PROFESSIONAL IDENTITY CONSTRUCTION OF INDONESIAN EFL NOVICE TEACHERS: THE COVID-19 PANDEMIC CONTEXT

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Master's Degree in English Education

By:
Devia Fitaloka
2002608

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2023

Halaman Hak Cipta

PROFESSIONAL IDENTITY CONSTRUCTION OF INDONESIAN EFL NOVICE TEACHERS: THE COVID-19 PANDEMIC CONTEXT

Oleh
Devia Fitaloka

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Sastra

APPROVAL PAGE

DEVIA FITALOKA

2002608

PROFESSIONAL IDENTITY CONSTRUCTION OF INDONESIAN EFL

NOVICE TEACHERS: THE COVID-19 PANDEMIC CONTEXT
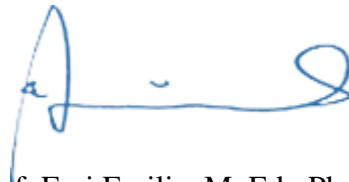

Approved by

Main Supervisor

Ika Lestari Damayanti, Ph. D.

NIP. 197611271993031002

Co-Supervisor

Isti Siti Saleha Gandana, Ph. D.

NIP. 197906042003122007

Head of English Education Study Program

Prof. Emi Emilia, M. Ed., Ph. D.

NIP. 196609161990012001

AUTHOR'S DECLARATION

I hereby certified that this thesis, which is entitled "PROFESSIONAL IDENTITY CONSTRUCTION OF INDONESIAN EFL NOVICE TEACHERS: THE COVID-19 PANDEMIC CONTEXT" is truly my own work. I am fully aware that I have cited and quoted some statements and ideas from a great number of sources. All quotations have been fully acknowledged and properly quoted in this paper.

Bandung, August 2023

Devia Fitaloka

ACKNOWLEDGMENT

PROFESSIONAL IDENTITY CONSTRUCTION OF INDONESIAN EFL NOVICE TEACHERS: THE COVID-19 PANDEMIC CONTEXT

ABSTRACT

Teacher's professional identity is considered as one of the important aspects that influence the quality of teacher's teaching practice. However, research on EFL novice teachers' professional identity construction in Indonesia is understudied. The present study investigated the factors that contributed in shaping two EFL novice teachers' professional identities in Indonesia and how COVID-19 pandemic affected their identities as teachers. By employing a narrative-based case study, the data were collected through interviewing, online classroom observation, and documents, and were analyzed using Creswell's (2014) thematic analysis. The results of this study confirmed Yazan's (2018) theory that teachers' leaning, teachers' cognition, teachers' emotions, teachers' participation in community of practice, and contextual factors were found to be the most influential factors that shape the teachers' professional identities. Teachers' learning experiences served as the most significant factors in shaping their professional identities as their observation of former teachers during the learning experiences formed their imagined identity on how a teacher should be. In regards to COVID-19 pandemic, this study revealed that online teaching during the pandemic influenced the teachers as they became more creative, flexible, and adaptable. This study suggests that the educational stakeholders could provide supports and opportunities for teachers' learning and professional development, so that they could recognize the importance of teachers' professional identity in relation to their future profession as teachers.

Keywords: *EFL novice teachers, online teaching*, *identity construction; teacher professional identity*

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

REFERENCES

Aboud, F. (2020). The effect of E: Learning on EFL teacher identity. *International Journal of English Research*, *6*(2), 22–27.

Afshar, H. S., & Donyaie, S. (2019). EFL teachers' identity construction through a reflection consciousness-raising interactive workshop. *International Journal of Society, Culture & Language*, *7*(2 (Special Issue on Iranians Views of Cultural Issues)), 80–93.

Al Zoubi, S. M. (2018). The impact of exposure to English language on language acquisition. *Journal of Applied Linguistics and Language Research*, *5*(4), 151–162.

Alagha, J. (2012). Hizbullah's identity construction. In *Hizbullah's Identity Construction*. Amsterdam University Press.

Albaqami, S. E., & Alzahrani, D. (2022). Transition to online EFL teaching in Saudi Arabian universities during the COVID-19 outbreak. *Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges*. http://dx.doi.org/10.2139/ssrn.4036742

Allen, I. E., & Seaman, J. (2003). Sizing the opportunity: The quality and extent of online education in the United States, 2002 and 2003. *Sloan Consortium (NJ1)*.

Alsup, J. (2006). Teacher identity discourses: Negotiating personal and professional spaces. *Lawrence Erlbaum Associates, Inc*. https://doi.org/10.4324/9781410617286

Apriliani, D. (2020). A narrative inquiry of students teachers identity construction through teaching practicum: Voices from secondary school classroom in Indonesia. *Wiralodra English Journal*, *4*(2), 39–51.

Aminah, A., Nurwahida, N., & Nurmawati, N. (2021). Technology-based teaching strategies implemented by English teachers before and during covid-19 in EFL context. *English Language, Linguistics, and Culture International Journal*, *1*(3), 195-209.

Arnold, L., & Groenewald, E. (2022). Exploring How COVID-19 Shapes the Professional Identities of South African Student Teachers. *International Journal of Learning, Teaching and Educational Research*, *21*(4), 292-315.

Ashadi, A., Andriyanti, E., Purbani, W., & Fitrianingsih, I. (2022). EFL teachers' identity in self-directed learning: A work-from-home phenomenology. *Studies in English Language and Education*, *9*(1), 132-151.

Averina, F. E., & Kuswandono, P. (2022). From Pre-Service to Novice: Unraveling EFL Teachers' Professional Identity Transformation through the Lens of Critical Incident Technique. *Jurnal Sinestesia*, *12*(2), 552–565.

Balatti, J., Haase, M., Henderson, L., & Knight, C. (2010). *Developing teacher professional identity through online learning: A social capital perspective*.

Barkhuizen, G. (2014). Narrative research in language teaching and learning. *Language Teaching*, *47*(4), 450–466. https://doi.org/10.1017/S0261444814000172

Basalama, N., & Machmud, K. (2018). The Influence of Role Model Affects Teacher Identity Development in English as a Foreign Language Teaching Context. *TESOL International Journal*, *13*(1), 41–53.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, *39*(2), 175–189. https://doi.org/10.1080/03057640902902252

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, *20*(2), 107–128. https://doi.org/10.1016/j.tate.2003.07.001

Bekereci-Şahin, M., & Şallı-Çopur, D. (2020). Pre-service EFL teachers' professional identity construction experiences in a dual diploma program. *Yilzid Journal of Educational Research*, *5*(1), 27–54. https://doi.org/ttp:/doi.org/10.51280/yjer.2020.2

Billik, M. O., & Olbata, Y. (2022). Technology challenges in ELT process during and post the pandemic in rural area. *TELL-US JOURNAL*, *8*(3), 78–99. https://doi.org/10.22202/tus.2022.v8i3.6347

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, *36*(2), 81–109.

Buchanan, R. (2015). Teacher identity and agency in an era of accountability. *Teachers and Teaching*, *21*(6), 700–719.

Burns, A., & Richards, J. C. (2009). *Cambridge guide to second language teacher education*. Cambridge University Press.

Cakmak, M. (2013). Learning from Teaching Experiences: Novice Teachers' Thoughts. *Hacettepe Universitesi Egitim Fakultesi Dergisi-Hacettepe University Journal of Education*. https://avesis.gazi.edu.tr/yayin/fb352276-e1cb-413f-a2be-01104a70d375/learning-from-teaching-experiences-novice-teachers-thoughts

Castañeda, J. A. F. (2011). *Teacher identity construction: Exploring the nature of becoming a primary school language teacher*. University of Newcastle upon Tyne.

Chang-Kredl, S., & Kingsley, S. (2014). Identity expectations in early childhood teacher education: Pre-service teachers' memories of prior experiences and reasons for entry into the profession. *Teaching and Teacher Education*, *43*, 27-36.

Cheng, L. (2021). The implications of EFL/ESL teachers' emotions in their professional identity development. *Frontiers in Psychology*, *12*, 755592.

Chu, Y. (2020). Preservice teachers learning to teach and developing teacher identity in a teacher residency. *Teaching Education*, 1–17.

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative Inquiry: Experience and Story in Qualitative Research. San Francisco: Jossey-Bass, 2000.* Jossey-Bass.

Clipa, O., & Boghean, A. (2015). Stress factors and solutions for the phenomenon of burnout of preschool teachers. *Procedia-Social and Behavioral Sciences*, *180*, 907–915.

Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.

Comas-Quinn, A. (2011). Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences in a blended learning course. *ReCALL*, *23*(3), 218–232.

Connelly, F. M., & Clandinin, D. J. (1995). Narrative and education. *Teachers and Teaching*, *1*(1), 73–85. https://doi.org/10.1080/1354060950010106

Cooper, K., & Olson, M. R. (1996). The multiple "I's" of teacher identity. In *Changing research and practice: Teacher's professionalism, identities and knowledge. M. Kompf, W. R. Bond, D. Dworet and R. T. Boak.* (pp. 78–89). The Falmer Press.

Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and teacher education*, *27*(1), 235-242.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, *49*(1), 91-96.

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

Dias-Lacy, S. L., & Guirguis, R. V. (2017). Challenges for New Teachers and Ways of Coping with Them. *Journal of Education and Learning*, *6*(3), 265–272.

Diasti, K. S. (2021). Constructing Professional Identity: Investigating Stress Factors and Resilience Experienced by EFL Novice Teachers. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *11*(1), 1–10.

Dowling, S. (2011). Constructing Identity Identity Construction. *Art and Design Theses*. https://doi.org/10.57709/2093433

Eisenhart, M., Behm, L., & Romagnano, L. (1991). Learning to teach: Developing expertise or rite of passage? *Journal of Education for Teaching*, *17*(1), 51–71.

Eslamdoost, S., King, K. A., & Tajeddin, Z. (2020). Professional identity conflict and (re) construction among English teachers in Iran. *Journal of Language, Identity & Education*, *19*(5), 327-341.

Evrim, E.-A., Gökçe, K., & Enisa, M. (2009). Exploring the relationship between teacher beliefs and styles on classroom management in relation to actual teaching practices: A case study. *Procedia-Social and Behavioral Sciences*, *1*(1), 612–617.

Fanaee, M., & Davaribina, M. (2021). Iranian EFL Teachers' Professional Identity in Online Teaching. *Journal of Applied Linguistics and Language Research*, *8*(3), 100–108.

Farrell, T. S. C. (2013). Reflective practice in ESL teacher development groups: From practices to principles. Palgrave Macmillan.

Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, *22*(2), 219–232. https://doi.org/10.1016/j.tate.2005.09.002

Foreman-Brown, G., Fitzpatrick, E., & Twyford, K. (2023). Reimagining teacher identity in the post-Covid-19 university: Becoming digitally savvy, reflective in practice, collaborative, and relational. *Educational and Developmental Psychologist*, *40*(1), 18–26.

Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. A perspective from North American educational research on teacher education in English language teaching. *Language Teaching*, *35*(1), 1–13.

Gandana, I. S. S., & Nissa, L. (2021). Globalization, English, and Identity Construction. *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 253–258.

Gee, J. P. (2000). Chapter 3: Identity as an analytic lens for research in education. *Review of Research in Education*, *25*(1), 99–125. https://doi.org/10.3102/0091732X025001099

Gustine, G. G. (2021). How Do You Work Out This Zoom Classroom?": Pre-service English Teachers' Challenges and Expectations During Transition to Online Teaching Practicum. *Research and Innovation in Language Learning*, *4*(1), 68–78.

Hakim, B. (2020). Technology integrated online classrooms and the challenges faced by the EFL teachers in Saudi Arabia during the COVID-19 pandemic. *International Journal of Applied Linguistics and English Literature*, *9*(5), 33–39.

Hamied, F. A. (2017). Research methods: A guide for first time researchers. *UPI Press*.

Hanson, J. (2009). Displaced but not replaced: the impact of e-learning on academic identities in higher education. *Teaching in Higher Education*, *14*(5), 553-564.

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, *14*(8), 835–854.

Hargreaves, A. (2020). What's next for schools after coronavirus? Here are 5 big issues and opportunities. *The Conversation*, *16*.

Henrie, C. R., Halverson, L. R., & Graham, C. R. (2015). Measuring student engagement in technology-mediated learning: A review. Computers & Education, 90, 36-53. https://doi.org/10.1016/j.compedu.2015.09.005

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. EDUCAUSE Review. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning.

Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, *26*(8), 1530–1543.

Howard, N.-J. (2021). Navigating blended learning, negotiating professional identities. *Journal of Further and Higher Education*, *45*(5), 654–671.

Huang, M., Shi, Y., and Yang, X. (2021). Emergency remote teaching of English as a foreign language during COVID-19: perspectives from a university in China. *International Journal of Educational Research and Innovation (IJERI)*, 15, 400-41815, 400–418. https://doi.org/10.46661/ijeri.5351

Huang, F., Zhao, M., Qi, J., & Zhang, R. (2023). English teachers' perceptions of emergency remote teaching: Emotional attitudes, professional identity, and coping strategies. *Frontiers in Psychology*, *13*, 1064963. doi: 10.3389/fpsyg.2022.1064963

Hunt, B. (2005). A new teacher's guide to professional development. *English Journal*, *95*(2), 101.

Jiang, A. L., & Zhang, L. J. (2021). Teacher learning as identity change: the case of EFL teachers in the context of curriculum reform. *TESOL Quarterly*, *55*(1), 271-284.

Johnson, H., Ehrlich, S., Watts-Taffe, S., & Williams, C. (2014). Who am I here? Disrupted identities and gentle shifts when teaching in cyberspace. *Journal of Instructional Research*, *3*, 43–54.

Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. Routledge.

Khatoony, S., & Nezhadmehr, M. (2020). EFL teachers' challenges in integration of technology for online classrooms during Coronavirus (COVID-19) pandemic in Iran. *AJELP: Asian Journal of English Language and Pedagogy*, *8*(2), 89-104.

Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in-practice. *The Modern Language Journal*, *95*(2), 236–252.

Karaeng, L. G., & Simanjuntak, D. C. (2021). Exploration of EFL teachers' experience toward the implementation of e-learning amidst the covid-19 pandemic: A qualitative interview study. *PROJECT (Professional Journal of English Education)*, *4*(2), 324-340.

Karaolis, A., & Philippou, G. N. (2019). Teachers' professional identity. In *Affect and mathematics education* (pp. 397–417). Springer, Cham.

Kayi-Aydar, H. (2019). A language teacher's agency in the development of her professional identities: A narrative case study. *Journal of Latinos and Education*, *18*(1), 4–18.

Khatoony, S., & Nezhadmehr, M. (2020). EFL teachers' challenges in integration of technology for online classrooms during Coronavirus (COVID-19) pandemic in Iran. *AJELP: Asian Journal of English Language and Pedagogy*, *8*(2), 89–104.

Kibler, A., Valdes, G., & Walqui, A. (2014). What does standards-based educational reform mean for English language learner populations in primary and secondary schools? TESOL Quarterly, 48, 433–453. doi:10.1002/tesq.183

Kim, J. (2020). Learning and teaching online during COVID-19: experiences of student teachers in an early childhood education practicum. *Int. J. Early Child.* 52, 145–158. doi: 10.1007/s13158-020-00272-6

Kim, K.-A., & Roth, G. L. (2011). Novice teachers and their acquisition of work-related information. *Current Issues in Education*, *14*(1).

Knowles, J. G. (2013). 4 Models for understanding pre-service and beginning teachers' biographies: Illustrations from case studies. In *Studying teachers' lives* (pp. 99–152). Routledge.

Kocabaş-Gedik, P., & Ortaçtepe Hart, D. (2021). "It's Not Like That at All": A poststructuralist case study on language teacher identity and emotional labor. *Journal of Language, Identity & Education*, *20*(2), 103–117. https://doi.org/10.1080/15348458.2020.1726756

Kouhpaeenejad, M. H., & Gholaminejad, R. (2014). Identity and language learning from poststructuralist perspective. *Journal of Language Teaching and Research*, *5*(1), 199.

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. Sage Publications.

Lantolf, J. P., & Johnson, K. E. (2007). Extending Firth and Wagner's (1997) ontological perspective to L2 classroom praxis and teacher education. *The Modern Language Journal*, *91*, 877–892.

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education*, *21*(8), 899–916.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Leigh, L. (2019). "Of course I have changed!": A narrative inquiry of foreign teachers' professional identities in Shenzhen, China. *Teaching and Teacher Education*, *86*, 102905. https://doi.org/10.1016/j.tate.2019.102905

Lerseth, K. A. (2013). *Identity development among pre-service teacher candidates* [Doctoral Dissertations, Iowa State University]. https://lib.dr.iastate.edu/etd/13200

Lomi, A. N. K., & Mbato, C. L. (2020). Struggles and strategies in constructing professional identity: The first-year teaching experiences of Indonesian EFL novice teachers. *Journal of English Education and Teaching*, *4*(1), 1–19.

Machado, F. R., & Gil, G. (2017). The processes of construction, deconstruction and reconstruction of an IFSC English language teacher's professional identity. *DELTA: Documentação de Estudos Em Lingüística Teórica e Aplicada*, *33*, 383–411.

Mahan, P. L., Mahan, M. P., Park, N.-J., Shelton, C., Brown, K. C., & Weaver, M. T. (2010). Work environment stressors, social support, anxiety, and depression among secondary school teachers. *AAOHN Journal*, *58*(5), 197–205.

Mahendra, A. W. (2020). Constructing identity: Experiences of Indonesian ESP teachers in a language institute. *English Language Teaching Educational Journal*, *3*(3), 229–240.

Mansouri, B. (2021). Understanding EFL Teachers' Identity Construction in a Private Language School: A Positioning Analysis. *TESL-EJ*, *25*(2), n2.

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage publications.

Mathison, S. (1988). Why triangulate? *Educational Researcher*, *17*(2), 13–17. https://doi.org/10.3102/0013189X017002013

Mead, G. H. (1934). *Mind, self and society* (Vol. 111). Chicago University of Chicago Press.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.

Michel, H. A. (2013). *The first five years: Novice teacher beliefs, experiences, and commitment to the profession*. University of California, San Diego.

Miller, J. (2009). Teacher identity. *The Cambridge Guide to Second Language Teacher Education*, 172–181.

Moate, J., & Ruohotie-Lyhty, M. (2014). Identity, agency and community: Reconsidering the pedagogic responsibilities of teacher education. *British Journal of Educational Studies*, *62*(3), 249–264.

Mohmmed, A. O., Khidhir, B. A., Nazeer, A., & Vijayan, V. J. (2020). Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman. *Innovative Infrastructure Solutions*, *5*, 1-11.

Moktan, H. L. (2021). *Identity construction of novice English language teachers: A narrative inquiry*. Kathmandu University.

Morgan, B., & Clarke, M. (2011). Identity in second language teaching and learning. In *Handbook of research in second language teaching and learning* (Vol. 2, pp. 817–836).

Nartiningrum, N., & Nugroho, A. (2021). English teachers' perspectives on challenges, suggestions, and materials of online teaching amidst the global pandemic. *IJEE (Indonesian Journal of English Education)*, *8*(1), 101–119.

Nazari, M., & Seyri, H. (2021). Covidentity: Examining transitions in teacher identity construction from personal to online classes. *European Journal of Teacher Education*, 1–20.

Norton, B. (2013). Identity and language learning. In *Identity and Language Learning*. Multilingual matters.

Olsen, B. (2016). *Teaching for success: Developing your teacher identity in today's classroom*. Routledge.

Othman, J., & Fahd Aljuhaish, S. (2021). Factors Influencing Non-Native EFL Teachers' Identity Construction at a Saudi School in Kuala Lumpur, Malaysia. *Arab World English Journal (AWEJ) Volume*, *12*.

Park, E., & Yi, Y. (2022). Preservice Teachers' Envisioning of ELT in the Post-Pandemic Era: An Exploratory Study of Korean EFL Teachers. *TESL-EJ*, *26*(1), n1.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage.

Peker, H., Torlak, M., Toprak-Çelen, E., & Günsan, M. (2020). *Language teacher identity construction of foreign language teaching assistants*.

Prabandari, C. S. (2020). Attending to EFL Teacher Identity: Reflective Practice in Optimising Teacher Professional Education Program. *Indonesian Journal of English Language Studies (IJELS)*, *6*(2), 93–100. https://doi.org/10.24071/ijels.v6i2.2820.g2029

Prestiadi, D. (2020). Effectiveness of e-learning implementation as a distance learning strategy during coronavirus disease (covid-19) pandemic. *Proceeding Umsurabaya*.

Prilleltensky, I., Neff, M., & Bessell, A. (2016). Teacher stress: What it is, why it's important, how it can be alleviated. *Theory Into Practice*, *55*(2), 104–111.

Putri, W. (2021). E-Learning Pedagogical Challenges of EFL Teachers During COVID-19 Pandemic. *Journal Educational Technology*, *20*(1).

Rahmawati, Y. (2021, April). Challenges of Using Technologies in Teaching and Learning Process of Maritime English Studies in New Normal Era. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 4, pp. 11-15).

Ramakrishna, M., & Singh, P. (2022). The way we teach now: Exploring resilience and teacher identity in school teachers during COVID-19. *Frontiers in Education*, 274.

Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2021). Balancing technology, pedagogy and the new normal: Post-pandemic challenges for higher education. *Postdigital Science and Education*, *3*(3), 715–742.

Richards, J. C. (2023). Teacher, learner and student-teacher identity in TESOL. *RELC Journal*, *54*(1), 252–266.

Richardson, J. C., & Alsup, J. (2015). From the classroom to the keyboard: How seven teachers created their online teacher identities. *International Review of Research in Open and Distributed Learning*, *16*(1), 142–167.

Riyanti, D. (2017). *Teacher identity development: A collective case study of English as a foreign language pre-service teachers learning to teach in an Indonesian university teacher education program* [Dissertation, University of Nebraska-Lincoln]. https://digitalcommons.unl.edu/cehsdiss/289/

Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In *M. Cochran-Smith, S. Feiman-Nemser, D.J. McIntyre & K.E. Demers (Eds.), Handbook of research on teacher education: Enduring questions and changing contexts* (pp. 732–755). Routledge.

Rosalina, I. (2021). The Negotiation of English Teachers' Identity Representation In EFL Classroom. *Nuris Journal of Education and Islamic Studies*, *1*(1), 31–39.

S AlHarbi, M., & Ahmad, H. (2020). Saudi EFL Teacher Professional Identity and Emotions: Emotions Regulation Perspective. *Arab World English Journal (AWEJ)*, *11*(3), 285–397. https://dx.doi.org/10.24093/awej/vol11no3.24

Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. *Connecting Policy and Practice: Challenges for Teaching and Learning in Schools and Universities*, 5–21.

Salinas, D. (2017). EFL Teacher Identity: Impact of Macro and Micro Contextual Factors in Education Reform Frame in Chile. *World Journal of Education*, *7*(6), 1–11.

Salinas, D., & Ayala, M. (2018). EFL student-teachers' identity construction: A case study in Chile. *HOW*, *25*(1), 33–49. https://doi.org/10.19183/how.25.1.380.

Senom, F., Zakaria, A. R., & Ahmad Shah, S. S. (2013). Novice teachers' challenges and survival: Where do Malaysian ESL teachers stand? *American Journal of Educational Research*, *1*(4), 119–125.

Sfard, A., & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, *34*(4), 14–22.

Shenoy, V., Mahendra, S., & Vijay, N. (2020). COVID 19 lockdown technology adaption, teaching, learning, students engagement and faculty experience. *Mukt Shabd Journal*, *9*(4), 698-702.

Shields, R. J. (2015). *Walking into an ESL Classroom: A Narrative Inquiry Through the Eyes of Latino American Immigrants in Southern California*. Drexel University.

Situmorang, K., Pramusita, S. M., & Nugroho, D. Y. (2021). English teachers' reflections and lessons learned in language teaching during COVID-19 pandemic. *Eduvelop: Journal of English Education and Development*, *5*(1), 50–61.

Sonday, A., Ramugondo, E., & Kathard, H. (2020). Case study and narrative inquiry as merged methodologies: A critical narrative perspective. *International Journal of Qualitative Methods*, *19*, 1609406920937880.

Stockwell, G., & Wang, Y. (2023). Exploring the Challenges of Technology in Language Teaching in the Aftermath of the Pandemic. *RELC Journal*, 00336882231168438.

Stoian, C. E., Fărcașiu, M. A., Dragomir, G. M., & Gherheș, V. (2022). Transition from online to face-to-face education after COVID-19: The benefits of online education from students' perspective. *Sustainability*, *14*(19), 12812.

Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational psychology review*, *15*, 327-358.

Tao, J. T., & Gao, X. A. (2018). Identity constructions of ESP teachers in a Chinese university. *English for Specific Purposes*, *49*, 1–13.

Tavakoli, P. (2015). Connecting research and practice in TESOL: A community of practice perspective. *RELC Journal*, *46*(1), 37-52.

Teng, F. (2019). Understanding teacher autonomy, teacher agency, and teacher identity: Voices from four EFL student teachers. *English Teaching & Learning*, *43*(2), 189–212. https://doi.org/10.1007/s42321-019-00024-3

Teng, M. F. (2017). Emotional Development and Construction of Teacher Identity: Narrative Interactions about the Pre-Service Teachers' Practicum Experiences. *Australian Journal of Teacher Education*, *42*(11), 117–134. https://search.informit.org/doi/10.3316/ielapa.245743015959862

Trent, J. (2011). 'Four years on, I'm ready to teach': Teacher education and the construction of teacher identities. *Teachers and Teaching*, *17*(5), 529–543. https://doi.org/10.1080/13540602.2011.602207

Trent, J. (2013). Becoming a teacher educator: The multiple boundary-crossing experiences of beginning teacher educators. *Journal of Teacher Education*, *64*(3), 262–275. https://doi.org/10.1177/0022487112471998

Tseng, M. L. (2017). Exploring Taiwanese Preservice Teachers' Identity Construction in the Context of Service-Learning: Conflict and Development. *Taiwan Journal of TESOL*, *14*(2), 37–69.

Tsui, A. B. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, *41*(4), 657–680. https://doi.org/10.1002/j.1545-7249.2007.tb00098.x

Ubaidillah, M. F., Sudarwati, E., Suryati, N., & Namaziandost, E. (2023). 'At times, I feel I'm talking to myself': An EFL teacher's emotional geographies in emergency remote teaching. *Issues in Educational Research*, *33*(2), 821-838.

Vähäsantanen, K., Hökkä, P., Eteläpelto, A., Rasku-Puttonen, H., & Littleton, K. (2008). Teachers' professional identity negotiations in two different work organisations. *Vocations and Learning*, *1*(2), 131–148.

Van der Spoel, I., Noroozi, O., Schuurink, E., & van Ginkel, S. (2020). Teachers' online teaching expectations and experiences during the Covid19-pandemic in the Netherlands. *European journal of teacher education*, *43*(4), 623-638.

Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, *4*(1), 21–44. https://doi.org/10.1207/s15327701jlie0401_2

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge university press.

Wenger, E., McDermott, R., & Snyder, W. M. (2002). Seven principles for cultivating communities of practice. *Cultivating Communities of Practice: a guide to managing knowledge*, *4*, 1-19.

White, R. (2008). Teachers' professional life cycles. *International House Journal of Education and Development*, *24*, 22.

Widodo, H. P., Fang, F., & Elyas, T. (2020). The construction of language teacher professional identity in the Global Englishes territory:'we are legitimate language teachers.' *Asian Englishes*, *22*(3), 309–316.

Wijaya, K. F. (2023). Influential factors cultivating Indonesian EFL educators' professional identity construction. *Journal of English Language and Pedagogy (JELPA)*, *1*(1), 12-21.

Williams, J. (2010). Constructing a new professional identity: Career change into teaching. *Teaching and teacher education*, *26*(3), 639-647.

Xu, H. (2012). Imagined community falling apart: A case study on the transformation of professional identities of novice ESOL teachers in China. TESOL Quarterly, 46(3), 568-578. https://doi.org/10.1002/tesq.42

Yazan, B. (2017). "It just made me look at language in a different way:" ESOL teacher candidates' identity negotiation through teacher education coursework. *Linguistics and Education*, *40*, 38–49.

Yazan, B. (2018). A conceptual framework to understand language teacher identities. *Journal of Second Language Teacher Education*, *1*(1), 21–48.

Yazan, B., & Peercy, M. M. (2018). "Pedagogically speaking, I'm doing the right things": Three preservice ESOL teachers' identity formation. *Teacher Learning and Professional Development*, *3*(1), 1–18.

Yuan, R., & Lee, I. (2014). Pre-service teachers' changing beliefs in the teaching practicum: Three cases in an EFL context. *System*, *44*, 1–12. https://doi.org/10.1016/j.system.2014.02.002

Zacharias, N. T. (2010). The teacher identity construction of 12 Asian NNES teachers in TESOL graduate programs. *Journal of Asia TEFL*, *7*(2), 177–197.

Zembylas, M. (2005). Discursive practices, genealogies, and emotional rules: A poststructuralist view on emotion and identity in teaching. *Teaching and Teacher Education*, *21*(8), 935–948.

Zembylas, M., & Chubbuck, S. (2018). Conceptualizing 'teacher identity': A political approach. In *Research on teacher identity* (pp. 183–193). Springer.