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Pre-Service Teachers' Investments in English and Construction of Professional Identity in the Indonesian Context

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Abstract

This study explored the pre-service teachers (PSTs) professional identity construction during their teacher education training at a private university in Central Java, Indonesia. It particularly investigated their understanding of the teaching profession and their professional identity, guided by two research questions: 1) what have been the influential aspects of the Indonesian pre-service teachers' investment in the teaching profession? and 2) what professional identities do the PSTs (re)construct during their teacher education training? A qualitative case study was adopted as the design of this study. Data of this study were collected using an open-ended questionnaire and in-depth semi-structured interviews. Participants of this study are eleven PSTs of a private university in Central Java. The obtained data were analyzed by using the theoretical grounding of situated learning, professional identity, and investments. An interpretive approach and thematic analysis were adopted in coding and analyzing the PSTs' open-ended questionnaire responses and narrative accounts obtained from the interviews. It is found that most aspects of PSTs' construction of professional identity are their continuous learning participation and contemplation during their training in the English teacher education (ETE) program and their dynamic inner dialogue with their two selves (i.e. the student-self and the teacher-self) during the teaching practicum at school. These influential aspects lead to the emerging professional identity of the PSTs as caring, motivational, pleasant, and empathetic teachers.

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This result implies the need to emphasize the acquisition of teacher identity and reflective teaching at the heart of teacher education.

Keywords: Investment in learning, pre-service English teachers, professional identity, situated learning, practicum, teaching profession.

1. INTRODUCTION

Professional learning is a complex process, especially for pre-service teachers or PSTs. Teacher learning involves acquiring both theories and practices, and the praxis of the two (Genç, 2016). However, central to their learning is the acquisition of professional identity (Beijaard, 2019). Understanding and acquiring professional identity assist PSTs to know their professional and personal roles as well as characters in their teaching work (Zare-ee & Ghasedi, 2014).

Therefore, PSTs' participation in the teaching community of practice significantly contributes to professional identity development (Chong et al., 2011). It is through this participation in the teaching community of practice (COP), that the PSTs learn and acquire the scope of teachers' work, roles, teaching cultures, practices, and identity from the more experienced teachers (Hsiao, 2018; Rodrigues et al., 2018; Wenger, 1998, 2000). Wenger (1998, 2000) emphasized identity as central to new members' learning and professional growth. How they enact a particular identity occurred in three ways, which are through being engaged with other school members (Wenger, 1998, 2000), teaching knowledge enhancement, and imagining a desirable teacher identity they would like to project in their teaching context (Nghia & Tai, 2017). This engagement with other school members allows the new member to access all resources of the COP by also acquiring its language use or discourse practice.

In the English Language Teaching (ELT) setting, several studies have investigated PSTs' professional identity development process during teaching practicum (Aktekin & Celebi, 2020; Hsiao, 2018; Riyanti & Sarroub, 2016; Velasco, 2019). Kuswando (2017) reported that PSTs were demotivated when taking teaching practicum since they experienced difficulties in relating and seeing themselves as teachers. Hsiao's (2018) study showed how the PSTs' participation in the teaching practicum can support and weaken their professional identity formation by some contextual factors. In the same vein, Nghia and Tai's (2017) study explained how school situations can shape PSTs' minds about the appropriate teacher identity to apply. PSTs' professional identity cannot be separated from their specific teaching practicum setting and the roles and responsibilities expected of them in the teaching context. Identity is, therefore, historically and socially constructed (Norton, 2013). The early years of learning experience in the teaching community is a very significant period for PSTs and beginning teachers. It influences the way they perceive the teaching profession, their teacher identity formation, and their decision whether to stay or leave the profession (Hsiao, 2018). Yet, understanding what the PSTs bring with them into the teaching COP (i.e. through their training in the teacher education program and at schools where they conduct their teaching practicum) as new members, and how they construct professional identity is still underexplored, especially in the Indonesian context.

Studies on pre-service language teachers' learning have been conducted to examine PSTs' identity development in various teaching practices, such as teaching practicum (Hsiao, 2018; Velasco, 2019), micro-teaching (Riyanti & Sarroub, 2016), and pre-designed teaching practice (Aktekin & Celebi, 2020). Nevertheless, the impact of the entire learning process in their PST education program, teaching practicum, and other practices on their decisions to enact a particular teacher identity in the future remains under-researched, especially in Indonesian contexts. Thus, this study aims to inquire about Indonesian PSTs' professional identity (re)construction in relation to Norton's (2001) notion of learning investment.

Therefore, this study, in general, aims to explore pre-service English teachers' professional identity (re)construction in an Indonesian context. The study specifically looks at the notion of identity and investment in exploring how the pre-service English teachers understand their future teaching profession during their teacher education program (i.e., their formal learning and school-based practicum). The following two research questions guided this study:

- What have been the influential aspects of Indonesian PSTs' investments in the teaching profession?
- What professional identities do the Indonesian PSTs (re)construct during their teacher education training?

2. LITERATURE REVIEW

This section reviews the notion of teacher professional identity and its relation to the concept of investments in language learning. This review was situated under Lave and Wenger's (1991) seminal work situated on learning and community of practice (Wenger, 1998) in understanding teachers' learning process. This review starts with the notion of situated learning and identity, which is then followed by an explanation of its relation to the concept of investment (Darvin & Norton, 2015).

2.1 Situated Learning, Community of Practice, and Identity

Lave and Wenger (1991) discussed that learning is a situated activity, and it happens as learners participated in a community of practice (COP) through membership and participation in the community. Lave and Wenger (1991) called this process 'legitimate peripheral participation'. A community of practice is a group of people who share similar visions, interests, and objectives within their own specific practices and discourses. Learning, as Lave and Wenger (1991) put it, is viewed as the interaction of the learners (as the newcomers) with the old members of the COP, and as the process to gain access to activities, identities, artifacts, discourses, knowledge, and practices. In this way, "a person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full PST in a sociocultural practice" (Lave & Wenger, 1991, p. 29). In the process of becoming a full PST in a COP, Lave and Wenger (1991) emphasized the 'mutually constitutive' relation between identity and practice in the community.

In the context of this study, the PSTs, as the newcomers, enter the teaching community and interact with the old members, namely teacher educators during their training in the English teacher education (ETE) program, teacher mentors, and other

teachers at the school. The PSTs' learning includes their past learning experiences as school students and their present learning experience in the ETE program and their current teaching practicum experience at school. During their teaching practicum at school, the PSTs are immersed in the specific discourse, practice, identity, and other resources of the COP. It is through the interaction with all of these COP resources that the PSTs learn to become legitimate members of the teaching COP as well as construct and reconstruct their professional identity.

Darvin and Norton (2015) defined identity, in general, as "how a person understands his or her relationship to the world; how that relationship is structured across time and space; and how the person understands possibilities for the future" (p. 36). To contextualize the notion in our study, Norton's (2013) notion of identity was adapted, particularly to how the PSTs understand their relationship to the teaching profession, how this relationship is (re)constructed during their learning at the PST education and teaching practicum at school, and how they understand their possibilities for the near future teaching career. According to Zare-ee and Ghasedi (2014), by understanding their professional identity, PSTs could define their professional roles, view themselves as teachers, integrate personal roles into teaching (such as social or family roles), and personality character they perform in their teaching. Insights on professional identities deliver knowledge about the real teaching situations that they are participating in. Constructions of teacher identities emerge through their experiences of this immersed participation (Chong et al., 2011; Norton, 2001). School experiences offer opportunities for PSTs to test their theoretical and social ability related to the teaching profession (Lee, 2014; Nghia & Tai, 2017).

Ivanova and Skara-Mincăne's (2016) study revealed that in the teaching practices, PSTs could define themselves as various roles of teachers, such as a friend, a manager, and others. Yet, it is not a stand-alone process by the PSTs. In this case, Ivanova and Skara-Mincăne (2016) also highlighted the teacher educators' roles and supportive teaching situations as the essential factors in the development of PSTs' professional identity. Although PSTs' participation in a particular teaching community might generate tension in the relationship with the school members, they still hold the sense of being part of that community (Castaneda, 2014). In particular, Rodrigues et al. (2018) found that the presence of more experienced teachers might affect the development of a teacher's identity. PSTs frequently adopt their characters as: "1) fluid and in constant search for dialogic, negotiation, and interaction, 2) knowledgeable of the particularities and possibilities of the context, 3) agentive in the collaborative construction of the context, and 4) driven by the moral and ethical dilemmas of daily school life" (Rodrigues et al., 2018, p. 14).

Xu (2016) summarized that there are three characteristics of teacher identity development. Firstly, language teacher identity is shaped by individuals' beliefs about themselves and others' perspectives. Secondly, language teacher identity is the result of gradual attempts of constructing personalities. Thus, identity is dynamic, negotiated, and contextualized in interaction. Thirdly, language teacher identity is shaped through the pursuit of membership in a desirable community. Individual teachers must participate in a community that they desire to belong to, or what Anderson (1983) termed as 'imagined community, and must obtain knowledge to equip them in becoming a member of the desired community'. To get closer to that community, teachers need to invest time and energy to learn and practice in the community of

practice (Lave & Wenger, 1991; Wenger, 2000). The next section, therefore, reviews the notion of identity and investment as part of identity's (re)construction.

2.2 Investment in Learning

Norton (2001) introduced the notion of investment in learning to break the traditional view of motivation as isolated from the learning conditions. The learning outcome is influenced by power and other social issues in the learning context. This condition of power and social issues can position learners in different ways that lead to particular learning outcomes. From this perspective, a learner is seen as "a social being with a complex identity that changes across time and space and is reproduced in social interaction" in a particular learning context (Darvin & Norton, 2015, p. 37). The notion of investment acknowledges the complexities and dynamicity of the individuals' interaction in a specific learning context with its power and social influences. Identity is viewed as an ever-changing negotiation process for the individual in gaining membership in a COP. This process of negotiation is mediated through language as the most important tool for both communication and identity construction (Barnawi, 2009). It is through language that a newcomer can gain participation, legitimacy, and membership in the COP (Lee, 2014). In the context of this study, the PSTs' learning process and attempt to reach a professional teacher identity are understood as an investment process. The investment itself refers to the learners' learning desire and commitment to achieve a particular purpose and to claim more powerful identities (Norton, 2001). Darvin and Norton (2015) outlined three elements that influence individuals' learning. These elements are summarized as follows:

- Ideology: a set of ideas that enable individuals to reflect on how to be included in a particular community and that lead them to conduct learning practices.
- Capital: a means used to maintain, produce, or change individuals' social utterances. There are five types of capitals proposed by Bourdieu (1984).
 - Cultural capital: an individual's social assets to support social mobility, such as education, intellect, style of speech, dress, and physical appearance.
 - Linguistic capital: a form of cultural capital that is inherited and acquired over time. For example, English linguistic skills equip individuals in communicating (Darvin & Norton, 2015)
 - Social capital: an accumulation of actual and potential resources produced through relationships with others.
 - Economic capital: wealth, property, and income (Darvin & Norton, 2015).
 - Symbolic capital: an accumulation of various capitals (economic, cultural, and social capital) owned by individuals that make them "perceived and recognized as legitimate" (Bourdieu, 1984, p. 4, as cited in Darvin & Norton, 2015).
- Identity: multiple sites of struggle, and change over time and spaces. Identity is seen as unstable because it is gradually haunted by the contradictions among the natural positions and expectations, the prevalent ideologies and other optional futures, one's feeling of being confined, and unlimited opportunities to have imagined identities to retransform their new situations as what they imagine to be.

3. METHODS

This study adopted a qualitative case study as its research method. This approach enables researchers to gain descriptive data and examine individuals' beliefs in a natural context (Bogdan & Biklen, 2007). Therefore, the qualitative research approach is relevant to serve the purpose of this study in exploring PSTs' understanding of the English teaching profession as well as their identity construction.

Eleven pre-service English teachers majoring in an English Teacher Education (ETE) Program of a private university in Central Java, Indonesia, voluntarily participated in this study. They were promised anonymity through the use of codes in the data presentation of this research report (i.e., T1 for teacher 1, T2 for teacher 2, and so on). Recruitment of the PSTs followed the purposeful sampling method. This type of sampling technique allows the researchers to prioritize experiences and knowledge on the research interest (Creswell, 2014). They were selected on the basis that 1) they were finishing their education in ETE program in the near future, and 2) they were taking or had undertaken a microteaching class and teaching practicum in the assigned schools. The PSTs were approximately 21 to 25 years old and have been studying English for an average of 13 years, mostly as a subject lesson at schools.

Data was collected by using an open-ended questionnaire and in-depth semi-structured interviews. For ease of communication and clarity in meaning, the open-ended questionnaire was presented in Bahasa Indonesia. The interview sessions were conducted in the language(s) that the PSTs feel comfortable using (either in Indonesian or a combination of English and Indonesian). Each interview lasted for 40-50 minutes, and it was audio-recorded, transcribed, and later translated into English for data presentation (as shown in the excerpts). This study applied a thematic analysis approach to analyze both qualitative data from the open-ended questionnaire and in-depth interviews and follow three main stages of Grounded Theories (Strauss & Corbin, 1990). In the first stage (open coding), all data from the interview transcripts were coded, and the researchers looked for the pattern of topic or theme among the coded data. In the second stage (axial coding), the researchers compared all coded data in step one and looked for recurring ideas, then grouped them into new-sub-themes. In the last stage (selective coding), the researchers classified the coded data from step two into the conceptual framework. This study used Darwin and Norton's (2015) investment model to answer the first research question. Meanwhile, to address the second research question Norton's (2001) framework of situated learning, COP, and identity was used.

4. FINDINGS

In this section, the findings are delivered into two main sections based on the research questions. The first section reveals the PSTs' influential aspects of their investment in the teaching profession. Meanwhile, in the second section, it is continued with PSTs' understanding of teachers' roles and their professional identity construction.

4.1 The PSTs' Investment in the Teaching Profession

The PSTs' investments in teaching are mostly led by their sense of ideologies that English is an international language, and the acquisition of this language is necessary to later gain more capital in the near future. Table 1 provides the descriptions of the coding system in the process of analyzing the findings, and the sections that follow provide the details of the findings and discussion.

Table 1. PSTs' investment in teaching (based on [Darvin & Norton, 2015](#)).

Influential aspects	Notes
Sense of ideologies	English as an International Language, English as the language of wider communication
Capital acquisition	Cultural capital (e.g. knowledge of teaching techniques, students' backgrounds and characteristics, material development, and classroom management)
	Social capital (e.g. peer-relations (collegiality), teacher mentee and mentor relations, and teaching networks)
	Linguistic capital (e.g. English linguistics knowledge)
	Economic capital (e.g. financial support and future financial gain)
	Symbolic capital (e.g. classroom and institutional recognition)
Constructing various identities	Subjective experiences and understanding of teachers' roles and professional identity

4.1.1 PSTs' sense of ideology

When asked about their reasons for entering the English Teacher Education (ETE) Program, the PSTs' open-ended questionnaire responses were generally related to the way they viewed English and its role in today's reality. They underlined the role of English in this globalization era. T1 and T2, for example, shared their sense of ideology that led them to the interest in acquiring English. They viewed English as an international language, and they believed that English was important for the betterment of their future career.

- (1) I'm interested in English because it is an international language that has been used in daily lives today. It started from my hobby of watching Hollywood movies and listening to Western songs which I became interested in learning English even more. And, English is really needed today in all occupations, and acquiring English competencies is a skill that everyone needs to poses in this modern time. (T1)
- (2) I joined the English education program because I was interested in English and I wanted to be able to teach...the one who inspired me [to learn English] is my sister. She said that if we could speak English fluently, it will be easy to communicate with others. And English is an international language, so it is important if we work abroad or speak to foreigners. (T2)

In (1) and (2), T1 and T2 highlighted the conception that puts English as the language of international communication. They believed that English could enhance individuals' social values and promote communication across the world in many professional fields. The possession of such ideas and beliefs emerge from their daily observation, common discourse they heard, and aspiration from their immediate surroundings. This desire to acquire English has also motivated some of the PSTs to teach the language that led them to enter the ETE Program and learn how to teach English.

Although most PSTs hold similar beliefs to T1 and T2, a few numbers of PSTs (namely T3 and T4) were more interested in only upgrading their English language competencies in the ETE Program. The program has been famous for its consistent use of English as a medium of instruction (EMI) that attracted PSTs like T3 and T4, particularly to gain first-hand experience of using English.

- (3) Since I was young, I have liked English. I have loved English, even though I could only speak little English. To me, being able to use English is an advantage that not all people could do it. Actually, I did not really like the English Teacher Education program, but I assumed that it would be easier for teacher education graduates to find a job after graduating, so I chose it. Actually, I do not know [what my future professional career would be] yet, but it would probably be in teaching. (T3)

As shown in (3), T3's participation in the ETE program was the continuity of her interest in English, although she actually was not interested to join the program for the idea of being a language teacher. She admitted that she had no immediate clue of what future career she might enter and, therefore, did not exclude herself from the opportunity of a teaching career. T3's belief in the value of English as the language of international communication could later lead her to invest her time and efforts in acquiring English for a better future career. In other words, she treated this process as a necessary step to gaining capital acquisition.

4.1.2. Capital acquisition

The PSTs' responses indicated that their investment in English resulted in capital acquisition to equip them to enter the teaching community of practice (COP). These capitals include cultural, social, linguistic, economic, and symbolic capital.

a) Cultural capital

Cultural capital in this study was manifested in a form of pedagogical and teaching practice knowledge. The PSTs described in the open-ended questionnaire that their education's experience in the ETE program equipped them with the knowledge of teaching techniques, students' background and characteristics, material development, and classroom management. The following excerpts from T5 and T6 represented how obtaining knowledge on classroom practice has equipped them in their teaching practice during the practicum program.

- (4) I think the most noticeable characteristic of children is they have limited attention span. If you [as a teacher] lose their excitement even for one second, you will lose the entire lesson and that is where teachers do not perform well in their entire performances during the teaching practicum. (T5)
- (5) In the TEYL course, for example, [I learned] from the materials discussed in the course, like teaching techniques and approaches are many. Then [the materials] about students' characteristics from certain ages are helpful. At least, those could be a guideline to what I should do and should not do [in the teaching practices] (T6)

In (4), T5 explained in the interview session how he gained an insight into the main characteristics of young learners during his teaching practicum. He realized that young learners owned a limited attention span, thus, maintaining their excitement

might lead to a successful teaching and learning process. It was through this in-practice experience that he became more observant and analytical in teaching young learners. Similarly, in (5), T6 described how the teaching preparation course in ETE provided her with knowledge of the teaching practice itself and helped her to be able to function as a teacher. The pedagogical and practical knowledge such as teaching techniques and approaches as well as young learners' characteristics were treated as guidance to T6 in performing her role as a teacher. She admitted that the courses in ETE have assisted her to conduct a better teaching and learning process. This is in line with [Zein \(2014\)](#) who highlights teacher education programs as essential to promote PSTs' capabilities, which is by providing practical teaching knowledge, especially to teach primary students as what T5 and T6 experienced.

In the interview session, the PSTs also mentioned other forms of cultural capital namely classroom management skills, a pedagogical decision-making process in doing their role as teachers, and the scope of teachers' work. T7 and T8, for example, discussed their teaching practicum experience that helped them to establish knowledge on teaching work and live as follows:

- (6) I could build my confidence. I also learned how to teach accordingly, manage time, and manage students in class and the materials I delivered. Then from this experience, I become more confident and enjoyed teaching, because I could give a positive impact on my students. I could share the knowledge and educate them. (T7)
- (7) So, although at that time I wouldn't see myself as a real teacher, yet, I learned things like grading, correcting, and joining the teachers' meeting to decide on the lesson – so we sometimes were invited to join the meeting. They [the mentor teachers] asked us, “so what kind of learning activities would work for your students?” And, we were also taught how to discipline students. So, we became more attentive to it...to me, it's not just about teaching... it's also about how to manage classrooms and practicing to be a teacher. (T8)

In (6), T7 depicted how learning and acquiring the skills of classroom management were manifested into confidence, particularly in projecting his teaching identity. In (7), T8, who at the time still viewed himself as an intern and not yet a full-time teacher, learned to understand lesson design and teachers' decision-making behind his teaching practices in the classroom. He became more aware of the inter-related aspects (i.e., selecting appropriate teaching methods and materials according to the students' characteristics) of the teacher's knowledge and practice in managing a classroom and delivering a lesson. Accordingly, [Velasco \(2019\)](#) stated that learning through teaching practicum enhances the PSTs' emotional and cognitive skills.

b) Social capital

The social capital of these PSTs was gained through social interactions. These included interactions with their mentor teachers and peers during teaching practicum as well as with their lecturers during their study at the ETE program. Excerpts (8) and (9) represent the role of teacher mentors and the contribution of peers in the real teaching environment (i.e., at school).

- (8) There was this mentor teacher who informed us about the criteria [for evaluation], the materials that should be taught, and the activities. My peers also contributed [to my teaching], such as if I wanted to deliver the materials, they suggested the appropriate activities. Then if the students were

not interested, they help me with how to overcome that situation. It was like sharing with peers. (T9)

In (8), T9 commented that the assistance of more experienced teachers in the teaching community was vital, especially on how to deal with students and material selections. Furthermore, she added that the relationship with peer teachers also generated social resources such as teaching materials and problem-solving skills. Specifically, she could share and exchange information related to teaching performance. This peer relationship created a sense of collegiality among the PSTs during their teaching practicum.

In addition, another PST obtained social benefits provided by their lecturers, as expert members of the teaching community, prior to their teaching practicum. In (9), T8 outlined that his lecturers were supportive and motivational in his learning process that accommodate his participation in the learning activities in class.

- (9) My lecturer trained me to learn more, I gain more knowledge, practice more, and be diligent in learning. The same principle applies to teaching, I need to be more confident. From the activities provided in courses in the faculty, I think those were interesting and less monotonous, so I could enjoy and participate in the activities designed in each course. (T8)

T8 felt that his lecturer provided more learning resources and created a friendly and safe learning environment that motivated him to participate. He also elaborated that the fun and interesting activities conducted in the class created social engagement (of teacher-student and student-student) during in-class learning activities. From this learning experience, T8 was able to gain an understanding of the importance of establishing positive vibrancy and rapport (i.e. social relation resources) with the students, specifically to increase the students' interest in learning. This is in line with [Liou et al. \(2017\)](#) who claimed that social capital in the form of relational resources that are used and distributed among individuals can be effectively optimized for purposive action, in this context, teaching performance.

c) *Linguistic capital*

All PSTs agreed that linguistic capital was the most prioritized investment in their ETE learning. English skills and knowledge were considered to be the foundation of their education; hence, the desire to master it as the content knowledge was very high, as reflected in T10's and T11's accounts.

- (10) From the learning process, so far, I get many advantages. For example, my English skills are improving. I understand grammar and other learning materials better, how to write better, how to teach [English] properly, how to speak and pronounce better, teaching theories, or other related matters of English. For teaching, if there is a student who does not understand [English], it's unavoidable to use Indonesian. But, it would be better if we can use English because we are teaching English. If it is to improve the students' [skills], I need to use English. (T10)
- (11) I can access more information in English than in Indonesian. There are articles or writings that I rarely found in Indonesian, such as global news that are not published in Indonesian but are published in English. To me, if it is only learning English reading skills and answering comprehension questions, it does no good for me. I mean I used to focus on [understanding] what is written but I couldn't speak, I couldn't communicate. I only knew communication of the written text. But, then, whenever I meet people, it takes me a long time to figure out what I have to say. So, the focus [in my teaching] should be on speaking and perhaps also writing. (T11)

In (10), T10 represented how English linguistic enhancement was necessary for her aspiration to be an English teacher. She emphasized the advantages of improving English skills as a language teacher candidate. For her, these basic language skills and knowledge can later support her teaching performance. Her opinion also depicted her belief in language acquisition through high exposure to English that she was planning to provide for her students to make them more accustomed to the English language.

In (11), T11 also believed that English skills and knowledge were beneficial capitals to invest in. He realized that by acquiring English, he could gain access to new knowledge, which further expanded his perspective and knowledge of the world. In the next set of ideas, T11 also extended his intention of mastering the skill of speaking and communication, which was to be able to participate in communicative events instead of just being a passive user of English. Driven by the belief of focusing on productive skills (i.e. speaking and writing), T11 applied his belief to practice during his teaching practicum at school. T10's and T11's accounts displayed how investment in linguistic capitals contributes to their early projection of teacher identity. Their language learning experiences and knowledge determined their attitudes and confidence in teaching. Thus, the linguistic capital they acquire served as an affordance to their professional identity (Wessells et al., 2017).

d) Economic capital

All PSTs' accounts led to the view that economic capital, which is a form of financial support, was an essential expense to equip their learning and to gain more investments. Considering their status as students in an ETE program, they viewed that this financial expense provided them access to education that would enhance their cultural, social, linguistic, symbolic, and economic capitals. This view was openly expressed by T11 and T4 below.

- (12) In my opinion, gaining knowledge from experts provides opportunities for me to effectively improve. If I want to learn, I need to spend money on their services. (T11)
- (13) It is one of my investments. I might spend money to learn, but I would get knowledge. And, in the future, I could put this into practice to get more knowledge and a good job that could generate more money than I have spent...actually, entering English Teacher Education Program was only a stepping-stone since I failed to register for the military. Why did I choose ETE? Because I wanted to improve my English and I realized that the skill would be important in the future. Since I failed to register for the military, I continued my study here and have decided to become a teacher. (T4)

In (12), T11 revealed that his learning was supported by experts' contributions, such as lecturers, mentors, and teachers. He believed that their assistance provided an effective improvement for his cultural capital (in this case, knowledge), and their services required financial rewards in return. T11 also pointed out the reciprocity nature of service and reward principle in this type of investment (i.e. economic capital).

Similarly, T4, in (13), stated that the money she spent to get English expertise was not wasted. She believed that her current investment could generate financial benefits in the future. Although becoming a teacher was not T4's first choice, she was ascertained that joining the ETE program opened more possible career opportunities for her. While studying in the ETE program, she realized that the teaching profession could also produce economic capital after graduating from the program. Just as Darwin and Norton (2015) conveyed that economic capital privileges wealth, property, and

income; the PSTs acknowledge the necessity of allocating financial expenses in education to gain more capital for their future career.

e) Symbolic capital

In this study, the symbolic capital was seen in the form of recognition and prestige received by the PSTs in the teacher education program and teaching community in general. This case is best represented in excerpt (14), in which T4 depicted how she obtained recognition during her study in the ETE program and teaching practicum at the assigned school. When asked about the challenges in the teaching practicum, T4 explained the good treatments she received from her mentor teacher and students as follows.

- (14) I did not have significant problems during the teaching practicum because I met a mentor teacher and students who are kind and pleasant. The mentor teacher gave me clear guidance, and she is patient, supportive, and motivating. Thus, I learn a lot from her. The students were also friendly and cooperative. During the learning process, they were willing to follow my instructions. What made me happy was that they liked my teaching materials and understood what I had taught. (T4)

From her narrative account, T4 acknowledged that her mentor teacher assisted her in entering the teaching environment as a new member (a mentee teacher) of the teaching community. In addition, when she taught English in the classroom, she received a very good response from her students. As a result, she felt respected and acknowledged by the students as the 'teacher' of the class. The students' cooperative response to her instruction was seen as a form of recognition of T4's teaching skills and pedagogical knowledge that she performed well in her teaching. In excerpt (15), T4 shared how her current status as a student at the ETE program was a fortunate recognition.

- (15) Once, I accompanied my brother to Beta [a pseudonym]— it was a TOEFL or IELTS preparation course institution, and his boss asked me what I studied and I told him I studied in the ETE program. Apparently, it needed some English tutors and that was when I started to realize that, yeah, I could build a relationship with such kind of institution...so, I joined the language course institution and worked there for several months but when I had to write up my thesis, it was harder for me so I resigned. And up till now, my brother's boss kept on contacting me and asking when I would graduate. He keeps on wanting to recruit me to work there. (T4)

Since the ETE program that T4 joined has a high and respected reputation that was recognized by schools and language course institutions in the area, T4 received a symbolic professional attribute as a teacher candidate who was considered to be qualified to teach at 'Beta' (a pseudonym) language course institution. Therefore, studying at the ETE program to acquire pedagogical and content knowledge as well as other teaching skills has granted T4 a form of prestige and recognition as a member of the ETE program. Indeed, this form of recognition, as [Darvin and Norton \(2015\)](#) said, emerges from the possession of other capitals, namely cultural (i.e., teaching skills and pedagogical knowledge) and linguistic (i.e., English content knowledge) capitals.

4.2 The PSTs' Professional Identity (Re)Constructions

The interview accounts of the PSTs displayed a dynamic view of professional identity. Their past, present, and future understanding of being a teacher showed a variety of subjective engagement, emotionality, practice, and transformation. In the past, most of the PSTs held the belief that being a teacher was committing to educating students for a better future and that teaching was a noble profession. This may somehow sound like a cliché kind of response, but it is a very common discourse that they came across daily in their immediate surroundings (i.e., in the family, neighborhood, and/or at schools). This view is best expressed by T3.

- (16) Being a teacher is like what most people said 'a noble profession', educating students to succeed, and...the work is rather convenient too, we only teach from the morning until the afternoon, not like from morning till the evening...and one best thing [about teaching job] is when you have a family, you'll have more quality time with them because you can take a break during the semester break too. Well, that's what a lot of people said to me (T3).

In (16), T3 echoed the past discourse of viewing a teacher's profession as a noble and heroic profession that can be traced back to the teaching profession during the nationalism movement in the 1920s in Indonesia. When the first national education institution, Taman Siswa, was established with the first national curriculum, teachers were underpaid and most often provided education for free. From this era to the early 1950s, most teachers were educating Indonesian young generations to be critical of their colonized situation at the time as well as to spread a sense of nationalism to thrive for independence and better development of Indonesia (Manara, 2014). It was not surprising that T3 as well as other PSTs still held this belief considering that this discourse is still maintained throughout their primary and secondary education through the teaching of nationalism in some subject lessons.

Interestingly, the second opinion that T3 brought up is related to the way teaching job was perceived as having working time flexibility. T3 came from a long line of teachers in the family. Her father, mother, and sibling were all school teachers. They had very significant influences on the way T3 constructed the profession of a teacher. In her family, the teaching profession was considered to be more desirable for those (usually women) who already had a family since it offered a balance of quality time between work and family. T3, who previously wanted to pursue a career as a civil servant, was requested to choose a teaching profession by her family members and began to see the possibility of her being a teacher. Hence, her perspective of a teacher was heavily influenced by her family's construction of teacher identity.

Another common belief that the PSTs hold was a teacher is the authoritative figure that needs to be obeyed by the students. Yet, this conception of a teacher was being contested by most of the PSTs which led them to adopt a contrasting figure of a teacher as their professional identity aspiration, as projected by T11 in the following three excerpts.

- (17) From elementary to high school levels, I barely understand English lessons...the teacher only gave us exercises to do. So, I thought, "Is that all that teachers do?" It was like only giving exercises, never really taught us anything seriously. He did not create a fun classroom situation to facilitate the students learning. That was then. (T11)

- (18) But as I entered the ETE program, it's a very good program. I learned what a teacher is, and what an English teacher needs to do. I learned a lot...that a teacher is not just giving out exercises to the students. It's also about creating a learning atmosphere. Finally, I have a clear purpose when teaching...so, the focus should be on the students, and how a teacher can make the students understand and learn something. (T11)
- (19) ...I want to be able to create a comfortable learning atmosphere. I don't want to be authoritative in the class, like my past teachers – just because he was the only one who knew English so the class had to be centered on him. I want to create a class in which students can learn and have fun. I want to be a friend to them. So, not only giving them exercises but also explanations. I want to have an interactive class. (T11)

In excerpt (17), T11 questioned his past teacher's traditional teaching practice in which the lesson was focused on accomplishing language exercises. This type of teaching style usually followed the syllabus of a required textbook. T11 contemplated from a student's perspective that learning could never happen if the teaching and learning atmosphere was not enjoyable for the students. His contemplation led him to realize the emotional aspect of teaching and learning in the classroom. In (18), T11's pondering on teacher's classroom practice beyond completing language exercises was answered when entering and observing other forms of classroom practices in the ETE program. During his study at the ETE program, he acquired the pedagogical knowledge that equipped him for his teaching practicum experience, guided him to what kind of a teacher he aspires to be, and informed him about the ways to achieve this teacher identity aspiration as shown in (19). It can be seen from T11's narrative accounts that his investment in acquiring English at the ETE program was also influential in his reconstruction of professional identity – from an authoritative figure to a motivational figure for the students.

When asked about how they viewed themselves as a teacher, all PSTs expressed how the teaching practicum has provided a depth understanding of the way they viewed the teaching profession. During the teaching practicum, the PSTs were constantly having dialogues with their 'student' self and 'teacher' self. The PSTs used their past learning experiences as a mirror to remind them of what being a student likes (the student-self) and to inform them on what to do to attract students' attention (the teacher-self). This dialoguing process is seen from T9's narrative accounts.

- (20) When I was in senior high school, it seemed that learning English was so difficult like there were a lot of English words that were unfamiliar to me and my friends. For example, when I was in the first grade, we were asked to listen to and complete an English song lyric and most of my friends felt difficult to finish it. So, in my mind, teaching difficulties are related to helping the students to understand better, speak English better, to write in English better. So, my biggest fear is the students couldn't understand what I'm teaching. (T9)
- (21) First from the lesson plan. I prepared the lesson plan from the beginning to the end of the lesson. And the strategies to cope with such situations as when students got bored and were not paying attention...I prepared many activities using teaching aids when teaching so that the students would be more interested in learning instead of talking with their friends in class. (T9)

In (20), T9 illustrated how her experience as a high school student learning a foreign language had a profound impact on her anxiety in learning English. This unpleasant learning experience later developed to be her teaching anxiety during the teaching practicum. T9 became very empathetic to her students and viewed that improving her students' linguistic knowledge was her obligation as a teacher. In (21),

T9 was fully aware of the importance of preventing students from a demotivating learning atmosphere and creating a variety of learning tasks. She showed this commitment by being a well-prepared and well-planned teacher to keep the students' interest to learn in class. T9, in this case, used her resources as a student to inform her present teacher identity in performing her teaching practice during the teaching practicum.

The PSTs' narrative accounts depicted that their acquisition of capital from the ETE program and teaching practicum influenced the construction of the teacher identity they aspire to be. Most of the PSTs imagined they aspired to be a teacher who was highly aware of the pedagogical and psychological aspects as well as power issues in learning as represented in excerpts (22), (23), and (24).

- (22) ...Maybe becoming a pleasant teacher so that students can understand what I teach. So, there would be no strict instructions all the time. Yeah, being a pleasant teacher, so the students would be relaxed too when studying, feeling comfortable asking something to the teacher. (T1)
- (23) A teacher that could make the students understand the lesson, no matter how difficult the lesson is. At least, I should be patient in finding a way to help them comprehend the materials. It's because when I was in school...from kindergarten to junior high school I was in private schools. Then my senior high school was a public school. I really felt the differences. In public school, the teacher would go finishing the materials without making sure whether the students understood the lesson. Yea, it was different with [teachers] in private schools. The teachers are really caring for the students. (T6)
- (24) I cannot really define what a teacher is, but I want to get people accustomed to reading and also listening to many things. I want to increase our ability to input as well because I think when it comes to English teachers, we are almost always focusing on making people able to speak, but sometimes we forget that input is important, like being able to read more and listen more to other ideas and so on. So, when it comes to being an English teacher, maybe like the one that encourages input...every individual has their own potential and in some ways that they are quite limited by how many texts and also the knowledge that they can access...if we only understand L1 then what we can read and what we can obtain are those that are only written and also delivered in our L1 ...English, it would eventually enable us to see from many other perspectives since most of the texts and videos are in English...it might be a good aspiration for me to teach to enable other people, especially in countries with low literacy, that might include Indonesia...to read more and also be excited to know beyond their personal beliefs or what is addressed towards them in their family and also local communities. (T5)

T1, in (22), was being cognizant of the unequal power between the teacher and students in the classroom, and how debilitating it can be when the teacher positioned him/herself as the authoritative figure in practice. He emphasized the necessity of minimizing the social power between teachers and students so that students would not feel under pressure when learning in class. T1, therefore, would like to project a 'pleasant' teacher figure to attend to the students' psychological needs and create a safe learning zone for his students in class.

In (23), T6 depicted her belief that a teacher needed to be resourceful (pedagogically and psychologically) in order to conduct a successful learning process in class. She echoed a similar concern on attending to the students' psychological needs in learning. Drawing from her past schooling experiences, she aspired to become a 'caring' teacher to her students.

Unlike T1 and T6, in (24), T5 has not come up with a fixed idea of teacher identity. Yet, he was driven by his vision of the importance of acquiring English as a

language of wider communication to enable Indonesians to have access to more sources of information. He envisioned being a teacher that enabled students to be literate in English so that they could obtain more knowledge and perspectives about the world. T5 projected an aspiration of being a teacher as an agent of change.

5. DISCUSSION

The findings for the first research question indicate that influential factors affecting PST's investment in teaching include language ideology that influences their view on the status of English, their past learning experiences as school students, their current learning in the ETE program as PSTs, and the continuous inner dialogue with their two-selves (i.e., the student-self and the teacher-self) during the teaching practicum at school. The language ideology that influenced their view of English as having significant status in the world led PSTs to invest in English. These statuses of English, in the PSTs' opinion, are English as an international language (McKay, 2002, 2018), a global language (Crystal, 2003), the language of wider communication (Graddol, 1997), the language of access to education, and the language of opportunities. These views have been the strongest influential aspects that drove PSTs to acquire English linguistics and pedagogical knowledge in the ETE program. English linguistics and pedagogical knowledge were seen as valuable resources that equipped the PSTs to participate in the periphery circle of teaching COP during their practicum at schools.

Another aspect that influenced the way they viewed the teaching profession was their past learning experiences in primary and secondary schools as well as their current learning experience in the ETE program. The PSTs entered the ETE program with a beginning mindset that teaching was simply lecturing and assessing students' work as they witnessed during their primary and secondary schooling years. Yet, with the exposure to various teaching models they experienced during their study in the ETE program, they were able to expand their teaching skills, pedagogical knowledge, and roles and responsibilities as teachers that prepared them for their teaching practicum at schools. Hence, the PSTs are socialized to varieties of resources and practices to understand professional roles and responsibilities (Kearney, 2015). From the perspective of situated learning, PSTs learn to acquire these various resources through formal PST education, learning observations, and contemplation of their past and present learning experiences in the ETE program. As English teacher candidates, PSTs learning in the ETE program mostly focused on two areas: English acquisition and teaching knowledge as linguistic and cultural capitals. However, economic capital was considered a necessary expense to gain the two capitals. As they obtained these capitals, the PSTs developed an understanding of teaching work and life and the imagined professional identity in entering a real teaching context (i.e., assigned school) during their teaching practicum.

During their teaching practicum, the PSTs' learning process extended to a more complex and expansive process through participation in a real school-based teaching context and its practices. The PSTs acquired richer and more meaningful resources as their learning capitals (namely social and symbolic capitals). The expansion of resources they obtained at school enables them to understand the scope of teaching work and live and carry out their tasks and duties, or what Wenger (2000) termed

‘cultural practice’. In this context, PTSs also learn what is expected of them as teachers at school while interacting with their teacher mentors. Yet, it is their interaction with students while teaching in class that brings an immense understanding of being a teacher to the PTSs and the construction of emerging professional identity. This leads to the result of the second research question.

The findings for the second research question reveal that PSTs’ construction of professional identity results from their continuous dialogic interaction and contemplation on their practice in class as well as their inner dialogue with their current two selves (i.e., the student-self and the teacher-self) during the teaching practicum at school. While teaching in class, PTSs are constantly in dialogue with their two selves (i.e., the student-self and teacher-self) due to the dual positions (a student in the ETE program and a teacher mentee at school) they are situated in during the teaching practicum. These dual positions give them the awareness of their students’ psychological aspects while learning in class and, at the same time, this awareness informs the PTSs of what they need to do as teachers who are teaching their students. The constant dialogue leads them to project a certain professional identity. This situated learning at school through the socialization and participation process informs and transforms the PSTs’ understanding of their past, present, and future construction of professional identity (Wenger, 1998, 2000). Most PSTs projected a teacher identity that prioritized their students’ emotional state to increase their interests in learning – ‘caring’, ‘motivational’, ‘pleasant’, and ‘empathetic’ teachers. They refused to register to the restrictive traditional authoritative teacher identity (informed by their past learning experience as school students) that only gave commands for the students to obey. The ability to reflect on their past and current learning experiences lead the PSTs to professional learning by contesting, negotiating, positioning, and navigating (Yazan, 2017) themselves among the existing professional identities in their landscape of teaching contexts. Hence, this suggests a strong proposition for putting forward professional identity learning and acquisition as the heart of teacher learning in the teacher education program and teaching practicum curriculum. As Yazan (2017) suggested, teacher education that is oriented to the acquisition of professional identity has an immense contribution to the teachers’ growth and classroom practice.

6. CONCLUSION

In summary, this study found that PSTs’ investment in the teaching profession is influenced by language ideology shaping their perspective about English, their past and current learning experiences both as students and PSTs, and the inner dialogue between their two selves during the teaching practicum at school. These influential aspects, then, lead to the construction of the emerging professional identity of the PSTs as caring, motivational, pleasant, and empathetic teachers. It can be inferred that acquiring teaching resources during the ETE program and the teaching practicum at school has enriched PSTs’ understanding of the scope of teaching work and life enabling them to participate in the teaching COP as legitimate members.

The findings of this study are beneficial for the PST education program threefold. Firstly, the findings on the PSTs’ conception of capital and investment help to reinforce the importance of courses that upgrade the PSTs’ linguistic and communicative competence that is by providing high exposure to English. Linguistic

knowledge and skills are the most important capital and content knowledge that they use to participate as legitimate periphery members of the teaching community during their teaching practicum at the assigned schools. Secondly, information on how the PSTs learn from their lecturers' teaching practice can benefit teacher educators and curriculum designers in designing courses that also nurture PSTs' understanding of what the profession should involve and how they can develop their professional identity. This study argues that the teaching-learning process ought to put attention beyond the cognitive domains. As a model for the PSTs, teacher educators are expected to transform this knowledge and skills into something that has a social value, such as strengthening teacher identity. Thirdly, this study implied the need for new ways of evaluating PSTs' practice during their teaching practicum, specifically in evaluating the complexities of learning multiple micro-tasks of classroom teaching and of acquiring professional roles as a new member of the teaching community at the assigned school. Teaching practicum assessments need to adhere to the reflexivity and dynamicity of these PSTs' practice and how they perceived their roles in class. The classroom presents an unpredictable world that often sends the teachers to have a particular belief about their works, events, and persons. Hence, a variety of teaching practicum assessments can be helpful for the PSTs to understand their teaching tasks and to reflect on their own professional learning and development during the teaching practicum. The teaching and assessment of critically reflective teaching will offer a richer understanding of how PSTs participate in their learning in the immediate teaching context.

This current study, however, is still subject to several limitations. Firstly, since the data collection was conducted during the COVID-pandemic time, direct classroom observation was not possible. Hence, the data in this study relied heavily on the PSTs' narrative accounts. The actual learning process of their training in the ETE program and during their teaching practicum was not able to be documented. Therefore, future studies can include classroom observations on how PSTs learn in the ETE program and during the teaching practicum at school. Future studies could also investigate the mismatch between knowledge provided by teacher education programs and knowledge that they obtained in the field during the teaching practicum, and the strategies PSTs adopt to tackle the unexpected challenges during their teaching practice. Secondly, this study was unable to capture the reflective parts of the PSTs that can help to understand the journey of their professional identity development. Therefore, future research can also look into this process of development. Remembering that identity is changing over time and spaces (Norton, 2001), this approach's implementation enables the researchers to have multiple data collection instruments, such as reflective journals, interviews, observation, or critical reflection interviews. In this way, more information on the learning of professional identity can be intensely studied and understood to enrich the literature on PSTs' identity construction. Furthermore, research that focuses on integrating teaching methods and approaches that accommodate the learning of professional identity is certainly needed in developing and fostering PSTs' professional knowledge, investment, and identity in the teaching COP.

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