

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This study was conducted to address the following research questions: 1) *What factors significantly contribute to shaping the Indonesian EFL novice teachers' professional identity construction?* 2) *How does the COVID-19 pandemic affect their identities as teachers?* This chapter is divided into three sections, including conclusion, limitation of the study, and recommendations for further research. The first section provides the conclusion of the study and the implications of the study. The second section presents the limitations of the study. Finally, the last section elaborates on the recommendations for further research on EFL professional identity construction.

#### 5.1. Conclusion

This study had investigated the process of two EFL novice teachers' professional identity construction, Dilla and Tasya. Drawing upon case study approach, this study has informed the teachers' experiences that influenced their professional identity in the university context. The results of the study confirmed Yazan's (2018) theory that several factors, including teachers' learning experiences, teachers' cognition, contextual factors, participation in community of practice, and emotions contributed in shaping the teachers' professional identity.

Teachers' learning experiences, especially their observation of former teachers, played a significant role in shaping their professional identity. During their learning experiences, Dilla and Tasya described their teachers as role models who inspired them to become teachers and who they want to be like. In other words, they had formed an idea of how an English teachers should teach English based on the way they had been taught in school, which had become deeply rooted in their belief system, forming their imagined identities. The beliefs or expectations they had about teaching appeared to have been shaped by their experiences. They believed teaching should be fun as their former teachers taught them in fun ways.

Therefore, their learning experiences formed an imagined identity to be a ‘fun’ teacher.

This study also indicated how online teaching contributed in shaping and reshaping the teachers’ professional identity. Dilla and Tasya experienced both negative and positive impacts from the online teaching. During online teaching, they faced various challenges in relation to technological tools, students’ participation and engagement, and classroom management. However, by dealing with the negative experiences, this study found that their professional identities had developed in positive ways. Dilla became a more creative teacher as she explored many new technological applications during the pandemic. Meanwhile, Tasya became a more flexible teacher because she was aware of students’ condition, especially those who did not have sufficient technological facilities. At last, both Dilla and Tasya now became more adaptable as they had learned from the experiences that they had during the pandemic. They noted that they were more skilled at utilizing the technology and eager to keep improving it.

In investigating EFL teachers’ experiences, this study has added to literature significant factors that shape teachers’ professional identity. This study also indicated that there are some effects of the COVID-19 pandemic on the teachers’ professional identities.

The findings of this study emphasized that factors such as teachers’ learning, teachers’ cognition, teachers’ emotions, teachers’ participation in community of practice, and contextual factors explained in Yazan (2018) contributed in shaping the teachers’ professional identity construction. This study contributed theoretically to the literature by demonstrating how the interplay between all the aforementioned factors contributed to the teachers’ professional identity formation.

As teachers’ learning was found in this study to be the most significant factor that shaped the teachers’ professional identity construction, teacher education program could help pre-service teachers recognize the importance of teachers’

professional identity in relation to their future profession as teachers. Teacher education program could raise an awareness of teachers' professional identity construction by addressing and reflecting it in education courses and teaching internship programs.

Lastly, this study figured out that teachers' professional identity involved teachers' experiences and reflections within situated context (such as online teaching context) and their response to the situation. Equipping teachers with sufficient support and professional development programs could help them adapt to any situation, taking into account how the delivery of education would change as a result of technological advancements.

## **5.2. Limitations of the Study**

In examining the significant factors that contributed to the construction of two EFL novice teachers' identity and how online teaching during COVID-19 pandemic affected their identities, this present study has several limitations. This study is limited because it only investigated the experiences of two EFL novice teachers whose backgrounds are not significantly different from each other. Involving only two teachers in the study might not represent the majority of EFL teachers' professional identity construction. In respect to the data collection, this study lacked teachers' reflective journals. Collecting data from teachers' journals could provide more information about their experiences in constructing their identities.

## **5.3. Recommendations for Further Research**

More insights could be gained about the factors that shape the teachers' professional identity construction if future studies attend to the following suggestions.

Firstly, future research could investigate teachers from various backgrounds to compare their professional identity construction. For example, further research could compare the experienced and novice teachers' experiences in relation to the process of their professional identity construction. Moreover, future study could also compare the teachers who teach at different settings, for instance, teachers who

teach at Islamic university and those who did not. How the teachers coming from different backgrounds choose their profession as EFL teachers and construct their professional identities could provide interesting and valuable insights to learn more about how EFL teachers' identities are formed and how sudden conditions like the COVID-19 pandemic affect their identities.

Secondly, it is suggested that future research use a more solid and more clear research framework to make the research more organized. Having a solid research framework could help provide general set of ideas and broader guidelines in investigating teachers' professional identity construction.

In relation to the data collection, teachers' reflection journals could be included in future research, so that the studies could contribute to broader knowledge and deeper understanding on teachers' professional identity construction. Finally, using a mixed method is recommended to see 'trends' among teachers regarding the impact of the pandemic on their teaching process.