

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This research was conducted to answer the following research questions: 1) *How do ESP instructors see themselves as teachers?* and 2) *How do ESP instructors construct their identities in relation to substance, sources, self-practices and ultimate goal?* On the basis of what has been found and discussed in the previous chapters, this chapter presents the conclusions and the recommendations for the stakeholders who are involved in the area of ESP teaching program.

5.1. Conclusions

This study has investigated two ESP instructors through the lens of a diagram of identity work developed by Clarke (2009) that consists of four axes; the substance of teacher identity, the authority sources, the self-practices, and the *telos* (endpoint). Identity is constructed in the interaction between the individual and the society. Realizing the constructedness of identity helps one to let go of stereotypical views and to actively engage in the social practices of teaching. Stereotypical views still happen in our society in which people still have opinion that a teacher might be the one who is smarter than his or her students so they are afraid of sharing their own critical thinking in the class. Expectedly, understanding this identity will decrease this phenomenon.

Furthermore, in the result of how ESP instructors see themselves as teachers, both instructors give a different way of telling who they are. The first respondent tends to be weaknesses-oriented. At the beginning of the interview, she mentioned her weaknesses a junior but lazy instructor who incompetent and less creative enough in preparing the material. However, even though she has some weaknesses, she overcomes it by accommodating her students want, changing teaching technique and methodology, and trying to learn from her students. Meanwhile, the second respondent has a self-reflection regarding

whether or not his students should follow his teaching plan. He also forces himself to learn about ESP and learn more appropriate teaching technique.

To summarize, both instructors have a different identity formation which is constructed in a different social environment. The female respondent has her passion of teaching because of her family while the male respondent is willing to be a teacher after serving as a lecturer assistant. Interestingly, they also have different behavior in dealing with their students. The female respondent always tries to be a very flexible teacher who can be everything for students such as being a sister, parent, and friend in the class. Meanwhile, the male respondent chooses to be a friendly teacher in order to get a warm and cozy classroom in his teaching and learning process. Regarding their goal as a teacher, both instructors tend to be a professional teacher in different ways. According to the female respondent, being professional instructor means that she needs to always ask her student's needs and focus on the ESP term. In other words, she opts to be normative instructor who is strict to ESP material. On the other hand, the male respondent believes that being professional means that a teacher should be friendly, open-minded, flexible, and accommodative to the students' proficiency level. He feels that he is still at the very beginning journey as a teacher so that he gives general English for students with low capabilities in English. From those points, it could be concluded that both instructors have different identity formation based on their own experiences as teachers.

5.2. Recommendations

This research focuses on how the identity formation of two ESP instructors in a private university in Malang. It portrays a phenomenon about the way ESP instructors construct their identity in their teaching ESP context. Although this occurred only in a small part of the larger contexts of Indonesia, these research findings are expected to contribute to the ESP teaching practices in general. However, more research on doing such identity work is thus worthwhile. Hence, it is recommended that future studies can give broader portrayals from different contexts so that more feedbacks can be gained as the considerations for the

policies made by the government to improve the ESP teaching practices in Indonesia. Moreover, the concept of teacher identity is recommended to be one of teacher competences in Indonesia because it deals with passion towards teaching, dedication and commitment as a teacher so that it can be used as a way to find an appropriate teacher whose passion is in the teaching itself.