shape their professional identity through innate qualities such as language skill, teaching talent, and personality characteristics.

For instance, a student teacher with a natural proficiency in English is likely to feel more confident and competent in their ability to teach the language. This inherent skill can make them more effective in the classroom and better engage with students (Nugroho et al., 2022). Additionally, certain personality traits, such as patience, empathy, and enthusiasm for teaching, can naturally position them as effective educators. These traits help them create a positive learning environment and connect with their students on a deeper level (Wulyani et al., 2019).

Intrinsic motivation also plays a crucial role in N-Identity. A deep passion for teaching and a genuine interest in student learning can drive teachers to pursue further professional development and seek out new teaching strategies (Pires, 2023). This internal drive helps them remain committed to their profession and continuously strive for improvement.

However, while N-Identity provides a strong foundation, more is needed. Effective teaching requires developing skills and knowledge through formal education and professional experiences. Therefore, while natural abilities are crucial, they must be complemented by ongoing learning and practice.

In summary, N-Identity contributes to constructing student teachers' professional identity by leveraging their inherent strengths and traits. By recognizing and nurturing these natural abilities, student teachers can build a solid foundation for their professional identity in the EFL context.

2. Institution Identity (I-Identity)

The professional identity of EFL (English as a Foreign Language) student teachers is significantly shaped by institutional identity (I-Identity). The process begins with formal education, where the curriculum imparts pedagogical knowledge and teaching skills necessary for effective teaching (Kshetree, 2023). This includes understanding language acquisition theories, lesson planning, and classroom management. The courses help student teachers develop a clear vision of their roles and responsibilities in the classroom.

Institutional policies and practices also play a significant role in shaping student teachers' professional identities. The institution's culture, values, and teaching approach can significantly influence student teachers. For instance, an institution that values collaborative learning may encourage student teachers to adopt these approaches in their teaching practices. Moreover, mentoring relationships and feedback from experienced educators provide guidance, support, and constructive criticism, helping student teachers refine their practices and professional demeanor.

The environment of the schools where student teachers complete their teaching practice also influences their professional behavior and self-perception (Buendía-Arias et al., 2020). The host school's expectations, norms, and culture affect how student teachers adapt their practices and integrate into the teaching environment, institutional recognition, such as certifications, awards, or evaluations, further reinforces student teachers' professional identities by validating their achievements and competencies.

Regulatory guidelines set by professional bodies play a significant role in shaping student teachers' professional identities. Following these standards helps student teachers understand what is expected in their professional roles and provides a framework for evaluating their competencies.

In summary, the professional identity of student teachers is shaped by their formal education, institutional practices, teaching experiences, and professional standards, contributing to how they perceive themselves as educators and aligning with the expectations of the teaching profession.

3. Discourse Identity (D – Identity)

"D-Identity," or Discourse-Identity, is formed through how individuals are recognized and defined in social interactions and communication. In the context of EFL (English as a Foreign Language) student teachers, D-Identity plays a crucial role as it involves the narratives and dialogues between them and their peers, mentors, students, and the broader educational community. According to Gee, "Discourse is a socially accepted association among ways of using language, of thinking, valuing, acting, and interacting in the 'right' places and at the 'right' times with the 'right' objects" (Gee, 2000). This means that D-Identity is not just about language, but encompasses a broader spectrum of social practices and interactions.

In teacher education, the discussions surrounding student teachers significantly influence how they see their professional roles. When student teachers talk about teaching methodologies, classroom management, and student engagement, they engage in a professional discourse that shapes

their identity. Feedback sessions with mentors and peers offer valuable insights into their teaching practices, allowing student teachers to reflect on their strengths and areas for improvement, contributing to their professional growth. The recognition and validation they receive from these conversations reinforce their sense of competence and identity as educators.

The narratives constructed around student teachers' experiences also play a vital role in D-Identity. Stories shared by veteran teachers, success stories from peers, and even the challenges faced in the classroom become part of a larger narrative that affects how student teachers see themselves. Gee emphasizes that "how people are recognized and defined in terms of discourse and dialogue contribute to their identity" (Gee, 2000). This means that the stories and conversations that student teachers engage in can either empower them or create self-doubt, depending on the nature of the discourse.

The language used to describe teaching practices and experiences also shapes professional identity. Specific terminologies, jargon, and phrases dominant in education become part of the student teacher's vocabulary, helping them communicate effectively within the professional community. For example, terms like "differentiated instruction," "formative assessment," and "student-centered learning" are more than just words; they represent concepts and practices that are integral to the identity of a professional teacher. As student teachers become fluent in this professional language, they can convey their ideas and practices, strengthening their professional identity.

Self-reflection and internal dialogue are crucial components of D-Identity. Gee notes that "discourse and dialogue are essential in shaping how individuals perceive their own identity" (Gee, 2000). Through reflective practices such as journaling, peer discussions, and self-assessment, student teachers can critically examine their experiences and beliefs about teaching. This ongoing internal dialogue allows them to make sense of their experiences, align their practices with their professional values, and

continuously refine their identity as educators. In summary, D-Identity in the context of EFL student teachers is a dynamic process involving external interactions and internal reflections, contributing to a strong and developing professional identity.

4. Affinity Identity (A-Identity)

Affinity-Identity (A-Identity) focuses on the affiliations and communities that individuals willingly join based on shared interests and practices. For EFL (English as a Foreign Language) student teachers, their professional identity is significantly influenced by their communities of practice, such as professional teaching organizations, online forums, and informal networks of fellow educators. According to Gee (2000), A-Identity is about "the experiences people share as part of specific groups," underscoring the importance of these shared experiences and practices in shaping one's identity.

Engaging with professional teaching organizations provides EFL student teachers with many resources and opportunities for professional development. These organizations often offer workshops, seminars, and conferences that introduce student teachers to the latest research, methodologies, and best practices in language education. Participation in these events enhances their knowledge and skills and helps them identify themselves as part of a larger professional community dedicated to excellence in language teaching. The interactions and relationships formed through these organizations reinforce their commitment to their profession and contribute to a stronger professional identity.

Online forums and social media groups also play a significant role in shaping A-Identity for EFL student teachers. These platforms allow educators worldwide to connect, share resources, discuss challenges, and exchange innovative teaching strategies. Gee (2000) highlights the importance of such affiliations, stating that A-Identity is "rooted in participation in specific activities and the social recognition that comes with that participation." By engaging in online discussions and contributing to

collaborative projects, student teachers gain recognition and validation from their peers, bolstering their confidence and sense of belonging in the professional community.

Informal networks of fellow educators, such as peer study groups or mentorship programs, provide a supportive environment where student teachers can seek advice, share experiences, and receive feedback on their teaching practices. The collaborative nature of these interactions fosters camaraderie and mutual support, essential for professional growth. As Gee (2000) points out, "Identity is not just about being recognized in a certain way but also about recognizing oneself as a member of certain social groups." Being part of these informal networks helps student teachers see themselves as integral members of the teaching profession.

The communal aspect of A-Identity helps student teachers stay connected with current trends and best practices in EFL education. Being part of a community that values continuous learning and innovation encourages student teachers to adopt a reflective and adaptive approach to their teaching. Gee (2000) emphasizes that A-Identity involves "the ongoing processes of participation in and identification with communities of practice." This continuous engagement with the professional community ensures that student teachers remain updated and responsive to the evolving demands of language education.

Finally, A-Identity fosters a collaborative and evolving professional identity. The shared practices and collective experiences within affinity groups contribute to a sense of belonging and identity as part of a larger professional community. Gee (2000) asserts that "affinity groups provide a powerful sense of affiliation and identity." For EFL student teachers, this affiliation is crucial in developing a professional identity that is not only grounded in individual expertise but also enriched by the collective wisdom and experiences of the community. This collaborative aspect of professional identity helps student teachers navigate the complexities of their profession and continuously strive for excellence in their teaching practices.

In conclusion, Affinity-Identity (A-Identity) plays a crucial role in shaping the professional identity of EFL student teachers. Through their engagement with professional teaching organizations, online forums, and informal networks, student teachers gain a sense of belonging and recognition essential for their professional growth. The shared practices and collective experiences within these communities foster a collaborative and evolving professional identity, ensuring that student teachers remain connected with current trends and best practices in the field of EFL education.

Identity construction is vital for human development and is an ongoing process shaped by various factors such as personal experiences, social interactions, cultural norms, and societal expectations. For EFL student teachers, professional identity construction involves acquiring knowledge, skills, and an evolving understanding of themselves and their profession, influenced by their interactions with peers, mentors, and the broader educational community. Tajfel's Social Identity Theory explains this process through social categorization, identification, and comparison, while Gee's perspectives on identity—Nature, Institutional, Discourse, and Affinity—further illuminate how innate traits, institutional policies, social interactions, and community affiliations contribute to the formation of their professional identities. Engaging with professional communities, reflective practices, and mentorship programs are crucial in fostering a dynamic and evolving professional identity for EFL student teachers, ensuring they remain responsive to the changing demands of the educational landscape.

Besides that, (Pennington & Richards, 2016) offers a valuable framework to discuss the foundational competencies of professional identity. These competences are:

1. Language related Identity

The concept of "language-related identity" refers to how a person's language use, language learning experiences, and the sociocultural situations in which they interact with language contribute to their sense of self and identity. In the context of multilingualism, second language

learning, and language instruction, where language is not just a tool for communication but also a crucial aspect of how individuals view themselves and are regarded by others, this idea is especially essential. Language-related identity encompasses the proficiency and skills acquired through years of language learning.

2. Disciplinary Identity

Disciplinary identity, involving both pedagogical subject knowledge and disciplinary knowledge, is critical to creating an EFL teacher's overall identity. This identity is not static; it changes over time as instructors connect with their subject matter, reflect on their teaching approaches, and adjust to their students' needs. A strong disciplinary identity is vital for EFL instructors in developing a thorough grasp of the English language and its cultural surroundings, which improves their capacity to effectively express and teach these components to students. As they gain competence in both the subject and practice of language instruction, EFL instructors are more prepared to offer meaningful learning experiences, handle their students' different needs, and contribute to the greater educational goals of language proficiency and cultural competence. Moreover, disciplinary identity influences how teachers perceive their professional roles, how they interact with their students, and how they contribute to the academic community. It also shapes their motivation and commitment to continuous professional development, as they seek to deepen their understanding of the subject and refine their teaching practices. In this way, disciplinary identity is a foundational element of an EFL teacher's overall professional identity, guiding their approach to education and shaping their impact on students' learning outcomes.

3. Context-related identity

Context-related identity describes how EFL teachers may change their identity development environments using knowledge from varied learning contexts (Pennington & Richards, 2016). This effect can have

either a beneficial or harmful impact on identity formation. A sound effect creates a suitable teaching-learning environment, whereas a negative influence disrupts the environment, hindering identity formation. Teachers thrive in supportive conditions, getting inspiration from their surroundings and having a solid connection to their profession. These favorable environments enable individuals to reflect on their methods, work meaningfully with colleagues, and accept new ideas to enhance their teaching. As a result, their professional identity becomes stronger and more closely connected with their beliefs, interests, and desired influence on their pupils.

However, when instructors find themselves in difficult or unsupportive situations, their sense of self might be disrupted. Without the right resources or support, individuals may struggle to find their footing, resulting in emotions of dissatisfaction or uncertainty. This divide might hinder their development and make them question their role in the field.

Recognizing the impact of context on identity, instructors should actively seek out or foster circumstances that promote their growth. By doing so, teachers increase their sense of purpose and provide a more lively and engaging learning experience for their students, ensuring that their job remains essential and relevant.

4. Self-knowledge and awareness

Self-knowledge awareness is the process of deeply understanding one's own identity, including personal strengths, weaknesses, emotions, values, and beliefs. For teachers, this self-awareness is essential as it profoundly impacts their approach to teaching, their interactions with students, and their ability to navigate the complexities of the classroom environment.

Teachers with a strong sense of self-knowledge are more likely to engage in reflective practices, where they continuously assess and adjust their teaching methods based on their understanding of what works best for them and their students. This awareness helps them to acknowledge their strengths,

such as their ability to connect with students or their expertise in a particular subject, and use these strengths to create more effective and engaging lessons.

At the same time, self-knowledge teachers to recognize and confront their weaknesses. Whether it's a tendency to lose patience in challenging situations or a lack of confidence in using new technologies, being aware of these areas for improvement enables teachers to seek out resources, training, or strategies to address these challenges. This proactive approach not only enhances their teaching effectiveness but also contributes to their personal and professional growth. Furthermore, self-knowledge awareness involves understanding one's core values and beliefs, which guide decision-making in the classroom. Teachers who are clear about their educational philosophy—whether it's a commitment to fostering inclusivity, promoting critical thinking, or encouraging creativity—are better equipped to create a learning environment that aligns with their principles. This alignment between personal values and professional practice leads to a more authentic and fulfilling teaching experience, benefiting both the teacher and their students.

Essentially, self-knowledge awareness empowers teachers to be intentional and reflective in their practice, leading to a deeper connection with their work and a more positive impact on their students' learning.

5. Student Related Identity

In reshaping English student teachers' identities, student-related identity plays a crucial role, encompassing teachers' perspectives on their students, teaching techniques, and classroom management capabilities. How teachers perceive their students and their own effectiveness influences their self-concept and instructional approach. For instance, a teacher's belief in their ability to manage a diverse classroom or adapt teaching strategies to meet individual needs can reinforce their professional identity. This self-perception impacts their interactions with students and their confidence in implementing pedagogical methods. Additionally, effective classroom management and the ability to connect with students are essential for developing a positive and authoritative teaching identity. These aspects of identity are continually shaped

by feedback from students, peer interactions, and personal reflections, contributing to an evolving professional self-image and enhanced teaching practices.

Identity formation in English as a Foreign Language (EFL) student teacher is a multifaceted process influenced by personal experiences, educational practices, and social interactions. According to Tajfel's Social Identity Theory, this process involves categorizing oneself within social groups and comparing them, shaping their professional self-concept. Gee's framework, including perspectives like Nature and Institutional, emphasizes how inherent traits, educational institutions, and social contexts affect this development. Additionally, Pennington and Richards highlight vital areas of identity, such as language proficiency, disciplinary knowledge, and contextual understanding. These elements collectively guide EFL student teachers in building a professional identity responsive to the evolving educational landscape, supported by engagement with professional communities and reflective practices.

2.1.3 The Factors Constructing Teacher's Professional Identity

Research on teacher identity in second or foreign language learning is a prevalent topic in teacher education. Scholars advocate for further exploration into identity and second language learning for several reasons. Firstly, examining identity can reveal how individuals, including teachers, shape and reshape themselves through interactions in language learning environments. Secondly, the complexity of identity highlights the unique traits of teachers, such as being dynamic and situated. Lastly, identity construction intertwines how teachers acquire and apply knowledge to enhance student performance. Identity construction involves formal experiences, like workshops, and non-formal experiences, like discussions with colleagues. Overall, research on teacher identity in language learning provides insights into the intricate process of identity formation for teachers.

The construction of professional identity among EFL Student teachers has been explored by various scholars (Chávez et al., 2023; Nguyen & Yang, 2018; Ostad et al., 2019); (Wang & He, 2022). The construction of EFL student teachers'

professional identity within two main settings in their professional experience. The process of identity construction occurs within the framework of education programs, particularly emphasized in the context of practicum experiences (Le et al., 2008). (Nguyen and Yang, (2018) also argue that participation in practicum programs plays a crucial role in shaping and enhancing EFL Student teachers' professional identity, particularly regarding their pedagogical skills and foreign language knowledge.

Subsequently, reflective practices become essential during this process. (Nguyen & Yang, 2018; Nichols et al., 2017), suggest that engaging in reflective processes, especially regarding emotional experiences, is a significant step toward understanding their role and identity as professional teachers. Lanas, Vanassche, and Kelchtermans (2015) further support this idea, highlighting that focusing on the context of the reflection process during professional experiences contributes to the growth of student-teacher personality.

Thus, EFL student teachers' professional identity is formed within educational programs, primarily through field teaching practice programs that involve self-reflection and self-examination. This process aids in developing a more refined teacher persona. It encourages student teachers to analyze the various domains and supportive factors contributing to constructing their professional identity.

To develop their professional identity as 'professional English teachers,' educators typically engage in teacher professional development, which can take two primary forms: formal and informal approaches, as outlined by (Cirocki & Farrell 2019). Scholars stress the value of both approaches. Participating in formal professional development programs or activities enables teachers to improve their knowledge, skills, and emotional intelligence, resulting in changes to their classroom practices. (Anspal et al., 2012); Avalos, 2011; (Day et al., 2006); (Olsen, 2008). On the other hand, informal approaches, such as reading professional literature or participating in discussions within a learning community, serve as self-support and community support mechanisms, respectively, helping teachers

improve their teaching knowledge and beliefs (Izadinia, 2014) Overall, engaging in professional development positively influences teachers' professional growth.

Motallebzadeh and Kazemi (2018) suggested that several key factors mold student teachers' professional identity such as experiences, education, environment, and personal characteristics

Although professional development activities positively impact teachers' professional identity, several factors can obstruct identity construction or have adverse effects. These obstacles often arise from conflicts between personal beliefs, knowledge, desires, and professional aspects like institutional policies or administrative restrictions (Beauchamp & Thomas, 2009; Beijaard et al., 2000; Day et al., 2006). External constraints such as national curriculum guidelines, educational reforms, public expectations, and school culture, as well as internal factors like curriculum interpretations, educational backgrounds, and personal beliefs, commonly challenge teachers, especially early in their careers (Beauchamp & Thomas, 2009; Beijaard et al., 2000; Day et al., 2006; Kumazawa, 2013); Yaylı & Dikilitaş, 2018). Similarly, (Wang et al., 2020) identified three constraints faced by student teachers: institutional structures, institutional norms, and external social contexts, all of which influence their professional identity during the early stages of their careers.

In developing a teacher's professional identity, various factors are crucial in shaping how educators perceive themselves. Research by Rosdi et al. (2020) emphasizes that internal and external factors, such as individual characteristics, technology integration, and environmental influences, significantly impact forming a teacher's professional identity. This study highlights the importance of considering a range of factors contributing to the complex identity construction-process among teachers. Moreover, Yingya (2022) points out that diverse characteristics like education level, social class, and reward systems can influence the formation of teachers' professional identities.

Understanding how these factors interact and affect teachers' self-perceptions and professional roles is essential in comprehending the multifaceted nature of teacher identity formation. Additionally, Hen and Gilan-Shochat (2022)

emphasize that teachers' professional identity is crucial in their motivation, effectiveness, and job satisfaction. This underscores the intrinsic link between identity and professional fulfillment, highlighting the significance of self-perception and role definition in teachers' job performance. Furthermore, Lubsky and Chikarova (2021) identify internal and external factors contributing to young teachers' professional identity formation, emphasizing the role of social, labor, and digital transformations in shaping how educators perceive themselves within the evolving educational landscape. Understanding these influences is vital in supporting the development of a robust professional identity among young teachers. Lastly, Aljuhaish et al. (2020) highlight the foundational competencies of language teacher identity, including language-related, disciplinary, context-related, self-knowledge, and student-related identities. This underscores the diverse factors contributing to constructing a teacher's professional identity in language teaching.

These theories collectively contribute to a comprehensive understanding of teacher identity formation and development. While Social Identity Theory is a grand theory explaining the general process of identity formation through group membership, the other theories provide more specific insights into how professional identity is developed and maintained within the teaching profession. They all emphasize the importance of social interactions, community involvement, and personal experiences in shaping a teacher's professional identity.

In conclusion, constructing a teacher's professional identity is a complex and dynamic process influenced by many internal and external factors. By considering individual characteristics, technological integration, social class, reward systems, and the impact of social, labor, and digital transformations, educators and researchers can comprehensively understand how teachers develop their professional identities within the educational context.

2.2 Study of Relevance Research

A prior study focused on students' teachers' identity during teaching practice at school. The research, conducted by Galuh et al (2019), aimed to explore

the identities of Student teachers at a private university in Yogyakarta and how the positioning of their students influenced these identities. The study interviewed two university student teachers, revealing that they perceived various identities based on how they positioned their students. Despite facing similar challenges, the two participants displayed distinct identities. The research shed light on the role of positioning as the "real teacher" and its impact on the construction of identities for these student teachers.

(Irmawati et al., (2017) conducted research titled "How Do Indonesian Professional English Teachers Develop Their Pedagogical Competence in Teaching Implementation?" This qualitative study aimed to investigate the types of Professional Development (PD) activities undertaken by Indonesian professional English teachers to enhance their pedagogical competence in teaching implementation and assess the contributions of these activities to their competence development. The study comprised two stages: subject selection and investigation into the subjects' professional development for pedagogical competence in teaching implementation.

Aktekin and Celebi (2020) Conducted a study focusing on the identity construction of an English Language Teaching (ELT) teacher education program. Data from 18 student teachers in an ELT education department were gathered through reflection and surveys. The study revealed three key issues: subject matters, didactics, and pedagogy. Teachers felt challenged in positioning themselves as experts in the English language and recognized the need to be proficient in subject matters, followed by didactics and pedagogy. The results indicated that certain language ideologies persisted in ELT teacher education, emphasizing teacher educators' need to address these for transformative educational outcomes.

The study from Motallebzadeh and Kazemi (2018) investigated the relationship between EFL teachers' professional identity and self-esteem. Data from 224 EFL teachers in Iran were collected using professional identity and self-esteem questionnaires. The Results show that satisfaction, knowledge, commitment, adaptation, and communication positively and significantly predicted professional identity. The study highlights the importance of experience, education,

environment, and personal characteristics in shaping a teacher's professional identity.

Previous studies have provided valuable insights into constructing professional identity among educators. Galuh et al. (2019) showed how student teachers' identities are influenced by their positioning of students during teaching practice. Irmawati et al. (2017) explored the professional development activities of Indonesian English teachers, while Aktekin and Celebi (2020) investigated the challenges student teachers face in ELT programs. Additionally, Motallebzadeh and Kazemi (2018) emphasized the significance of experience, education, environment, and personal characteristics in shaping EFL teachers' professional identity. These studies collectively highlight the multifaceted nature of professional identity formation among educators.