TEACHER EMPLOYABILITY IN INDONESIA: ANALYZING THE DISCOURSE OF PROFESSIONAL IDENTITIES AT MULTIPLE LEVELS

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Abstract

This research explores the construct of employable teacher professional identities in the Indonesian context at the macro-, meso- and micro- levels of discourses. Employable teacher professional identities, developed from the literature of employability and teacher professional identities, can be viewed as the process of an individual understanding his or her 'self' as a professional and what the stakeholders in the teaching profession view as being employable. By understanding the process, and views of professionalism, the research offers insights into the practice architectures of teacher's professional development system in Indonesia, and for policy making.

The research aims to map the constituents of employable teacher professional identities and to explore the process of crafting these identities in teaching practicum sites. Using qualitative research methods, which are inductive-oriented, data were obtained from policy and course documents and qualitative interviews with two supervisors from the English Language Education (ELE) study program, two mentors from two teaching practicum sites, and two pre-service teachers who were doing the teaching practicum. The study used thematic analysis in analyzing the data and the findings were discussed in the light of the theory of practice architectures.

The macro- and meso- level analyses of discourses show that Indonesia adopts an evaluative state model commonly used by neoliberal states in which the state designs the general teacher professional evaluation system and standardization but leaves the specifics and the process to higher education (HE) institutions. However, in the teaching practicum program, authority is held by the schools as employers of the pre-service teachers, as found in the interviews with the supervisors and mentors. The stakeholders also have different views on the employability of a professional teacher, with the government viewing it as a product whereas the HE and the schools view it as a process. In the complex process of crafting professional identities, the pre-service teachers in Indonesia undergo the process of evaluating, reflecting, selecting, enacting, and revising their identities, by considering various contextual factors and the perspective of the stakeholders, to make pragmatic decisions that meet their beliefs regarding a professional self that is recognized by others as a professional. Through the lens of practice architectures theory, it is found that disconnections of ideas and practices occur across the levels of discourses as the result of the discursive-cultural, material-economic, and social-political arrangements in each level.

Keyword: teacher professional identities, employability, practice architectures

Declaration

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Having critical, yet helpful, understanding and encouraging supervisors.

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Finally, a doodle illustrates how it felt as a Ph. D. student hoping that though my head is permanently 'damaged', my research is relevant, insightful, and useful not only for myself but also for anyone who cares to read this thesis.

Chapter 1.   Introduction

1.1 The Drive of this Research

The inspiration to do this research comes from my reflective practice as a teacher trainer for over 20 years at the English Language Education (ELE) study program in Universitas Kristen Satya Wacana (UKSW), Salatiga, Indonesia. During these years, I came across issues of how to better prepare students for being a teacher both in my position as a lecturer and a member of staff. As a lecturer, my main goal is to be able to train the students for the future profession of being a teacher. As a member of staff of the study program, I am involved in the overall design of the program so that the program can best prepare the students to become a teacher.

To be specific about how these positions inspire this research, let me start with a story. One afternoon in 2015, one of my students, who was doing his teaching practicum program, came to me with complaints about the program. The school where he did his teaching practicum had used him to produce a promotional video for the school, which involved all the aspects of video making, from writing the script, casting, directing, acting, and editing the final product. He voiced his confusion and dilemma about doing such tasks, as he personally thought that this was beyond his job as a pre-service teacher in the school. He also felt powerless because he could not refuse the school's "request for help", as he felt that it may jeopardize his final grade for the teaching practicum program.

When he asked my opinion of what to do in such a situation, I could not immediately come up with a definite answer. I did my teaching practicum years ago, but my experiences were nothing but enjoyable, and any unpleasantness was blurred. My context was, of course, different from his, and such experiences were highly personal and contextual.

On other occasions, my students have voiced similar reflections on the teaching practicum program. They understood that doing it is a requirement to graduate, as the teaching practicum program is one of the curriculum courses, but some of them viewed it negatively. As I illustrated above, the view may come from unpleasant experiences when doing the practicum. As I believe strongly in the influence of positive experiences on successful learning, the negative view of

teaching practicum as one of the courses in the ELE curriculum concerns me. It is true that the teaching practicum program is only one course, but this may be the most definitive moment in their development as a teacher, as the program is a 'transition' from the context of higher education (HE) to employment. This is the very moment where they come face-to-face with the realities of real teaching. I am curious about what actually happens in the teaching practicum program, hoping that such knowledge will be useful in my position as a lecturer to help my students prepare for their future profession successfully.

In some cases, such a view can be traced back to their initial motivation for enrolling to the ELE study program, which is to be competent – and to have this competence validated -- in the English language, rather than being an English teacher. From my interaction with some of my students, I know that being an English teacher is not always considered to be a promising career. However, being validated and recognized as a competent English user may open doors to various jobs. Such discussion leads me to be curious about how these students define themselves as employable.

Regarding employment, I learned from my position as a staff member, and thus my involvement in designing the ELE curriculum, about developing the curriculum to meet the requirements of the government of Indonesia. In 2012, the President of the Republic of Indonesia issued the Presidential Decree Number 8 on the Indonesian Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia*/KKNI), which stipulates abstractly "the framework for leveling the competence qualification which can connect, standardize, and integrate education, work training, and work experiences in order to recognize the work competences according to the structure of job in various sectors." (Article 1, Paragraph 1). This decree is a response to the Association of Southeast Asian Nations (ASEAN) Economic Community Blueprint (ASEAN, 2008), which Indonesia adopted. One of the action points is "to develop core competencies and qualifications for the job/occupational and trainers skills required in the priority services sectors (by 2009); and in other services sectors (from 2010 to 2015)."

The issue of employability has clearly driven the creation of the framework, and to implement the framework in higher education, the decree is further elaborated into various regulations which provide stipulations. The stipulations include the

requirements for each study program in university to describe the learning outcomes of its graduates and to develop a curriculum, as well as to implement and to evaluate the curriculum adhering to the standards of a professional body. For the profession of teachers, the government has previously promulgated Law Number 74 in 2008, in which the qualifications and competences of the teachers are described in general, and this is used as the basis for the in-service teacher certification program.

Through my involvement in designing the curriculum, in particular the qualifications which recognize the competences of a teacher, I am interested in the overall implementation of the ideals of the government regulations into the actual field of the teacher education program. As a member of staff in a study program that is being held accountable by the government to transform the ideals of the regulations into material learning outcomes, I feel that it is pertinent for me to understand the discourses of employability of a teacher at various levels, and with different stakeholders – the macro-level of policy and government, the meso-level of organizations such as the universities and schools, and the micro-level of practice and subjective opinion – and to examine how such discourses are being interpreted and developed in my study program, in order to ensure that schools and universities are on the right track in successfully producing the ideal teachers that are mandated by the macro-level regulations.

However, my initial reflection on the realities of the field and the ideals in the regulations gave rise to concerns. Although on paper, and in the process of developing the curriculum, I could see that there is generally optimism about helping teachers to develop in ways which meet the standards of being professional and competent, such optimism was not reflected in the comments of the students, as the individuals who became the recipients of the curriculum planning. I sensed that the discourses of being a professional teacher are perceived and interpreted differently by the stakeholders of the teaching profession, and such differences created a disconnection in the overall structure of the teacher professional development program.

1.2 My Approach to Doing the Research

These thoughts inspired me to embark on a study which is informed by understandings of employability and teacher identities. I wanted to explore the issues that I found in my position as a teacher trainer and a member of staff in a teacher education program, and to offer evidence-based insights to various stakeholders in the teaching profession.

As my study is informed by these two areas, I looked to construct an initial conceptual framework from my engagement with the research, to both develop the specific research questions for my study, and the methodology that can assist me in responding to these. In analyzing the findings, my approach is to listen to the realities that my data offer, treat them as meaningful truths, and discuss them using any available literature that may best describe these truths. In the process, the initial conceptual framework serves as a springboard to understand the issues, and later on, this framework is supplemented with other literature that may provide a better interpretation of the field's situation. In this sense, my approach in doing the research is inductive rather than deductive. My analysis of the data is more grounded in the data, but at the same time, not established in a theoretical vacuum. Theoretical assumptions in the literature review are used to inspire the creation of themes in the data analysis (Braun & Clarke, 2020) and as possible means to interpret and discuss the findings.

As my study is inspired by the realities of my context as a teacher trainer and staff member of a teacher education study program, the choice of context for my study is obvious for two reasons: the realities in my line of work and the ease of access to the context. By choosing the context of Indonesia and the ELE program, I hope that my study can contribute directly to the program, and to the broader system of the teacher education program. Also, using the data from this context is relatively easy for me, and perceived positively, as the stakeholders in my context could see the benefits of conducting a study that may provide insights to improve the system.

My intention is also to contribute to the broader field of research into employability. How do the various practices of a training programme help or hinder these teachers in identifying themselves as employable? How are these

processes the result of negotiations – and sometimes the disconnections – between the macro-, meso- and micro-levels?

1.3 Overview of the Thesis

This thesis is organized into eight chapters. The overview of the content of the thesis is as follows.

Chapter 2. Situating the Research

Chapter 2 discusses how the research is situated within the literature of employability and teacher identities. It starts with the history of research in employability, discussing how different levels of discourses in employability can be used to research teacher professional identities, unfolding how the construct of employability is explored in the research of teacher professional identities, and possible theoretical lens to explain the data. The chapter results in a conceptual framework that will be used in my study, and also, the research questions of the study.

Chapter 3. Methodology

Chapter 3 provides an account of the research approach and paradigm of my study, the methods used in collecting the data (document analysis and qualitative interviewing), the methods for analyzing the data (thematic analysis), the nature of my study as multilingual research, and how I position myself as a researcher, in order to answer the research questions of my study.

Following the conceptual framework for this study, the analytical chapters are organized by different discourses: macro-, meso-, and micro-levels. The chapters on the macro-and meso-level of discourses attempts to answer the first research question. The chapter on the micro-level of discourses addresses the answer to the second research question.

Chapter 4. Analysis of Macro-Level of Discourse: Government and National Association

Chapter 4 is the first of three analytical chapters. It maps how the discourse of employable teacher professional identities is depicted in documents published by the government and the national association. The analysis of the documents

focuses on the construct of professional identities and how the construct is categorized in the documents.

Chapter 5. Analysis of Meso-Level of Discourse: Higher Education and Schools

The meso-level of discourse involves the higher education setting and employers of the trainee teachers. Chapter 5 discusses how the discourse of employable teacher professional identities at this level is depicted both in documentary evidence and by the particular stakeholders. For higher education, the chapter presents the analysis of the ELE curriculum and teaching practicum handbook, as well as the results of interviews with the supervisors of the teaching practicum program. For the employers, the chapter presents interviews with the mentors of the teaching practicum program in the schools. In detail, the chapter discusses the themes that emerge from analyzing the documents and the interview transcripts, highlighting the critical and relevant issues regarding the construct of employable teacher professional identities, as reflected by the documents and the stakeholders of the teaching profession, at the meso-level of discourses.

Chapter 6. Analysis of Micro-Level of Discourse: Pre-Service Teachers

The macro- and meso-levels provide the legalistic and structured framework within which teachers are trained, but it is the micro-level of practice at which identities are actually formed. Chapter 6 presents outcomes from the analysis of the process of developing employable teacher professional identities in the pre-service teachers, during the teaching practicum program. It details the specific constructs of teacher identities that the pre-service teachers depict and enact in the teaching practicum program, the process of developing those constructs, and the choices that the pre-service teachers consider to be recognized as teachers with professional identities.

Chapter 7. Discussion

Chapter 7 presents the answers to the research questions. The first part of the chapter discusses the juxtaposition of the constructs of employable teacher professional identities in the three discourse levels, in terms of authority in defining the construct, different views of the construct, and the specific constituents of the construct in the whole system of teacher education in Indonesia. The second part of the chapter discusses the process of developing the

construct of employable teacher professional identities in the micro-level of discourses, and the issues that emerge in the process. In this chapter, the findings will be seen through the lens of neoliberalism and the theory of practice architectures.

Chapter 8. Conclusion and Contribution

Chapter 8 summarizes the key findings of my study. It also offers possible contributions from my study to both the stakeholders of the teaching profession in Indonesia and the broader research field of employability and teacher identities. At the same time, it presents the limitations of the study and explores possible future research, to follow up my study.

Chapter 2.   Situating the Research

The first step in this study is to conduct a literature review that will explore understandings of employability, and of professional identities as a dimension of teachers' employability. These lenses will be discussed in turn. I then look to create a frame to guide my research, through drawing on these understandings.

2.1 The History of Research in Employability

This section aims to explore the shift of research in employability, from viewing it as an issue of accessing the labor market, into efforts to understand employability in different ways. Research in employability over the years has looked at the subject from different perspectives: governments, organizations, and individuals. These three perspectives provide a useful analytical structure to understand how different levels of stakeholders depict employability.

Throughout my research, the term 'discourse' is selected to describe the depiction of employability and teacher identities at different levels of stakeholder. The selection of this term is inspired by the seminal work of Zembylas and Chubbuck (2018) which conceptualizes teacher identities as political. Discourse is then defined as both "literally the talk within and among teachers" and narrative "as a manifestation of discourse, both in the teacher and in the institutions/national socio-political contexts in which they are located" (p. 186). The inclusion of both the talk of the teachers, and the narratives from the institution and national socio-political contexts, regarding employability and teacher identities, covers the scope of my research, which encompasses not only the talks of the individual teachers, but also the socio-political relationships of the actors in the contexts and how these talks and relationships influence their practices.

The structure of these discourse levels is illustrated as follows:

Figure 2.1 Employability Analytical Discourse Level
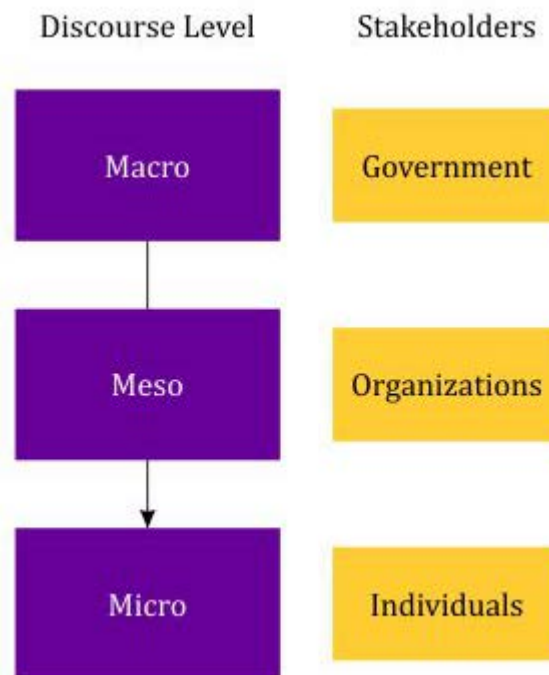
Employability from the perspective of the government in *the macro-level of discourse* can be understood as an aspect of global political and economic ideology, in meeting the demands of the market (Reid, 2016), and reflects how broader political and social issues are in play in employability. From the 1950s to early 1970s, government interventions aimed to provide access to the labor market, particularly for the unemployed (who lacked what were deemed useful skills), and underprivileged vulnerable people, and thus to influence the employability of the workforce (Thijssen, Van Der Heijden, & Rocco, 2008). Studies in this realm discuss the changes in the global economy - for example, the move toward a more knowledge-driven economy (Brown, Hesketh, & Wiliams, 2003) - and government efforts to improve the workforce through policy-making (Haasler, 2013). In the UK, for instance, employability has been a part of government policy since the 1990s, aiming to enhance workforce skills and mobility, to better allocate the workforce (Haasler, 2013; Harvey, 2000; Hillage and Pollard, 1998).

For a more recent account of government policy, in the case of teacher recruitment and retention, the UK Parliament Briefing Paper on 12 February 2019 (Foster, 2019) offers an analysis of the UK labor market for teachers, and discusses initiatives that the UK government created to encourage teachers' recruitment and

retention. For example, the UK government has since 2015 provided financial incentives to initial teacher training in the form of bursaries and scholarships, and a salary during training through programs such as Teach First and School Direct. The paper stated that "in the 2017-18 financial year, around £183 million was spent on teacher training bursaries, an underspend of around £41 million on the £224 million budget." (p. 15).

In addition to incentives to attract new teachers, the UK government also ensures teachers' quality by testing the professional skills of entrants to the Initial Teacher Training program (ITT), as stated in the mandatory guidance and accompanying advice from the Department for Education (DfE): "All accredited ITT providers must ensure: that all entrants beginning ITT on or after 1 August 2013 until 31 March 2020 have passed the professional skills tests prior to entry." (UK Department for Education, 2021). Assurance of teachers' quality is also reflected in the requirement for teachers with qualified status, at the beginning of their career, to take courses under the Early Career Framework (ECF), which provides "an entitlement to a fully-funded, two-year package of structured training and support for early-career teachers linked to the best available research evidence." (UK Department for Education, 2019)

Similar practice is also the case in many other countries, in which the governments deliberately set policies to enhance the employability of their citizens for similar reasons to the UK (see Morley, 2001; Cranmer, 2006; Rae, 2007 for UK cases; Taylor, 1998 for Canada; Andrews and Higson, 2008 for European countries; Forrier and Sels, 2003b, 2003a; Forrier, Sels, and Stynen, 2009; Forrier, Verbruggen and De Cuyper, 2015 in Belgium; Xiong & Lim, 2015 in China). In many countries, these policies regarding employability are made imperative through regulations. These studies all indicate how governments intervene and regulate the labor force through policies and standardization of individual's employability, indicating the adoption of a state steering approach.

State steering refers to approaches and efforts that the government uses to steer, control, and influence actors in certain sectors of society, to decide and act according to the objectives that the government has set, and using the instruments that the government has provided (Gornitzka & Maassen, 2000; Van Vught, 1995).

State steering is a common practice in neoliberal political ideology, as Harvey (2007) explains,

> "neoliberalism as a theory proposes that human well-being can be best advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets, and free trade. The role of the state is to create and preserve an institutional framework appropriate to such practices" (p. 2).

In practice, particularly in developmental states such as Singapore and several other Asian countries like Indonesia, the states adhere to the theory of liberalism by promoting free competition among individuals and corporations in the labor market, positioning the individuals and corporations as entities that are responsible for deciding their terms to successfully attain welfare. However, at the same time, the states depend on the regulations and policies to create the social infrastructure, which ensures access to educational opportunities as a prerequisite to gaining competitive advantages in the labor market (Harvey, 2005, pp. 71-72).

In the 1980s, the focus of employability research shifted to studies on organizations in the *meso-level of discourse* in which these organizations are responsible for responding to political imperatives from the government. This layer of influence is represented by employers (See Brown et al., 2003; Thijssen et al., 2008), or by higher education, or a combination of both.

From the employers' perspective, companies started to employ the so-called flexible firm's principles (Atkinson, 1984) of functional, numerical, and financial flexibility in which "a change in the organization of work is seen as the best way of achieving greater flexibility from the workforce" (p. 29), to enable them to cope with constant changes in the labor market within and outside the organization. One of the notable studies that looked at employers is a conceptual paper by Brown et al. (2003) that offers positional conflict theory as a way of seeing how companies are competing with one another in recruiting the best graduates from the best universities globally. In response to this competition, Brown et al. argue that "leading-edge companies present themselves as lively, exciting and caring companies to work for, offering outstanding access to accelerated training programmes and opportunities for personal career development." (p. 121)

From the perspective of higher education, this competition among employers in recruiting graduates is similar to how universities compete to make sure their graduates are highly 'ranked' in the labor market. The University of Manchester, for instance, makes use of several employability rankings (QS Graduate Employability Rankings, the Graduate Market by High Flyers Research, and Employment of leavers by Higher Education Statistics Agency) in their advertisements, to attract prospective students and employers alike (The University of Manchester, 2019). Other studies conducted in the higher education context focused on the models, frameworks, or strategies of higher education to ensure that their graduates can meet the demands of the labor market (See Andrews & Higson, 2008; Cranmer, 2006; Das & Subudhi, 2015; Harvey, 2000; Kumar, 2013; Pool & Sewell, 2007; Rae, 2007; Silva, Lourtie, & Aires, 2013; Tymon, 2013; Yorke, 2009, 2004).

Yokoyama & Meek (2010) argues that state steering of Higher Education, as one of the employment stakeholders, is strengthened by neoliberal political ideology. Yokoyama & Meek (2010) refers to this as the evaluative state model. The evaluative state model, developed first by Neave (1988, 1998), emphasizes the state's supervisory function without tight, detailed control of institutions, and the self-regulatory nature of higher education institutions (HEIs) based on strong executive leadership and the efficiency of resource utilization and management. In this model, the government seeks to steer higher education, through policies that set the general evaluation system and the general standards, but leave the specifics of the standards and the means to achieve them in the hands of: the employment market, in this case, the employers and national professional associations; and the provider of the workforce, in this case, higher education. As Shin & Harman (2009) summarize in their survey of 10 countries, the current governance systems allow some autonomy to HEIs but control them through quality assurance and/or funding allocation mechanisms.

Several studies looked at employability from both employers and higher education, exploring the dynamics between these organizations. For instance, a study conducted by Andrews & Higson (2008) attempted to find out the perspectives of graduates and employers on graduate employability in four European countries (UK, Austria, Slovenia, and Romania). Another study on both employers and higher

education by Harvey (2000) researched the development of the employability agenda in higher education, how organizational changes in employers affected graduates, and then evaluated what individual attributes the graduates needed when securing jobs.

Since the 1990s, the focus of employability research has come to include individuals and their ability not only to get a job but also to maintain a job within or outside the organization (Forrier & Sels, 2003b). These studies at the *micro-discourse level* seek to understand how individuals use their skills, competences, and personal attributes to gain and maintain employment. As these individual qualities are often subjective and deeply rooted in each individual, the perspective of psychology is quite frequently chosen as the lens of analysis in the studies (See Clarke, 2008; Heijde & Van Der Heijden, 2006; Pool & Sewell, 2007; Vanhercke, De Cuyper, Peeters, & De Witte, 2014).

As my study looks at the connections between the three levels, it is important to look at studies at the micro-discourse level. The view of employability that is defined by the government and employers - around the getting of a job - may imply that the nature of employability is given, and need not be questioned. However, employability, as seen at the macro- and meso-levels, only offers a structure in which individual job seekers' training takes place, at the micro-level. The practices that occur at this discourse level may be influenced by the view of employability from the government and the employers. Nevertheless, these practices are not dictated by the macro- and meso-levels, as the view of employability is negotiated and re-negotiated through the practices that evolve within the structure.

From this argument, it is therefore interesting to see a literature review by Artess, Hooley, & Mellors-Bourne (2017) of studies in employability at the micro-level of discourse, in which they recognize one interesting shift, from the focus on developing a list of skills, competences, and personal attributes in an individual as the government and employers demand, to the process that an individual undergoes in developing and shaping his/her identity as a professional worker. Upon reviewing 187 pieces of research on employability in the UK context from 2012 to 2016, they noted that in research that used identity as the tool of analysis, the focus is not merely on the acquisition of necessary skills for students to succeed in their future career as the government and the employers dictate, but on

the efforts to help students to transition from their identity as a student towards their identity as a worker. It is this transition that is the focus of my study.

This section has laid out the history of research on employability to illustrate how research on employability has evolved analyses at three levels: macro-(government policies and planning), meso-(organizations which include employers and higher education institutions), and micro-level (individuals). Relevant to this study, the history of research in employability provides a useful structure for analyzing the employability of teachers, understanding how the discourses of teacher employability are depicted at different levels of stakeholder and how discourse in one level may trickle down and shape the process of crafting individual teacher professional identities.

2.2 Unpacking Employability Constructs in Teacher Professional Identities

Although employability has become a common term widely discussed in government policy regarding employment, any definition that satisfactorily describes employability is still very much subject to debate. Despite the proliferation of studies on employability and the many policies and programs created in response to it, the term ends up as a catchword that stakeholders use to satisfy their motives or goals, and often its meanings are contrary to one another. As Thijssen et al. (2008) claim, "employability looks like an attractive but confusing professional buzzword… it is a multidimensional and variegated concept." (p. 167)

The literature on employability commonly agrees that it is about getting a job and keeping a job (Brown et al., 2003; Rothwell & Arnold, 2007; Tymon, 2013; Yorke & Knight, 2007). However, getting and keeping a job is not simply about a single moment of transition from non-employment to employment or from one employment to another. It is also about the factors that influence a person's identities or opportunity of getting and keeping a job, that is, actions before and after this moment. These factors are the ones make the construct of employability more complex and dynamic.

Employability then can be seen as both a product of enhanced opportunity to secure or maintain a profession, and as a process of enhancing this opportunity. As

a product, to be employable is to be recognized as suitable for a profession and hence to have an increased opportunity to get or maintain a job in that profession. As Brown et al. (2003) put it,

> "Employability not only depends on fulfilling the requirements of a specific job, but also on how one stands relative to others within a hierarchy of job seekers. " (p. 111)

This recognition usually occurs at the macro-and meso-level of discourse. At the macro-level, the government and/or the national professional association may articulate and even dictate which individual identities make a person qualified within a profession. At the meso-level, employers, as the organizations that hire individuals, could have the power to set the identities that an individual must enact to be employed, and to compare the individual with others. Higher education, as another stakeholder in the meso-discourse level, may develop their curriculum based on the standards of the government and professional associations, and the constituents of identities that the employers require, to make the graduates more competitive against other job seekers. In other words, employability in the HE context is perceived as:

> "a set of achievements, skills, understandings and personal attributes, that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy."
> (Yorke, 2004, p. 410)

At the same time, employability can be regarded as a process. To be employable also involves "the individual's perception of his or her possibilities of obtaining and maintaining employment." (Vanhercke et al., 2014, p. 594). A person who seeks professional employment undergoes a process of crafting his identity, as being employable. In this process, the person reflects, selects, and enacts the constituents of his professional identities.

The teaching profession is one of the jobs that people aspire (or sometimes are forced) to get and to maintain. As in other professions, a person who wants to be employed as a teacher must enact certain actions in a process, to produce certain professional identities that different stakeholders recognize in the meso- and macro-level of discourse as amounting to an "employable" teacher. This process of

[27]

becoming a professional teacher is discussed extensively in the research of teacher professional identity and its formation.

Teacher professional identities have become a widely-researched topic in recent years, and due to the complexity of the topic, new research continues to emerge. Studies over the past twenty years have noted the various lenses that have been employed to explore and scrutinize the complexity of teacher identity, for instance, teachers' professional identity formation, characteristics of teachers' professional identity, and stories that (re)present professional identity (Beijaard, Meijer, & Verloop, 2004); factors influencing the construction and negotiation of teachers' professional identity and narrative as a lens for exploring teacher identity (Cheung, 2014); Tajfel's (1978) social identity theory, Lave and Wenger's (1991) theory of situated learning, and Simon's (1995) concept of the image-text (Varghese, Morgan, Johnston, & Johnson, 2005); and sociocultural theories (Johnson, 2006).

However, what actually are teacher professional identities? As suggested earlier by research on employability, the identities that make an individual employable in a profession are considered to be those that individuals enact, and are recognized as employable by stakeholders in various ways. Therefore, with regard to the teaching profession, the research questions of my thesis are twofold: First, what are the identities that make an individual professional, and thus employable, in the profession of teaching as depicted by the stakeholders? Secondly, how do people identify themselves as employable professional teachers? Do they enact the identities within the discourses of employability that the stakeholders depict in their working contexts?

My research adopts the construct of employable teacher professional identities as *the product of a dynamic and complex process that a person undergoes to make sense of and craft, and the identities that he and others articulate as being an employable professional*. Within this construct, the process of crafting identities occurs in the micro-level of discourse, where a person reflects, selects, and enacts the individual constituents of identities that he, and his professional communities at the meso- and macro-levels, consider as professional, and eventually improves his opportunities of becoming employable.

This construct of employable teacher professional identities is in line with the definition of Burns and Bell (2011), in which they see identity as,

"constructed in social contacts and reshaped through interactions with others…Identity is not something one has; it is a continuum. It is not a product or a result of a particular action or thought process but something that develops during an entire lifetime. The concept of a teachers' professional identity has been described as an understanding of him or herself as a professional in relation to employment, which can be shaped by organisational and political contexts (Eteläpelto & Vähäsantanen, 2007). Thus, identity construction can be seen as a negotiation with both self and others and within the discourses present in one's life where individuals adopt positions of themselves that are intertwined with the positions they ascribe to others (Reeves, 2009). Furthermore, Holstein and Gubrium (2000) propose the normality of a multiple personality." (p. 953)

This construct is consistent with the review of research in teacher identity by Beijaard et al. (2004, pp. 122-123), which features four common characteristics of teacher professional identity:

(1) teachers' professional identities as a process;

(2) the importance of interaction between a person and his context in this process;

(3) the importance of teacher's agency in the formation of his professional identities; and

(4) multiple identities as the outcomes of the process of identity formation.

Firstly, teacher's professional identities are seen as an ongoing dynamic process of reflecting, negotiating, constructing, enacting, transforming, and reconstructing knowledge and experiences (Connelly & Clandinin, 1999; Miller, 2009; Varghese et al., 2005). This is a process through which a teacher understands or perceives himself as a professional (Burns and Bell, 2011; Lamote and Engels, 2010). A teacher, therefore, may have different identities at different stages of his career.

Secondly, an interaction between a person and context is crucial in developing teacher professional identities. A teacher may adopt knowledge, attitudes, beliefs, and culture derived from personal histories (Duff & Uchida, 1997). However, these qualities are then negotiated, constructed, enacted, and transformed (Miller, 2009) through participation in the discourse (Trent, 2014), structure (Beijaard et al., 2004), and practices (Wenger, 1998) of the profession. Contextual factors (Duff &

Uchida, 1997), be these social, cultural or political (Varghese et al., 2005), also influence the process of crafting professional identities. As a process that occurs at the micro-level, the discourse, structure, practices, and contextual factors in the macro- and meso-levels of discourse may shape the process of crafting teacher professional identities.

Thirdly, teacher professional identity is characterized by the importance of the teacher's agency in the process of identity formation. As Beijaard et al. (2004) put it,

> "There are various ways in which teachers can exercise agency, depending on the goals they pursue and the sources available for reaching their goals. In addition, it can be argued that professional identity is not something teachers have, but something they use in order to make sense of themselves as teachers. The way they explain and justify things in relation to other people and contexts expresses, as it were, their professional identity." (p. 123)

Teacher agency also requires teachers to be active in the process of professional development (Coldron & Smith, 1999). To produce employable teacher professional identities, at the micro-level, a person must be active in both making sense of which constituents of identities may increase his opportunity to be recognized as professionally employable by relevant stakeholders, and take action to develop such qualities. A teacher needs to recognize what they should do professionally, identify available sources, including colleagues within their workplace context, that might help achieve their professional goal, enact practice within this context, and finally, explain and justify their practice.

Lastly, the process of forming professional identities and the interaction of a teacher's personal histories and experiences may result in sub-identities or multiple identities (Trent, 2014). The different contexts and relationships that a teacher is involved in may create tensions and conflicts in his sub-identities, for example, in pre-service teachers during teaching practicum (Flores & Day, 2006), and a teacher needs to reach a balance between these sub-identities (Beijaard et al., 2004). As a product of crafting professional identities, this balance is what the teacher considers as the qualities that will enhance his opportunity to be employed as a teacher.

To summarize, the employable teacher professional identities in this research can be illustrated by Figure 2.2.

Figure 2.2 A Conceptual Framework of Employable Teacher Professional Identities
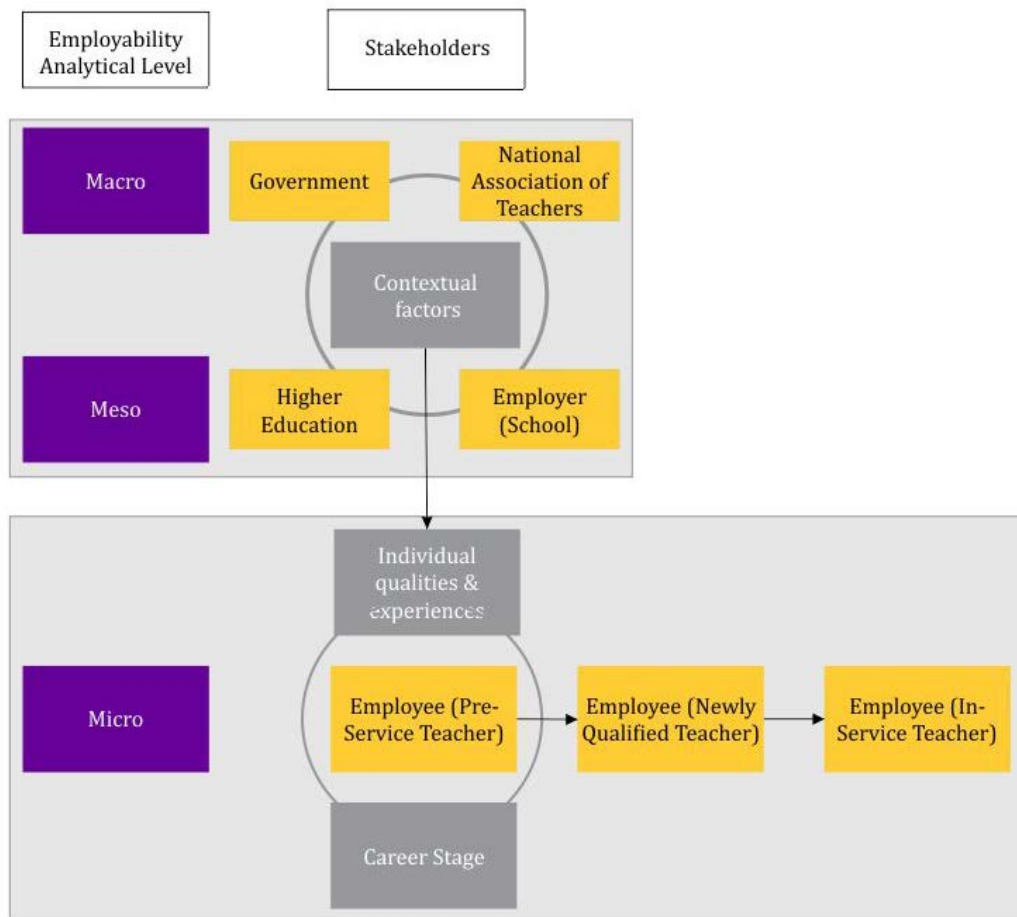
As illustrated in the figure, the process of crafting professional identities occurs at the micro-level of discourse in various stages of a career, whether a teacher is a pre-service teacher, newly qualified teacher, or in-service teacher. These identities may arise from a teacher's individual qualities and experiences at the micro-level, or from contextual factors at the macro- and meso-level, which is formed by the government, the national association of teachers, higher education, and schools.

In this section, I have unpacked the construct of employability and how it can be used in developing a framework for understanding employable teacher professional identities. The next section will discuss this framework in detail.

2.3 Employable Teacher Professional Identities at the Micro-Level

At the micro-level of discourse analysis, research in employability presents the concept in terms of characteristics that increase an individual's likelihood of getting or maintaining a job compared to other individuals. These individual factors spring from the perspective that views employability as an individual's agency in getting a job, as opposed to focusing on contextual factors that may influence an individual's opportunity to get a job.

In the definition suggested by Pool & Sewell (2007), for instance, what constitutes individual constituents of identities can include "a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful."(p. 280). Studies label these qualities as 'a set of assets' (Hillage & Pollard, 1998), 'individual characteristics' (Fugate, Kinicki, & Ashforth, 2004), 'employability radius' (Thijssen et al., 2008), and 'movement capital' (Forrier & Sels, 2003a, 2003b; Forrier et al., 2009, 2015). These studies identify four components of employability: human capital, social capital, self-awareness, and adaptability. These will now be discussed in turn.

2.3.1 Four Components of Employability

Human capital refers to the knowledge, skills, and abilities of an individual that may influence his career opportunities (Forrier et al., 2009) due to his being able to meet the expected performance in a particular occupation (Fugate et al., 2004). To be more specific, human capital can be referred to as assets, comprising what an individual knows (knowledge) relevant to his job, what the individual does with what he knows (skills) and how he does it (attitudes) (Hillage & Pollard, 1998).

In the profession of language teachers, the array of qualities pertaining to human capital can be better explained by research on language teacher cognition, as one part of broader research on teacher professional identity, i.e., a teacher's "understanding of what it means to be a teacher" (Borg, 2015, p. 92). Borg's (2015) framework of language teacher cognition may help in understanding the psychological constructs that make up the human capital of a teacher, i.e., the "beliefs, knowledge, theories, attitudes, assumptions, conceptions, principles,

thinking, and decision making about teaching, teachers, learners, learning, subject matter, curricula, materials, activities, self, colleagues, assessment, and context." (p. 333).

Social capital, the second component of employability, refers to an individual's connection to other people in his job network (Forrier et al., 2009). These "knowing-whom competencies" (Defillippi & Arthur, 1994) recognize the value of social networks in influencing the individual's career in a particular profession. The individual may tap into various sources available within his profession's social networks, to succeed in acquiring, and then performing, his job.

In the teaching profession, social capital is reflected in the significance of the relationships that an individual teacher has within his professional networks, when it comes to forming their professional identities. Social recognition from significant actors (students, parents, colleagues, and school leaders) is believed to influence the teacher's self-esteem and task perception, leading to more positive job motivation (Kelchtermans, 2018). For instance, using the perspective of "communities of practice" (Wenger, 1998), a study by Williams (2010) showcases the process through which a participant undergoes a change of career into teaching, and how she managed to develop her professional identity as a teacher, by gaining recognition as a competent teacher from her engagement in productive relationships with other members of her community of teaching.

The issue of social capital in the teaching profession appears in research into the teacher's agency and vulnerability in negotiating his professional identities, when facing actors in his work context. Kelchtermans (2018) not only discusses the psychological impact of teacher's social capital but also suggests that tensions between the teacher and the other actors may be due to the hierarchical relationships between them. Studies by Alsup (2018) and Tsui (2007) showcase, for example, how the teachers in their studies negotiate their authority over other actors in their community of teaching, depending on what position they held in the structure.

It must be noted, though, that in the research around teacher professional identities, social capital can be seen at micro-, meso- and macro-levels. When the focus of the discussion is on the individual identities that a teacher enacts, it is in the realm of the micro-level. When the discussion involves articulation of these

qualities by stakeholders, and how this articulation influences the teacher's enactment of the employable identities, the focus is on the meso- or macro-discourse level.

The third component of employability, *self-awareness*, is the "knowing-why competencies" (Defillippi & Arthur, 1994), in which an individual reflects on his career history to provide direction to his future job opportunities (Fugate et al., 2004). A self-aware individual will contemplate the questions of who he is and what he wants to be regarding his career. According to Forrier et al., (2009), a self-aware individual will consider his strengths, weaknesses, goals, values and beliefs, and use such consideration to project his future 'career identity' (Fugate et al., 2004). Hillage & Pollard (1998) refer to this awareness of career identity as the ability to deploy and present assets to potential employers. This process of deployment and presentation of assets requires an individual to have the skills for managing their career, by diagnosing their occupational interests and opportunities, being aware of work opportunities, and developing strategies of moving from where he is to where he wants to be.

In the teachers' profession, self-awareness is a component of teacher professional identities, entailing reflection and evaluation of an individual teacher's capabilities and understanding and engagement in his teaching context, to take agency in their professional development. The importance of reflection in increasing self-awareness is highlighted in studies by Izadinia (2015, 2018). Self-awareness also entails teachers' self-efficacy, in which the individual teacher judges his capabilities in carrying out the tasks of teaching (Lamote & Engels, 2010). This self-reflection and self-efficacy usually revolve around the ideal future self of a teacher (Urzúa & Vásquez, 2008), and these ideals can come from both understanding the internal beliefs of a teacher and the complexities of the teacher's professional life (Kelchtermans, 2018), as well as engaging in the practices and discourses of the teaching community (Dimitrieska, 2018).

The fourth component of employability is *adaptability*, which is defined as "the willingness and ability to change behaviours, feelings and thoughts in response to environmental demands" (McArdle, Waters, Briscoe, & Hall, 2007, p. 248). According to Forrier et al. (2009), this dynamic dimension of employability involves the ability to change (adaptability competence) and the willingness to

change (adaptability motivation; Hall, 2002). As Hillage and Pollard (1998) stated, adaptability requires a person to employ a strategic approach, of "being adaptable to labour market developments and realistic about labour market opportunities, including the willingness to be occupationally and locationally mobile." (p. 3). In this sense, adaptability is found in people who display proactive behavior and personality, in which a person is actively taking the initiative in improving and challenging their work environment in favorable ways (Fugate et al., 2004).

In research into teacher professional identities, adaptability involves the competence to handle changing aspects of teacher professional life, such as new policies (Correa, Martínez-Arbelaiz, & Aberasturi-Apraiz, 2015), institutional demands (Pillen, Den Brok, & Beijaard, 2013), competing perspectives, expectations, and roles (Beijaard et al., 2004), and diverse students (Goodnough, 2010). These aspects of professional life may make teachers change their beliefs, theories, understandings, teaching methods, approaches, strategies, instructions, and skills (Correa et al., 2015; Goodnough, 2010; Grima-Farrell, 2015; Hong, 2010; Pillen et al., 2013). Depending on the level of willingness to change, these aspects of teachers' working conditions can create tensions in professional identities, where these are rooted in the prior configuration of a setting.

2.3.2 Temporality of Employability

In looking at the micro-level discourse of teacher professional identities, Brown et al. (2003) consider the individual constituents of an employable professional's identities to be an absolute dimension of employability, as these factors are internally unchanging. It needs to be noted, though, that other research such as Forrier et al. (2009), Haasler (2013), Tymon (2013) argued that such factors can be improved and are thus not absolute. I adopt this view, that such factors are not permanent, as an individual can change himself and may opt to better himself to obtain a better job. As higher education increasingly focuses on graduates' employability, there is a notion that individuals can be prepared and taught how to obtain and deploy these factors to get a job upon graduation.

In the case of teachers, the development of individual identities is through a dynamic process of reflection, negotiation, construction, enactment, transformation, and reconstruction of knowledge and experiences in order to

come up with a set of employable identities, which may change throughout a teacher's career. Past research generally agrees that teacher professional identities are not stable, stagnant, and permanent. Discussing language teacher identity specifically, Trent (2014) and Varghese et al. (2005) suggest that identity is multifaceted, often in conflict, and constantly shifting across both space and time. Teachers may assume more than one sub-identity, and these sub-identities interact with one another depending on the contexts of their teaching practices. Such interaction may not always be harmonious (Beijaard, Meijer, et al., 2004) and may result in changes of identity.

The temporal aspect of employable teacher professional identities at the micro-discourse level is reflected in several studies. One notable study of this aspect is that of Tsui (2007), which explored an EFL teacher's experiences, Minfang, in crafting his identity. Through the method of narrative inquiry, the study narrated Minfang's six years of struggles with constructing institutional and personal identities and the reification and negotiation of meanings in his identities. Using the theoretical framework of Wenger (1998), of identification and negotiation of meanings in identity formation, the study described Minfang's journey from being accepted onto the English language teaching program in Nanda, a prestigious university in Guangdong, China, to becoming a teacher within the program. The study shows that Minfang's identities were constantly shifting, depending on the level of participation in the community of students/teachers and on how he negotiated personally the meaning of 'being regarded as a competent member of the community,' and then crafted or adjusted his identities, within these negotiations.

A more recent study that illustrates teachers' professional identities' temporality is Barkhuizen's (2016) study of Sela, an English teacher in Auckland, New Zealand. Barkhuizen started interviewing Sela when she was a pre-service teacher and nine years later when she was the head of an English as a Second Language program in a school. By reconstructing Sela's experiences into short stories, Barkhuizen found that Sela was continuously revising the plot of her life story, which reflects her actions in negotiating her identities. Using the theoretical framework of investment and identity by Darvin and Norton (2015) and Norton (2013), Barkhuizen showcases Sela's deliberate choices of actions in her professional

development, as a form of investing to achieve her imagined identities in the future, as an English teacher. Barkhuizen agrees with Norton's (2013) definition of identity, that is, "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. 45), as his findings corroborate with this definition.

Applying the same theoretical framework of investment, Abduh and Andrew (2017) explored the experiences of five lecturers in bilingual programs in an Indonesian university in learning English, and how investment in learning English contributed to constructing their professional identities as academics. Similarly to the study by Tsui (2007), the participants expressed their desire to belong to the community of academics, in the role as a bilingual lecturer and as a researcher, and hence realized the importance of English in gaining access and being recognized by this community, often long before they became an academic (mostly during their undergraduate years). The study participants considered English as a language that was instrumental in transforming themselves into the identities that are modeled in their imagined communities.

In retrospect, the studies of temporality in the process of a teacher crafting his employable professional identities suggest that this process does not occur in a vacuum. The individual constituents of an employable person's identities are relative to the expectations of the stakeholders of employability in the meso-level where other aspects of a person's employability are formed and decided (Andrews & Higson, 2008; Cranmer, 2006; Hogan, Chamorro-Premuzic, & Kaiser, 2013). In this discourse level, higher education plays a role in forming a person's employability through assessments, whereas the employers decide on the actual hiring of the graduates of higher education. These meso-level discourses of stakeholders may influence individual teachers' process of reflecting, negotiating, selecting, and enacting their identities, and produce different sets of individual qualities in different stages of their teaching career.

Therefore, it is relevant to consider the nature of employable teacher professional identities at the meso- and macro- discourse level. In addition to employability being influenced by factors that are individual, and micro-level, employability is also affected by contextual, structural factors, in the form of different stakeholders

within the profession and how they interact with one another to influence the employability of an individual.

2.4 Employable Teacher Professional Identities in Meso- and Macro-Levels

Stakeholders at the macro- and meso-discourse level create different contextual factors that influence a teacher's process of forming his identities. Brown et al. (2003) regard these contextual factors as a 'relative dimension' of employability in which the availability of jobs in the internal (within the company) or external (outside the company) labor market and the needs of the employers determine whether an individual will get and maintain a job. Thijssen et al. (2008) regard these factors as 'contextual conditions' influencing an individual's future labor market opportunities. These are the factors over which individuals have very little control, yet to which they must still adapt.

Several external contextual factors may create risks and limit an individual's opportunities in getting or maintaining a job. The sources of these structural factors may come from the organization that provides jobs, or the government's regulating of the job market/labor force.

According to Forrier et al. (2009) and Hillage & Pollard (1998), there are two groups of contextual factors in the meso- and macro-levels of discourse: the demand in the internal and external labor market; and the match between supply and demand in the labor market. The first one, demand, is closely related to the pattern and level of job openings in the local or national labor market, and the skills required or valued for particular jobs at a particular time. These factors may determine the ease, or difficulty, of an individual's entry into the labor market. The second factor, the match between supply and demand in the labor market, includes four mechanisms that are mutually related and influential: (a) labor market segmentation, (b) labor costs, (c) values and norms, and (d) institutional incentives and barriers. According to Hillage and Pollard (1998), the first three reflect the employer's recruitment and selection behavior, whereas the last one entails labor market regulation.

2.4.1 Labor Market Mechanisms

The first mechanism, *labor market segmentation*, indicates how opportunities to get a job may differ among different groups. An organization may hire people based on certain individual or group characteristics. For instance, to save on training costs, an organization may prefer a candidate from within the organization itself because the candidate is expected to be familiar with the organization's culture and the nature of the job.

The second mechanism, *labor costs*, entails the setting of wages and/or benefits. An organization may select individuals who can accept lower wages but with relatively higher skills and abilities. The cost may influence the opportunities of candidates with a particular profile to get the job. A fresh graduate with extensive placement experiences may have a higher chance of being offered a job than one without, because the organization can benefit from better skills and abilities but still pay less salary and benefits.

With the third mechanism, each organization may adhere to *certain values and norms* that influence its preference, when selecting individuals to be hired. For instance, an organization may select graduates from a university with a high world ranking because the organization assigns premium value to universities with this ranking. Alternatively, an organization may (perhaps illegally) prefer graduates from a particular racial group because of the values and norms associated with the group that the organization may view as valuable to its performance as a whole.

Lastly, the mechanism of *institutional incentives and barriers* entails policies of the organization or regulations of the government that promote or hamper the demand for and the supply of certain individuals in the labor market. In the case of the teacher labor market, a review by Vegas (2007) in the US and developing countries shows that teachers may not always respond to incentives in predictable ways. For example, Vegas cited the case of Bolivia and Mexico. In Bolivia's case, bonuses for teaching in rural areas failed to produce higher-quality teachers, and in Mexico, the new teacher career system, that offered rewards for teachers when the student outcomes are improved, also failed to change teacher performance (Vegas, 2007, p. 229). Rather, school-based reforms, in which the schools are given more authority in decision-making, are shown to have significant effects on the

characteristics of those who enter and remain in teaching and on their teaching performance. As Vegas (2007) concluded,

> "Devolution of decision making authority to schools in Central America has, in many cases, led to lower teacher absenteeism, more teacher work hours, more homework assignments, and better parent-teacher relationships. These are promising changes, especially in schools where educational quality is low."
> (p. 229)

Many employability studies research individual constituents of identities and how they interact with the labor market context. They offer discussions of how these individual constituents of identities can be attained or improved to respond to labor market requirements. These studies are primarily in the context of higher education, in which universities are seeking strategies to prepare graduates for future employment and to offer models of employability.

For instance, Andrews & Higson (2008) conducted an exploratory study of graduates and employers of Business majors in four European countries (Austria, Romania, Slovenia, and the UK), in order to analyze their perceptions and experiences of the core constituents of business graduate employability. The study found notable similarities in business graduates' and employers' perspectives on what are deemed to be the necessary constituents of employability. Consequently, they advocated for certain business-related knowledge, skills, and competences to be included in the curriculum of business schools across Europe, and the provision of prior work experience to ensure that these graduates are employable, ready, and mobile upon graduation. The conclusion of Andrews and Higson's study is interesting because they specifically put higher education (in their case, business schools) as the responsible party for ensuring that these 'demands' from the employers be met. Hence, this illustrates how the labor market's contextual factors (i.e., employers' expectations of the graduate profile) interacted with the characteristics of each graduate seeking to enter the labor market. The study calls for the practices of the HEIs to mediate the interaction, and which contextual factors the pre-service teachers respond to in the transition zone between HEs and schools (employers), as with the case of the teaching practicum program in my research.

Like Andrews and Higson, Cranmer (2006) conducted a study, commissioned by the Higher Education Funding Council in the UK, on the impact of teaching and learning employability skills on graduates' prospects in the future labor market. Drawing her conclusions from a broad range of data (semi-structured interviews with 60 academics and ten career/employability unit staff in 4 universities on the prospect of their students in the labor market; first destination survey on all graduates of the said universities on their first jobs; telephone surveys of recent graduates and their line managers), she found that although the university, through its academics and staff, had their best intentions and made efforts to enhance the employability of their students, the outcomes were mixed. The academics may think that they have put the best resources to enhance their students' skills for a job, but the data in Cranmer's study did not show any significant effect of the university's efforts on graduate employability outcomes. Some findings show a "mismatch" between the skills that the students acquired during their university years and those required in their jobs. Instead, the study found the effect of structured work experience and involvement of potential employers in designing courses in a university in improving graduate employability outcomes. Her findings further illustrate the influential power of contextual factors in the form of employer's expectations and involvement in deciding on the employability of university graduates.

2.4.2 Contextual Factors Surrounding Teachers

In research into teacher professional identities, the focus has shifted from an essentialist perspective that focuses more on the cognitive attributes of an individual teacher to a poststructuralist perspective, which views the formation of a teacher's professional identity as a process that is continuously constructed, enacted, negotiated, contested, and maintained by discourses in contexts. Teacher professional identities no longer revolve around individual constituents of identities but move toward a perspective that includes the external factors that influence a teacher in developing his professional identities.

For instance, in research into teacher cognition, Borg (2015) reviewed 180 studies over 30 years to develop a framework that includes teacher's internal constructs of cognition and recognizes the influences of contextual factors in developing those

constructs. The framework recognizes the influences of prior classroom experiences (both cognition and perceptions), professional coursework, actual teaching experiences, and other schools' stakeholders' performance, on teacher's performance in the classroom. In an earlier review, Trent (2014) identified various contextual variables and structural factors that are influential in the process of crafting teachers' professional identities. Contextual variables include the school environment, the learners' characteristics, school authorities, and other teachers (Beauchamp & Thomas, 2009). Other studies include other variables and structural influences on the identity formation process, for instance, the textbook, the curriculum, gender, and social expectations (Duff & Uchida, 1997) and political contexts (Cheung, 2014; Zembylas & Chubbuck, 2018).

A study by Flores and Day (2006) of 14 new school teachers in Portugal illustrates how contextual variables and structural influences are powerful in shaping teacher professional identities. Through semi-structured interviews, the study reveals how classroom practice, school culture, and leadership strongly influence their sense of being a professional teacher, in addition to their personal identity as a teacher. Through classroom practices and interaction with students, the teachers felt that they learned how to become professionals, but at the same time, they learned more about themselves as persons.

For instance, after understanding the students in the classroom context and how they reacted to the teachers' teaching, the new teachers pointed out that they adopted a more cautious attitude to avoid disciplinary problems. One of the participants in the study said,

> "I think this year I am a bit stricter (in order to become less strict at the end of the year) than I was last year. Last year I had to deal with disciplinary problems because I was too flexible with them [students] from the beginning of the year and then it was too late to sort out the problems. (NT14, Interview 3, Beginning of Year 2)" (Flores & Day, 2006, p. 226)

The participants also experienced that the schools' culture and leadership can either encourage or force them to be creative, while remaining compliant with the schools' rules. For instance, supportive, informative, and encouraging leadership and an effective working relationship among teaching staff encourage a positive

attitude toward teaching in the new teachers. As one of the study participants put it,

> "This year I could realize that the idea that I had created during my teaching practice and last year that students were not motivated and that there was a distant relationship amongst teachers wasn't true in every context. Now I can say that there are some schools and some contexts where you can find a good atmosphere like in this one… and this makes you feel like working here." (Flores & Day, 2006, pp. 229–230)

However, at the same time, the new teachers realized that there were norms and values that they need to adapt to, when engaging with their older or more senior colleagues in the school.

Through this study, Flores and Day show that the identities of teachers at the beginning of their careers were challenged and influenced by the contexts in which they were working. Over time, through negotiation and reflection, they (re)shaped and (re)constructed their professional identities.

An aspect of Flores and Day's study that is particularly relevant for my research is that they also looked at the influences of initial teacher training and teaching practice on how the new teachers approached teaching, and viewed themselves as teachers. Flores and Day found that most new teachers felt inadequately prepared to deal with the realities of their daily tasks in the schools and the classrooms, and that there was a gap between the theory that they learned during the teacher preparation program, and the practices that they faced in their daily job. Therefore, it is interesting to explore if a similar situation exists in my research, at an earlier employment stage, i.e., in the teaching practicum.

Similar contextual variables and structural influences emerge in the study conducted by Gandana and Parr (2013), which explores Nancy's experience, an early career teacher in an Indonesian university. The study used various data sources, including interview transcripts, classroom observation notes, and curriculum and policy documents. This study shows that Nancy's professional identity was challenged by several contextual and structural factors, such as her institution's hierarchical culture, and the faculty's demands in the curriculum. Culturally, Nancy expressed a more democratic classroom culture, reflecting her past experiences as a student in the Anglo-Saxon context. However, she did not feel

this egalitarian teacher-student relationship in the classroom to be suitable for Indonesian cultural traditions. In the issue of curriculum demands, Nancy also felt that some of the objectives and activities of the course (Intercultural Communication) that she was teaching were not ones that she personally believed, but she felt that she had little or no control over these. In these two issues, of hierarchical classroom culture and curriculum demands, similar to the teachers in Flores and Day's study Nancy faced a situation where she had to negotiate her personal understanding of her identities as a teacher against the realities of her students, colleagues, and the institution.

The conflict between the hierarchical culture that is considered important in the Indonesian classroom context and the values of egalitarianism between students and teachers is also found in a study by Nur'Aini, Affini, and Setyorini (2018) on 118 pre-service English teachers in Central Java, Indonesia. The study used the custom of addressing teachers as an illustration of the clash of cultures. The hierarchical culture that was encouraged by the school administration and mentor teachers of the school was for students to address their teachers as 'Pak' (Mr.) or 'Bu' (Mrs./Miss) followed by their first names. Simultaneously, though, the pre-service teachers would like to promote to their students that the common custom in English-speaking countries was to address teachers by Mr./Mrs./Miss followed by their last names.

Moreover, the study found that the pre-service teachers invented a creative way to solve this clash of cultures by asking the students to address them by Mr./Mrs./Miss followed by their first names, instead of being followed by their family names (as there are usually no family names in Javanese context). Nur'Aini et al argue that this shows the pre-service teachers' flexibility and adaptability in their teaching contexts. During the process, the pre-service teachers developed their professional identities through recognizing the more powerful cultural values in the school context but, at the same time, promoting their own beliefs, of the importance of introducing English customs to their students. Nur'Aini et al concluded that through their engagement with different contextual factors, these students were actively crafting their identity by deliberately considering their choices, thinking about their actions, and making the decision about their ideal professional identities.

It is interesting to note that while research in employability leans more to the perspective of the stakeholders in the macro- and meso-level in defining the labor market and how an individual can enter it, research in teacher professional identities focuses more on the individual teachers at the micro-level of discourse, looking at their development of being employable and the factors influencing the development. My research opts for the latter approach.

By focusing on the process of crafting identities and how contextual factors influence this process, the perspectives of the stakeholders serve as factors that the teachers reflect on when viewing their professionalism, not just to meet the expectations of these stakeholders, but to acquire a quality of an expert teacher. Turner-Bisset (2013) argues that,

> "If one conceives of teaching as a list of skills, qualities, aptitudes and dispositions, … then the focus in improving one's teaching is achieving that particular skill or acquiring a quality. However, this says nothing about how one does so. The fundamental question is: how is this done? The answer is complex, and not merely a matter of practising being enthusiastic and ticking a box when this has been demonstrated the requisite number of times." (p. 143)

Turner-Bisset offers the model of knowledge bases as a way of viewing the complex process of becoming an expert in teaching. Within the model, Turner-Bisset views the process of crafting professional identities as not only having the full range of professional knowledge bases, but also considering them, using them in the preparation of teaching, and reflecting on episodes of teaching (p. 144).

Considering the usefulness of the model of knowledge bases in analyzing my research data, the following section presents and discusses the history of research into teacher knowledge, and the model of knowledge bases in detail.

2.4.3 Knowledge bases of Teaching

Generally, research in teacher knowledge leans toward teachers' practical knowledge, arguing that only teachers know best about the situation and context of their profession (Clandinin & Connelly, 1996; Elbaz, 1983; Schön, 1983; Shulman, 1986; Turner-Bisset, 2013). Hence, this strand of research focuses more on discovering the most influential factors that surround teachers' practices and

experiences, and shape their knowledge. The standardization of what teachers know and practice, and which experiences are deemed valuable for their status as 'certified' teachers and eventually 'employable', are set by the government and often come from academics' research, rather than from practice-based evidence of the teachers, as the objects of these standardizations.

This criticism has been expressed by Shulman (1986). He argues that policymakers in the US context often justified the policies regarding teachers' qualifications using evidence from research into teacher's knowledge of subject matter, and their effectiveness in teaching. He called for a more coherent theoretical framework of teacher knowledge, which attempted to codify teacher knowledge into domains and categories of knowledge in the teacher's mind. The codification of teacher knowledge resonates with my research as it will be useful in analyzing the constituents of teacher professional identities.

Earlier, a similar call, for more attention to practice-based knowledge, was voiced by Schön (1983). He criticized the paradigm of Technical Rationality in the discussion of professional knowledge. According to this paradigm, academics were the sole generator of research-based knowledge, which practitioners should follow and apply to solve well-defined problems in their professional life. Schön argued that practitioners did not face well-defined problems in real life that could easily be solved using research-based knowledge. Instead, practitioners would continuously redefine the problem based on the context, act upon the problem, and reflect on their action, in preparation for upcoming problems. Therefore, attention must be given to this practice-based knowledge. My research attempts to give attention to teachers' practices in their professional life.

Shulman's (1986, 1987) codification is called a knowledge base for teaching, and the types of teacher knowledge included in the base are content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values, as well as their philosophical and historical grounds. Among these seven categories, he emphasized special interest in pedagogical content knowledge because he argued that "it identifies the distinctive bodies of knowledge for teaching" (Shulman, 1987, p. 8).

Turner-Bisset (2013, 1999) further expanded Shulman's model of knowledge bases for teaching by providing sub-types of knowledge and included substantive knowledge, syntactic knowledge, and beliefs about the subject (used to be 'content knowledge' in Shulman's); curriculum knowledge; general pedagogical knowledge; knowledge/models of teaching; knowledge of learners (both empirical knowledge and cognitive knowledge of learners); knowledge of self (missing in Shulman's); knowledge of educational contexts; and knowledge of educational ends, purposes, and values. Turner-Bisset (2013) argues that expert teaching is about the usage of the fullest form of pedagogical content knowledge, or "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction." (p. 13).

Turner-Bisset's (2013) model is a useful reference when explaining my research data because it discusses professional identities both as a product and a process. Within the framework, the knowledge bases for teaching, i.e., the list of skills, qualities, aptitudes, and dispositions as expressed in the published standards set by the stakeholders, become sources for the teachers to use to consider, plan, execute, and reflect on the teaching process, and eventually their professional identities. In this process, Turner-Bisset (2013) describes how:

> "The knowledge bases can first be considered separately and then as part of the whole professional knowledge base of pedagogical content knowledge. Linked to them all is the key notion of representation. What follows is a brief consideration of each knowledge base as a way of considering teaching: preparing for teaching and reflecting on episodes of teaching." (p.144)

Similarly, my research follows these steps: firstly by considering the constituents of professional identities, and secondly by focusing on how teachers reflect on those constituents. These steps are my response to the call for practice-based evidence in knowledge voiced by Shulman (1986) and Schön (1983).

2.5 Mismatches of Employability Constructs

In studies of employability, there seems to be a divide in understanding how graduates transition into employment. On one side, higher education, in realizing

its role in preparing and developing the employability skills of its graduates, prepares models for employability that supposedly meet employers' expectations. On the other side, employers found that these employability skills were not necessarily the ones that they required. Higher education and employers as the stakeholders of graduates' employability in the meso-discourse level of employability discourse have different expectations of graduates.

Frankham (2016) found a series of mismatches between definitions of employability in use in the higher education context and the expectations of the graduates' employers. Similar criticism has also been voiced by Cranmer (2006) and Rae (2007). While higher education institutions, in general, refer to employability as a set of skills, knowledge, and personal attributes which the graduates can attain during their university education, employers do not necessarily believe that the graduates can learn the skills that the employers demand of them merely from their education at the universities. Cranmer, for instance, raises a concern that:

> "whilst substantial resources are being committed to the development of employability skills in classrooms, there was no confirmation in the study that these efforts had a significant independent effect on graduate labour market outcomes… This finding could well 'reflect a degree of "mismatch" for some graduates between the skills acquired at university and the skills they are required to use in employment'" (p. 182).

In addition to the mismatches in what is meant by a person's employability between higher education and employers, it must be noted that a person's individual qualities are generally ones that are 'imposed' or depicted by external forces. An example of this is a research brief that was developed by Hillage and Pollard (1998). This work was commissioned by the British Department of Education and Employment (DfEE). It comprised a review of literature and results of discussions with DfEE officials and others to inform policymakers in developing future policies in education and employment.

The work succinctly summarized the key points of employability, including the key individual characteristics that a person must display to secure a job. However, the discussions were primarily from the macro- and meso-levels of discourse about employability (government, higher education, and employers). For instance, at the

end of the brief, the focus is on the priorities of action and issues for public policy, the state and the employers to take on. For instance, the state is exhorted to raise "the skill profile of the existing workforce, especially at lower levels to boost flexibility and competitiveness" (p.3), and to create targeted policies. The key priorities for employers are "to help key groups of staff to develop both those assets which have explicit, immediate value to the organisation as well as those transferable ones which have a wider, longer term currency, thereby engendering a sense of security, encouraging commitment, risk taking and flexibility among employees." (p.3). For individuals, the brief only sees "the need is to boost those aspects of their employability which will most enhance their opportunities in the light of their circumstances." (p. 3).

The different expectations of stakeholders at the meso- and macro-levels, of what makes a person employable, may lead to differences in how a person develops his employability, and how graduates make strategic decisions about which 'face' to present, depending on who is watching. Tymon (2003) illustrates university students' strategic decisions, in developing the skills that the employers want, to ensure their future employment, as they "agreed that employability involved possession of skills linked to the needs of employers" (p. 850).

Similarly, in research into teacher professional identities, teachers often experience conflicting ideas about "professionalism" coming from different stakeholders at the macro- and meso-levels, most notably the different expectations that they have during their teaching training in higher education and during their actual teaching at the schools. For instance, a participant in Flores and Day's (2006) study compared her experience as a pre-service teacher and as a new teacher in practice by saying:

> "Sometimes you had to work against your own beliefs... they were the supervisors and they were assessing you... I had to teach according to other people's perspectives... Now I teach my way and not according to other people's ideas..." (p. 225).

However, the study participants may present a different 'face' to the school culture and leadership, in which they comply with the norms and values of the schools as a way to survive in the new job, even if these did not match their own beliefs and

values. As Flores and Day put it, "most of them, according to their own accounts, tended to adopt an attitude of 'strategic compliance' as time went on." (p. 229).

As Varghese et al. (2016) pointed out in the foreword of a *TESOL Quarterly* Special Edition on Language Teacher Identity, essentialist categories are often associated with the profession of teachers. Several studies in language teacher identity, for instance, found that in order to be considered as qualified teachers and positively evaluated by potential employers, individuals must assume certain qualities, defined and enforced by other stakeholders, such as government, professional bodies or employers. However, as it has been established in the previous discussion of employability, displaying certain employable identities does not necessarily land an individual a job, as some contextual factors also influence his chances.

For instance, one of the constituents of language teachers' professional identities is one's status as a native or non-native speaker of the language that s/he teaches. This topic has drawn much debate and been researched extensively (see, for instance, Aneja, 2016; Ellis, 2016; Kang, 2015; Mora, Trejo, & Roux, 2014). Being a native speaker of the language that an individual teaches, for instance, is one of the favorable constituents of identities perceived by potential employers (Clark & Paran, 2007). In a survey that Clark and Paran conducted in the UK among employers, they found that 72.3% of the 90 respondents perceived the status of native English speakers to be either moderately or very important in hiring decisions. Although the employers in this survey also rated teaching qualifications, performance in the interview, teaching experience, and educational background to be important, Clark and Paran argued that if an employer rates the status of a native speaker of English to be very important, it may cause the employer to exclude a candidate from the opportunity for an interview, even though the candidate may have a strong teaching qualification or teaching experience.

From the employees' perspective, a study by Hahl & Paavola (2015) in Finland of 20 teachers who are not native Finnish or English speakers concluded that they experience difficulties finding employment because of their lacking "strong enough" Finnish skills or native English skills. Although all participants in Hahl and Paavola's study felt that the fact that they were qualified and educated to become a teacher in Finland made them competitive in the job market, and having

the same qualification as their Finnish colleagues, they felt that potential employers did not recognize the qualification that they received from the host country. In some cases, participants also pointed out that their prior teaching experiences as substitute teachers in Finland classrooms were beneficial and made them more confident in getting a job. However, they usually did not get a more permanent teaching position because of their lack of Finnish or English language skills.

The status of language mastery, as reflected in the characteristic of being native, is not the only essentialism associated with the profession of teachers, as suggested by Varghese et al. (2016). Teachers have often faced the challenge of standardization in their professional identities, achieved through a certification program. For instance, at the state level, many countries set the standards of teachers' performance through policies and regulations. These standards do not only apply to those who are already teachers, but also to future teachers. For example, it is common for the government to set regulations and procedures in assessing in-service teachers' competences, in order that they can achieve formal recognition of their professional qualification, such as the requirement to attain Qualified Teacher Status (QTS) through Teachers' Standards in the UK or to be certified by National Board for Professional Teaching Standards (NBPTS) in the US. In the UK context, Teachers' Standards stipulate that:

> Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (UK Department for Education, 2011)

Whereas in the US context, Park, Oliver, Johnson, Graham, and Oppong (2007) report that NBPTS grants the recognition and reward of outstanding teaching through certification, which requires teachers to complete "performance-based assessments consisting of portfolio entries and assessment center exercises" (p. 369).

For future teachers, several countries specify the standards of teacher education programs. For example, to get Qualified Teacher Status in the UK, the government

set several paths that future teachers could choose, including through the Postgraduate Certificate in Education. Another example of future teachers' standards is in Indonesia, where the government issued a specific ministerial regulation in 2017 on teacher education standards.

The drive toward standardization is logical. It is generally accepted that teachers' competence in teaching, including the knowledge that teachers possess, is instrumental in providing quality learning that the students will experience and it may positively affect students' achievement. This is reflected by evidence from research. For instance, Darling-Hammond's (2000) study on policies of teacher certification and degree qualification among US states found that:

> "Teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes." (p. 23)

This finding is confirmed by Hattie's study (2003), on the differences between expert and experienced teachers, in correlation with students' achievements. Hattie points out the specific achievements of students when taught by expert teachers:

> "Students who are taught by expert teachers exhibit an understanding of the concepts targeted in instruction that is more integrated, more coherent, and at a higher level of abstraction than the understanding achieved by other students".
> (p. 16)

In any case, standards of certification do not necessarily guarantee teachers will get or maintain a job. Citing results of surveys conducted on TESL Ontario members in 2013, Morgan (2016) pointed out that out of 1,327 respondents (30% of the membership), the data show only 37% of the members were employed with full-time ESL teaching work, whereas 31% of them were on part-time employment and 21% were not employed at the time of the survey. (p. 719).

Mismatches in the construct are one of the problems that potentially influence the process of crafting identities, and it is interesting to see if such mismatches occur in my research. To better explain problems such as mismatches of constructs and the like, the theory of practice architectures may offer a useful lens for my research. The next section will discuss the positioning of this theory relative to

other practice theories, its feasibility in understanding teachers' practices in crafting identities, and the problems in practices.

2.6 Theory of Practice Architectures

The crafting of professional identities revolves around the practices of teachers and factors that influence them, and thus, a theory of practice may be useful in understanding and explaining the process.

2.6.1 Positioning the Theory of Practice Architectures in Theories of Practice

The theory of practice architectures interests me because of its positioning relative to other theories of practice. Specifically, Mahon, Francisco, and Kemmis (2016) locate practice architectures as a theory that:

> "(a) politicises practice; (b) humanises practice; (c) theorises relationships between practices; (d) adopts an ontological perspective (although it also addresses some epistemological questions); and (e) offers insights pertaining to education." (pp. 15-16)

My research corresponds in some ways with these positionings. Firstly, my study recognizes the influences of contextual factors in the process of crafting identities, as expressed by my conceptual framework, analyzing the research site at three discourse levels and their interactions with one another. Practice architectures offer useful insight into my research because this model makes the relatings of practices explicit. That is, it recognizes the potential problems with practices, due to political relations between stakeholders; for instance, the power relationships between government, employers, HE, and the individual teachers.

Secondly, my research acknowledges the structure that the macro- and meso-levels of discourse offer to the micro-level practices, and that this structure influences but does not dictate the practices. Individuals in the micro-level retain agency in negotiating their identities. The importance of agency is explained better by practice architecture theory, as it argues that "people matter in accounts of practice, since practitioners cannot be separated from their practice" (Mahon, Francisco, et al., 2017, p. 17) and puts human agency and the intentions of practitioners into consideration.

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Thirdly, the practices that my research encompasses are spread over three discourse levels that are correlated and interact. From my review of the literature in employability and teacher professional identities, this correlation and interaction has been discussed, and leads to a conceptual framework aimed at researching the relationships between these discourse levels. The positioning of practice architectures, to capture and explain relationships between practices, will be useful in this research.

Fourthly, as the theory of practice architectures offers ontological and epistemological perspectives on practices, it covers questions such as what practices are; how practices happen; how they are shaped, constrained, and enabled; and what practices do (ontological) as well as how we learn in practice. These are questions that I intend to explore in my research.

Lastly, as my research is on teaching practices, the last position, of practice theories within the field of education, is the biggest pull factor in choosing to use this theory as a lens.

2.6.2 What Practice and Practice Architectures are

In the theory of practice architectures, practice is defined as:

> "a form of human action in history, in which particular activities (doings) are comprehensible in terms of particular ideas and talk (sayings), and when the people involved are distributed in particular kinds of relationships (relatings), and when this combination of sayings, doings and relatings 'hangs together' in the project of the practice (the ends and purposes that motivate the practice)." (Kemmis, 2019, p. 13).

In my research, the project of the practices, reflected in the structure of employable teacher professional identities in the three discourse levels, is the intention to develop professional identities through various actions. These actions construct what professional identities are expected by the stakeholders and by the individual teachers. Within the actions, the stakeholders express particular ideas and talk (sayings) on the construct of an employable teacher, and the constituents of professional identities that they expect from a teacher. Within the structure, there are relationships between stakeholders at the three discourse levels (relatings). The sayings and the relatings of the practices are interconnected,

shaping and forming particular activities (doings), for example, the provision of training and experiences for the pre-service teachers in HEIs and schools through the curriculum and the teaching practicum program.

The interconnection between sayings, doings, and relatings is the focus of the theory of practice architectures as it poses the interesting question of "how some particular sets of sayings (language) come to hang together with a particular set of doings (in an activity, or work), and a particular set of relatings (e.g., particular kinds of power relationships, or relationships of inclusion or exclusion)" (Mahon, Francisco, et al., 2017, p. 8).

Adopting Schatzki's (2002) notion of 'site ontology', the theory of practice architectures suggests that practices are always situated (i.e., they happen) within a site or sites, in which practices can occur across multiple sites at one time, and one practice can be the site of another practice. In my research, the practices occur at three discourse levels and correspond to one another. Within these sites, my conceptual framework of employable teacher professional identities (see Figure 2.2) recognizes both the individual qualities and the contextual factors in shaping the identities. The recognition resonates with the theory of practice architectures in its recognition of not only the "intentions, dispositions, habitus, and actions of individuals" but also "the arrangements that exist beyond each person as an individual agent or actor" (Mahon, Francisco, et al., 2017, p. 8). These arrangements are defined as practice architectures, i.e., the "combination of cultural-discursive, material- economic and social-political arrangements that enable and constrain how a practice can unfold" (Kemmis, 2019; Kemmis, McTaggart, & Nixon, 2014; Mahon, Francisco, et al., 2017)

The *cultural-discursive* arrangements include the resources that set and enable particular *sayings* in a practice, as to constrain and/or enable the relevance and appropriateness of things to be said or thought in discussing, interpreting, justifying, or performing the practice (Mahon, Francisco, et al., 2017, p. 9). These arrangements are manifested in the language and the discourses used in and about a practice. In my research, the construct of employability and the discussion of what constitutes professional identities, as laid out in the different levels of discourses, can be seen as the cultural-discursive arrangements that shape the practices involved in the crafting of identities.

The *material-economic* arrangements include the resources that are available in the sites, e.g., the physical environment, financial resources, human and non-human actors, schedules, and divisions of labor that enable and/or constrain the *doings* of the practices by influencing what, when, how, and by whom the practice can be done (Mahon, Francisco, et al., 2017, p. 10). In my research, these resources manifest, for example, in the labor arrangement that the HE and the schools set in the provision of training given to the pre-service teachers.

The *social-political* arrangements include the resources related to relationships between people in the practice, e.g., social rules, hierarchies, organizational relationships, power relations, etc., that can enable and constrain the *relatings* in the practice (Mahon, Francisco, et al., 2017, p. 10). In my research, these arrangements can be found in the relationships between the stakeholders at the macro- and meso-levels of discourse and the individuals at the micro-level and how these relationships may affect the process of crafting identities.

The problem of mismatches within the employability construct, as described in the previous section, is an example of a problem that the theory of practice architectures can explain. The problem showcases a "disconnection" of sayings (Sjølie, 2017) between sites, as employability is interpreted differently by the government, higher education, and the employers, and thus may influence the individual teachers' practices in crafting their employable identities.

In this chapter, I have situated my research within the wider perspective of employability and teacher professional identities, and formulated the conceptual framework of 'employable teacher professional identities', whereby the process of crafting professional identities occurs at the micro-discourse level at various stages of a teacher's career. These identities may come from a teacher's individual qualities and experiences at the micro-discourse level, or the contextual factors at the macro- and meso-levels of discourse, expressed by the government, the national association of teachers, higher education, and schools.

The framework leads me in formulating my study's research questions. The two research questions posed in my research are:

1. What are the constituents of identities that make an individual professional, and thus employable, in the profession of teaching, as depicted by the stakeholders in the macro- and meso-level of discourse?

2. How do individual teachers identify themselves to be employable professional teachers at the micro-level of discourse?

The construct of employable teacher professional identities as the focus of my research is derived from research in employability and teacher identities which suggest that such identities can be viewed as both a product and a process. The product- and process-oriented view of the construct can be addressed effectively by posing the two research questions. As a product, the stakeholders of the profession at the macro- and meso-level of discourse recognize the enactment of certain professional identities in an individual, and thus consider him as employable. Thus, the first research question aims to map the constituents of professional identities that the stakeholders in the macro- and meso-discourse level depict as the manifestation of a professional, employable teacher.

To craft such identities, the individual undergoes a process at the micro-level of discourse in which s/he reflects, negotiates and re-negotiates the professional identities that are depicted by the stakeholders in their sayings, the relatings that s/he has with the stakeholders, and the practices that s/he does in the context of her/his profession, to eventually identify her/himself as a professional that may be employed by the stakeholders in his profession. Thus, the second research question aims to explore this process and the influences of the sayings of the stakeholders and the individual's relatings to the stakeholders to his practices of crafting identities.

The next chapter will discuss the methodology of my research used to answer these two research questions.

Chapter 3.   Methodology

This chapter discusses the methodology used in my research, describing the research approach and paradigm, the data collection methods, and the data analysis methods used to answer the research questions.

3.1 Research Approach

As established in the previous chapter, employable teacher professional identities can be viewed from different discourse levels. At the micro-level, there is a notion that each individual crafts and enacts certain qualities that display his professional identities, and may influence his employability, his chance of getting or maintaining a job. However, there are complex contextual influences in macro- and meso-level of discourse that are also shaping employable teacher professional identities.

A qualitative approach thus meets the need to capture different perspectives, from the stakeholders of the teaching profession, on specific employable teacher professional identities, and understanding how these perspectives play roles in the complex and dynamic process of crafting teacher professional identities in a natural setting. As Denzin & Lincoln (2013), Hatch (2002) and Yin (2009) postulate, qualitative research attempts to understand the world from the perspective of real people who live in it, and to capture the motives of these people in acting in their specific social settings in a naturalistic way. The qualitative research approach enables me to understand the different meanings of employable teacher professional identities as depicted by stakeholders in the macro- and meso-level of discourse. Furthermore, qualitative research also helps me understand how these meanings are interpreted by individual teachers to construct (and possibly) reconstruct their professional identities at the micro-discourse level. My intention is to establish how these processes play out in a specific context, and so a more intensive, qualitative approach was considered preferable to a broader, quantitative study, that would have risked obscuring the important contextual factors.

Referring to previous chapter, past research has also found tensions and mismatches in the expectations of what constitute employable teacher

professional identities among stakeholders at the macro- and meso-level of discourse. At the same time, these expectations may conflict with individual teachers' views at the micro-discourse level. As qualitative research assumes that social settings are "unique, dynamic, and complex" (Hatch, 2002, p. 9), the use of qualitative research in my research entails the use of methods that enable me to examine the social contexts systematically as a whole, instead of in isolation as separate and incomplete variables. Looking at the interplay between perspectives on expected teacher professional identities from various stakeholders, and what the individual teacher actually constructs, offers me the benefits deriving from understanding the dynamic and complex relationships and power plays between these different participants.

3.2 Research Paradigm

Within qualitative research, my research is situated under a poststructuralist research paradigm. I consider the choice of poststructuralism appropriate for my research from ontological and epistemological perspectives.

In terms of ontology, poststructuralist research sees each individual creating order in their minds to give meanings to the events of their life. Therefore, it is possible to have multiple realities and even welcome multiple realities (Gavey, 1989; Hatch, 2002). Hatch (2002) argues that each reality has "its own claims to coherence, and that none can be privileged over other." (p. 18). These claims are expressed in discourses as the textual representations of the lives, and these discourses are used to understand the world.

The findings of previous research in employability and teacher identities also recognized the multiplicity of stakeholders and contextual influences that are expressed through discourses on identities. Individuals use these discourses and their understanding of the teaching world to make sense of their identities. The use of the poststructuralist approach in my research is intended to capture the multiple understandings and depictions of professional identities from different stakeholders, and understanding the ways an individual creates order in his mind when viewing his identities.

In terms of epistemology, poststructuralist research recognizes no singular Truth (with capital T) in participants' understanding of the events and actions in their

world. Rather, many multiple truths are "local, subjective, and in flux" (Hatch, 2002, p. 18). These truths are locally situated in each individual, are context-dependent in their subjectivity, and constantly change.

In my research, employable teacher professional identities are explored in the depiction of the stakeholders in the macro- and meso-level of discourse, and therefore the Truth is subjective in each individual stakeholder depending on the context where they are situated. At the same time, employable teacher professional identities can also be personal, whereby each individual teacher crafts their own understanding of what it means to be professional. When an individual teacher is exposed to and interacts with these different stakeholders, he may undergo the ongoing and dynamic process of constructing and reconstructing his identities. Together with the stakeholders, they create, re-create, and co-create their understandings of their identities as a professional teacher, which may meet the stakeholders' expectations of being employable, or may be their own subjective vision of what it means to be professional. The product of this process of identity crafting is, therefore, subjectively and collectively constructed.

In terms of methodology, poststructuralist research regards texts as data representing many voices and stories that the participants tell. The focus is "on understanding data as texts that represent one of many stories that could be told." (Hatch, 2002, p. 19). The product of the methodology in the poststructuralist paradigm is a report that attempts to include these multiple voices and stories, which at the same time acknowledges "the specific, local, situational, partial, and temporary nature of the stories being told...and that are framed within a reflexive mode that acknowledges the researchers' prominent place in the research and writing process." (Hatch, 2002, p. 19). Within the poststructuralist paradigm, the reflexivity of the researcher on these stories must be present constantly.

Similarly, the presentation of these employable teacher professional identities as the final product of my research is a co-production of understanding between my participants and me. Through data analysis, I offer my interpretation of my participants' construct of teacher professional identities, rather than presenting absolute truths about professional identities. As the construct of employable teacher professional identities in past research has shown the nature of the

construct as multiple and dynamic, it is only natural to use a relativistic paradigm in my research rather than an absolute paradigm.

3.3 Data Collection and Analysis at a Glance

Based on the framework of employable teacher professional identities, Table 3.1 provides an overview of the methods for data collection and analysis in my research. As the framework suggests, there are three levels of discourses; i.e., macro-, meso-, and micro-discourse levels, grouped under two research questions, representing the views of employable teacher professional identities from the perspective of the stakeholders and the perspective of individual teachers.

Table 3.1 Overview of Methods in this Research

Research Question	Source of Data	Data Collection Method	Data Analysis Method

1. What are the constituents of identities that make an individual professional, and thus employable, in the profession of teaching, as depicted by the stakeholders in the macro- and meso-level of discourse?	Macro-Discourse Level:
	a. Government
	   - Regulations
	b. National Association of English Language Education Study Programs
	   - Graduate Profile/Learning Outcomes
		Documentary Analysis (Bowen, 2009)	Thematic Analysis (Braun & Clarke, 2006)

	Meso-Discourse Level:
	a. English Language Education (ELE) Study Program
	   - Graduate Profile/Learning Outcomes
	   - Handbook of Teaching Practicum
	   - Practicum supervisors
	b. School (Employer)
	   - Mentor teachers
		Documentary Analysis (Bowen, 2009) for documents
		
		Qualitative interviewing (Yin, 2016) for supervisors and employers	

2. How do individual teachers identify themselves to be employable professional teachers at the micro-level of discourse?	Micro-Discourse Level: - Pre-service teachers	Qualitative interviewing (Yin, 2016)	

The context of the source data, the data collection method, and the data analysis method will be discussed in the following sections.

3.4 Research Context

The context of my research is the three discourse levels within the education programs system in Indonesia.

At the macro-level, discourses are situated within the government of Indonesia and its policies for the general workforce, the teaching profession, and the teaching education system, as well as the national association of English Language Education study programs. The data at this level are obtained from the documents published by the Indonesian government and the national association.

At the meso-discourse level, the context of my research is within the English Language Education (ELE) study program of Universitas Kristen Satya Wacana (UKSW), a private Christian higher education institution in Salatiga, Central Java, Indonesia, and two elementary schools in Salatiga.

ELE is "a four-year undergraduate program in English language education that aims to create future English teachers who are able to teach in formal and non-formal educational institutions, develop academic knowledge in English language education through research and publication, as well as hold Christian values and professionalism in high esteem in their occupations" (English Language Education Universitas Kristen Satya Wacana, 2016). According to the study program curriculum (Program Studi Pendidikan Bahasa Inggris, 2016), in achieving these aims, the program employs three models of learning: in-class face-to-face learning, practices/experiences, and independent learning. The curriculum also notes that the students of the program will learn the concepts and principles of English language learning, Applied Linguistics, Sociolinguistics, and English for Specific Purposes; acquire the skills of competent English language users; have the competencies of a professional English teacher; and conduct research related to English language learning. English is the language of instruction in the study program.

The program requires the students to take a minimum of 144 credits to graduate, of which 12 credits are for the teaching practicum, taken in the fourth year of

study. As the handbook of the practicum (English Language Education Universitas Kristen Satya Wacana, 2016c) states, the practicum aims to prepare the students to become "well-trained English teachers" through the application of the knowledge that they have learned in the courses during the program. Together with the Micro Teaching course (4 credits), the teaching practicum program (8 credits) in schools provides the students opportunities to experience the realities of their profession as a teacher.

The practicum is conducted in local schools, private English courses, and hotels in Salatiga for 14 weeks. During the practicum, students have opportunities to observe the teaching-learning processes conducted by their mentors and peers, and teach ten times. For the teaching component, students are required to design lesson plans, develop teaching materials, create a portfolio, and reflect on their teaching as a group. In addition to observation and teaching, the students are required to assist their mentors in marking students' work, participating in school activities, and with teaching in the classroom.

The first school in my study is a public elementary school (referred to hereafter as SDN), located in the outskirts of Salatiga city. As a public school, it receives funding from the central government. According to the Indonesian government's database, the school is accredited as B, or good. It has six grades (Year 1-6), comprising 133 students and seven teachers. In each class, there were 19-29 students. In terms of facilities, the school has six classrooms, no laboratories, and one library.

The second school is a private elementary school (referred to hereafter as SDK), established as a part of a Christian education foundation that offers education at various levels, from pre-school, elementary school, junior high school, senior high school, and university level. The ELE program, which is the context of my research, is at the foundation's university level. Therefore, as they are part of the same foundation, the ELE program and other teacher training programs use the schools as 'laboratory' schools, where pre-service teachers do their teaching practicum. SDK also enjoys a close relationship with the teacher training programs in the form of workshops offered by the programs' lecturers for the teachers of the schools. Furthermore, some teachers from the schools are involved in the teacher training programs as lecturers. According to the Indonesian government's database, the school is accredited as A, or excellent. It has six grades (Year 1-6), with each grade

consisting of 2 parallel classes, comprising 391 students and 16 teachers. In each class, there were 26-39 students. In terms of facilities, the school has 13 classrooms, two laboratories, and one library.

At the meso-discourse level, the data are taken from the curriculum and the handbook of teaching practicum published by the ELE program, interviews with the supervisors/lecturers of the practicum program, and interviews with the mentor teachers of the practicum program, one from each of the elementary schools. At the micro-discourse level, data are generated by interviews with two pre-service teachers doing the teaching practicum in the schools.

3.5 Data Collection: Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents, whether printed or electronic (computer-based and Internet-transmitted) materials, which involves the process of finding, selecting, appraising (making sense of), and synthesizing data contained within them (Bowen, 2009, p. 27). Like other qualitative research methods, document analysis requires data to be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge.

Documents may provide background and context, as well as support or dispute the results of any interviews (Bowen, 2009; Owen, 2014). Atkinson and Coffey (2010) argue that documents represent realities and can be regarded as "social facts", which are produced, shared, and used in socially organised ways (p. 83). In the case of discourses surrounding employability and teacher professional identities, the documents that are analyzed provide an indication of how these identities are depicted by stakeholders of the teaching profession. These documents are produced, shared, and used from the national context, and interpreted by several other documents that elaborate on these depictions. They also evidence the relationship between the stakeholders.

The procedure for conducting documentary analysis from data collection to data analysis, using thematic analysis in my research, is as follows:

1. Identifying documents surrounding employability and teacher professional identities within the national policies, within the professional body, and at

the study program level, with the help of the gatekeeper of this research (in this case, the head of the ELE study program)

2. Selecting the documents, based on Bowen (2009a):
    a. Relevance to the research purpose and problems
    b. Suitability for the conceptual framework of the research
    c. Authenticity, credibility, accuracy, and representativeness of the documents

3. Finding out the basic information of the document
    a. Purpose
    b. Target audience
    c. Author
    d. Original source
    e. Level of authority

Appendix 1 describes the process of data selection in detail, whereas Appendix 2 lists the documents that are selected, based on the criteria by Bowen (2009).

3.6 Data Collection: Qualitative Interviewing

My research used qualitative interviewing in the form of semi-structured interviews to collect data at the meso- and micro-level of discourse. Epistemologically, qualitative interviewing adopts a more constructivist perspective than a positivist one (Warren, 2011). In this perspective, participants are regarded as meaning makers, and the aim of the interview is "to understand the meaning of respondents' experiences and life worlds" (Warren, 2011, p. 84). This differs from structured interviewing, derived from the positivist perspective, which directly follows the meanings of the researcher in the form of words and phrases (Yin, 2016) and aims "to find the ultimate truth" (Owen, 2014, pp. 8–9). Instead, qualitative interviewing relies on the conversational mode of interviewing, in the form of a series of open-ended questions followed by probe questions to collect data that consists of the participants' experiences, and how meaning is given to those experiences using words and phrases that are participant-led. It is more apt to use qualitative interviewing than structured interviewing because of its ability to integrate multiple perspectives of the stakeholders and describe and interpret the process of crafting identities (Weiss, 1994).

3.6.1 The Structure of Interview Questions

Within the qualitative approach, I opted to use semi-structured interviews. These typically involve prepared questions in certain themes followed by probes that are asked to elicit more detailed responses (Qu & Dumay, 2011). Using the technique of interviewing that involves three types of questions – main questions, follow-up questions, and probes – this method focuses on constructing the discourses surrounding teacher professional identities through the main questions, while the follow-up questions and probes are intended to explore the depth, detail, vividness, richness, and nuances (Owen, 2014; Rubin & Rubin, 2005) of the various discourses. Figure 3.1 presents the structure of questions in semi-structured interviews. Appendix 3 presents the interview questions posed to the participants for both the first and the second research questions.

Figure 3.1 Structure of the Interview Questions
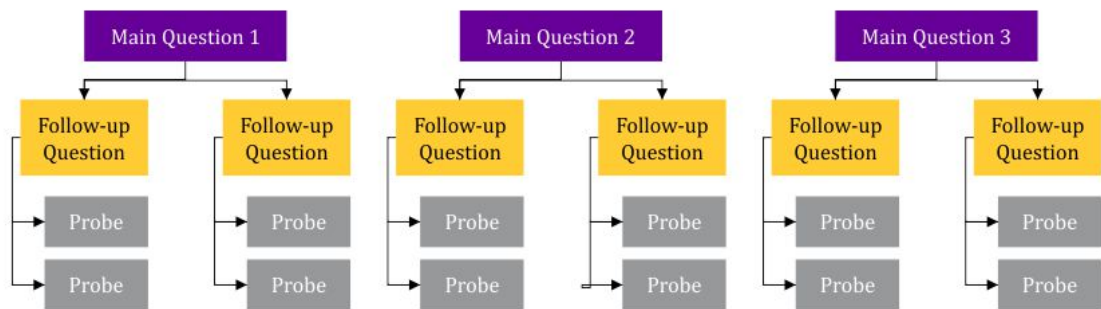
The main questions serve as the skeleton for the interview, with wording that translates the research question. Follow-up questions serve to explore particular themes, concepts, and ideas from the answers of the main questions, to get more depth, details, and nuances to the answers. The probes are questions that spring from the answers of the participants.

For the first research question, the main question asked the practicum supervisors and mentors at the meso-discourse level about the constituents of identities that the curriculum, or the school, expects a teacher to enact. The follow-up questions were used to invite the participants to elaborate on particular constituents, and probes served as the bridge from one constituent or theme to another quality or theme. In reality, the participants were allowed to discuss other themes relevant to the identities of the pre-service teachers or the situation of the teaching practicum

or in the school. The questions are necessary to explore how the officially-sanctioned construct of 'employable teacher professional identities' is actually translated into practice by teacher trainers 'on the ground' – and working across this university/practice boundary.

For the second research question, the main questions asked the pre-service teachers at the micro-level about their personal histories, their past experiences of the development of their identities as a teacher, their individual constituents of identities and experiences that they expected, enacted, and gained during the practicum, their present experiences during the teaching practicum, and their plan after the program ended. The follow-up questions were used to give the pre-service teachers opportunities to discuss their answers to the main questions in more detail. The probes again served as the bridge from one theme to another theme. The pre-service teachers were free to discuss other themes that they considered relevant or pertinent to their teaching practicum experiences in the field. The questions are necessary to explore how the individual teachers select, reflect, and enact the individual constituents of identities they consider to display their professional 'self' on the ground, and their pragmatic or strategic choices in crafting their identities.

3.6.2 Participants' Recruitment and Selection

The procedure for recruiting, selecting, and conducting the semi-structured interviews was as follows:

1. With the gatekeepers of this research (in this case, the head of the ELE program and the teaching practicum coordinator), potential participants were identified among practicum supervisors. Through the supervisors, the mentors and the pre-service teachers were identified.

2. Potential participants were contacted, and the Participant Information Sheet (Appendix 4) was presented. When they understood the research background information, the research activities they would be involved in, and the ethical considerations of the research, a consent form was presented to be approved by the participants.

3. I made individual appointments with participants for the interview session. Pre-service teachers have been interviewed twice, as the questions for them are longer and more in-depth.
4. I conducted interviews with each participant in an agreed location, preferably their office.
5. Each interview was recorded and transcribed for analysis.

The participants selected for semi-structured interviews consist of the supervisors, mentors, and pre-service teachers from two elementary schools in Salatiga, Indonesia. These schools were among the six practicum sites that the ELE program used during the data collection process.

In details, the participants are as follow:

Table 3.2 List of Research Participants

	Site	Name (pseudonym)	Role	Interview Date	Interview Venue	Interview Length
1	Private Elementary School (SDK)	Priska	Supervisor	09 October 2017	Kartini Campus	00:22:18
		Anto	Mentor	17 October 2017	Workplace	00:17:54
		Tasya	Pre-Service Teacher	15 November 2017	Kartini Campus	00:31:38
				19 November 2017	Kartini Campus	00:29:16
2	Public Elementary School (SDN)	Anggi	Supervisor	10 November 2017	Kafe Ole	00:40:49
		Elly	Mentor	01 December 2017	Workplace	00:33:25
		Bintang	Pre-Service Teacher	23 November 2017	Kartini Campus	00:55:32
				29 November 2017	Kartini Campus	00:37:40

The participants' selection is crucial to ensure the reliability of the data, and to capture the comprehensiveness of data, on how identities are depicted across the discourse levels. At the level of the ELE program, the supervisors for these interviews were selected from those assigned to become a supervisor, and who are familiar with the curriculum, and how the graduate profile is enacted in day-to-day teaching learning activities of the program and the teaching practicum. In the workplace, the mentors were selected from among those assigned to become a mentor and who have the experiences of mentoring other teachers in their

professional development. For the pre-service teachers, the selection is decided by the supervisors.

3.7 Data Analysis: Thematic Analysis

Thematic analysis is chosen for my research from a constructivist epistemological perspective, which means that the analysis is conducted to understand the participants' ways of making meaning within a specific research context (King & Brooks, 2019). It means that realities are not understood as a universal certainty across contexts, but are tied to the context where they are produced (Smith, 2015).

The thematic analysis also provides a balance of flexibility and structure for analysis. It gives a clear, but not rigid, sequence of procedures so that researchers can adapt and develop strategies for analysis that enable them to achieve their research objectives (King & Brooks, 2019). Compared to discourse analysis that focuses specifically on what people do through language and is thus grammatically rigid; or grounded theory that aims to develop a theory from the data and thus usually to follow a very specific theory, thematic analysis is more flexible for researchers, but at the same time still offers an approach that is detailed enough to answer the research questions.

To analyze the data systematically and comprehensively, following Braun and Clarke (2006), I employed six phases of thematic analysis. These were: familiarizing myself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

3.7.1 First Phase: Familiarizing Myself with the Data

The first phase is conducted by arranging the data in an organized way to prepare for the next phase, and reading/listening to the data. In my research, the data that consists of regulations, recordings, and transcripts are organized by storing them in different folders named for the source of data, i.e., regulations, supervisors, mentors, and pre-service teachers. Each file is named with the description of the content, the name of the documents/participants, and data collection dates. I familiarized myself with the regulations by reading and rereading them while making notes. In the case of recordings, I listened to and transcribed the recordings.

To process the texts for easier coding and analysis, I used MSExcel as I am more familiar with the features of MSExcel than other text processing tools such as NVivo. MSExcel provided features to code the whole paragraph or sentences in the documents or transcripts, sort, and group the same codes, and when necessary, re-arrange the paragraphs or sentences to provide wider contexts to certain codes. The ability to re-arrange the texts to create a complete story of certain codes was a feature that NVivo could not execute and so it was not used in this research.

To maintain consistency of the data format in MSExcel, the data were divided into lines, in which each line was put in a row. In the case of regulations, each article was considered to be one line. In the case of transcripts, each utterance was considered as one line.

3.7.2 The Second Phase: Generating Initial Codes

The second phase is a series of activities to code the data. The first step is to develop the codes. For the documents, I resolved the codes derived from the literature review, which included words related to 'professionalism', 'qualification', 'competence', 'having certain qualities'. At the same time, the process of coding also generated several other keywords. For the transcripts, the codes are generated from the critical incidents described by the participants. Therefore, the coding process is both literature- and data-driven. The second step in this phase is to code the data manually by printing the regulations and transcripts and highlighting the words with the codes.

3.7.3 The Third Phase: Searching for Themes

The third phase is conducted through recognizing the data patterns and reconstructing the data into candidate themes and sub-themes. The result of the third phase is an initial thematic map. This was done in different ways for the regulations and the transcripts.

For the regulations, the parts that were coded manually were selected and transferred to an MSExcel Tab. Along with the regulations' metadata (the number, year, title, and the issuing body of the regulation), the selected parts were presented as lines, with each regulation in a column.

The next step was several rounds of coding, in which each major theme was divided into different tabs. In each tab, the major theme is further coded on the potential sub-themes. The following figure is the example of the next round of coding based on the major themes:

Figure 3.2 Third Phase of Data Processing for Documents (Searching for Sub-Themes)

	A	B	C	D	E	F	G	H
Name	Law 14/2005	MONE regulation 16/2007	Government Regulation 74/2008	Presidential Regulation 8/2012	MOEC regulation 49/2014	MORTHE regulation 44/2015 MOEC	MORTHE regulation 55/2017
Title	Teachers and Lecturers	Standards of Academic Qualification and Competencies of	Teachers	Indonesia Qualification Framework	National Standards of Higher Education	National Standards of Higher Education	Standards of Teacher Education (UG)
Date of	30-Dec-05	04-May-07	01-Dec-08	17-Jan-12	09-Jun-14	21-Dec-15	18-Aug-17
Policy Maker(s)	Parliament and President	Minister of National Education	Government	President	Minister of Education and Culture (MOEC)	Minister of Research, Technology, and Higher	Minister of Research, Technology, and Higher
Competencies	Article 1, Paragraph 10		Article 3	Article 4, Paragraph (4)	Bagian Kedua Standar Kompetensi	Bagian Kedua Standar Kompetensi	Bagian Kesatu Standar Kompetensi
	Kompetensi adalah seperangkat pengetahuan,		Kompetensi sebagaimana dimaksud dalam Pasal 2	Sertifikat kompetensi sebagaimana dimaksud pada	(1) Standar kompetensi lulusan merupakan	(1) Standar kompetensi lulusan merupakan	(1) Standar kompetensi lulusan sebagaimana

… | Competencies | pedagogik | **Specific Competencies** | personality | What are the competencies | … ⊕

In the case of transcripts, the coding in MSExcel was conducted similarly to the regulations, focusing on candidate themes and sub-themes. Specifically for the transcripts, the focus is identifying the actors, the relationship between the actors, and the practices within the relationship.

At the meso-discourse level of supervisors and mentors, the actors and the relationship between actors is investigated to find out the expectations of the supervisors and the mentors toward the pre-service teachers, and later, any critical incidents associated with the relationship. In cases where other actors are mentioned, the coding aims to reveal influential contextual factors surrounding the practices and the power plays of actors in the practices. At the micro-discourse level of pre-service teachers, the actors and the relationship between actors is investigated to find out the actors that influence the pre-service teachers in their process of reflecting, enacting, and negotiating their constituents of professional identities and the critical incidents of specific practices relevant to the identities.

Figure 3.3 Third Phase of Data Processing for Transcripts (Searching for Themes and Sub-Themes)

A	C	D	E	F	G
	Original	Translation	Who	Practice	Point of Analysis
51	Kadang ada yang disuruh, Mbak, itu kan berhubungan dengan social soft skills itu, nah itu kan sekarang ada	*Sometimes, there is those who was ordered, Sis, that is related to social soft skills, now there is (a challenge).*	PST	*Sometimes, there is those who was ordered, Sis, that is related to social soft skills, now there is (a challenge).*	Having soft skills
52	Kalau dulu kan ndak ada	*There was none in the past.*			
53	Kalau sekarang kan ada social skills-nya	*Now there is the social skills.*	PST	*Now there is the social skills.*	Having social skills
54	Kadang disuruh sama kepala sekolahnya	*Sometimes, s/he is ordered by the head teacher.*	Headmaster		
55	Saya juga dapat laporan dari teman lain	*I also received reports from other friends.*	Other teachers	*I also received reports from other friends.*	Having social skills; dealing with superiors

3.7.4 The Fourth Phase: Reviewing the Themes

The fourth phase involved two levels of reviewing and refining the candidate themes and sub-themes to refine the thematic map into a more coherent one. Level one involved reviewing the level of the coded data extracts. Level two involved reviewing at the level of the entire dataset. In this phase, some themes and sub-themes that were not coherent to the overall thematic map were eliminated. The result of the fourth phase is a refined thematic analysis map.

For the documents, the level one review involves comparing all emerging themes from the previous phase, and the level two review involves looking specifically at the sub-themes that emerged from the categories of competences as stipulated by the regulations themselves, resulting in a refined thematic analysis of subthemes of attitudes (*sikap*), skills (*ketrampilan*), knowledge (*pengetahuan*), and competences. Similar treatment is also given to the documents at the meso-level.

The following figure is the example of the refined thematic analysis for the documents in the macro-discourse level:

Figure 3.4 Refined Thematic Analysis Map for the Documents

A	B	C	D	E
Presidential IQF 2012	MOEC 2014 HE Standards	MORTHE 2017 Teacher Education Standards (UG)	APSPBI	Values/Norms
a. believes in the One and Only God	a. believes in the One and Only God and is able to show religious attitudes;	a. believes in the One and Only God and is able to show religious attitudes;	1. The graduate believes in the One and Only God.	Religious
b. has good morality, ethics, and personality in accomplishing his tasks.	b. upholds the values of humanity in doing his tasks based on the religion, morality, and ethics;	b. upholds the values of humanity in doing his tasks based on the religion, morality, and ethics;	2. The graduate is able to uphold the value of humanity.	religion, morality, ethics, personality
c. plays a role as a citizen who is proud and loves his	d. plays a role as a citizen who is proud and loves his	d. plays a role as a citizen who is proud and loves his	3. The Graduate is able to act as an individual who is	Citizenship, nationalism, world peace

sikap | **attitudes** | pengetahuan | ketrampilan | competences | ⊕

For the transcripts, the initial thematic map is sorted based on actors, and the critical incidents associated with the practices involved in the relationship between actors. This sorting process was based on the alphabetical order of actors and practices, and thus, as a result, the data were not presented in the same order as the conversation. Therefore, it was necessary to reconstruct the data that were grouped around similar themes in the conversation, to make the critical incidents form a clear and complete story.

In the following figure taken from the transcript of one of the mentors, the data was sorted by her relationship with the pre-service teachers (PST) and then by the sub-themes (of competences).

Figure 3.5 Refined Thematic Analysis Map for the Transcripts

A	C	D	E	F	G
	Original	Translation	Who	Practice	Point of Analysis
76	Terus banyak yang izin juga	*There are many who ask for permissions.*	PST	*There are many who ask for permissions.*	Having social skill, tardiness and absence
77	Izinnya mungkin bisa dijadikan alasan sakit padahal ada yang bilang itu nggak sakit gitu	*The permission can be because of sickness, but there are those who said that it's not sickness.*	PST	*The permission can be because of sickness, but there are those who said that it's not sickness.*	Having social skill, tardiness and absence
53	Kalau sekarang kan ada social skills-nya	*Now there is the social skills.*	PST	*Now there is the social skills.*	Having social skills
55	Saya juga dapat laporan dari teman lain	*I also received reports from other friends.*	PST	*I also received reports from other friends.*	Having social skills; dealing with superiors

3.7.5 The Fifth and the Sixth Phases

The fifth phase, defining and naming themes, was conducted through writing a coherent and consistent account of what was interesting and what mattered to the discussed in each overarching theme and sub-theme, and using these themes and sub-themes to create a larger story of the research. In my research, this phase's outcome is the writing of overarching themes and sub-themes for each document and participant, then later, grouping these based on the levels of the discourse. The results of writing the themes and sub-themes are presented in Chapter 4 (for the macro-level discourse), Chapter 5 (meso-level), and Chapter 6 (micro-level).

The sixth phase, producing the report, was conducted by stringing together the final analysis of the data with other chapters of my research to answer the research questions. The result is presented in Chapter 7 of this thesis.

3.8 Multilingual Research

As this research is conducted in Indonesia, some of the data are either in Indonesian, Javanese, English or a mixture. Therefore, this research is conducted as multilingual research. Conducting a multilingual research may bring benefit in

putting the experiences and voices of diverse groups into a discourse of a field (Resch & Enzenhofer, 2018) and thus contributing the results of the research to the knowledge of the research field.

However, there have been concerns over the presentation of analysis and results in another language, that of the research field. The first concern is around the quality of data, when the inquiry is conducted in a language in which the researcher is not sufficiently fluent (Baumgartner, 2012). This may lead to the problem of not acquiring data that adequately represent the voice and the experiences of the research participants, because the researcher fails to ask questions that potentially address and capture what the participants are trying to convey.

A further concern comes with knowledge production during data analysis, as Temple and Young (2004) warn. The use of more than one language, or a language that is different from the language of the research field, requires a researcher to translate the data to analyze and report the results. The translation process may alter meanings that the participants are trying to convey, or the researcher may interpret the data differently from what the participants intended to voice.

These two concerns of multilingual research are concerned with the validity of data and the data analysis. In this matter, how I position myself as a researcher will be crucial in alleviating the problem of multilingual research. The following section will discuss my position as a researcher and how this corresponds to reducing the problem of the validity of the data and its analysis.

3.9 My Position as a Researcher

I take the stand of neither an insider nor an outsider researcher. This stand goes along with the argument posed by Breen (2007) and Dwyer and Buckle (2009) that regards the dichotomy between insider and outsider researcher to be simplistic, and unable to adequately capture the dynamic and complex experiences of the research participants. As my research dealt with the dynamic and complex discourses and experiences of crafting employable teacher professional identities, this position seems apt. Greene (2014) argues that a researcher's position is determined by his relationships with others within the research, and these relationships may change throughout the phases of research. Rather than considering my position through a dichotomy of insider vs. outsider, as suggested

by Breen (2007) it can be viewed as a continuum, albeit one that leans more toward the position of insider.

For instance, during the data collection phase, I situated myself as a data-gathering instrument. Therefore, my position at that point leaned more toward insider research. As a lecturer in the ELE program, I am familiar with the program's curriculum, and the stakeholders of the program. The heads of the program and the teaching practicum supervisors are my colleagues; the pre-service teachers are my former students. Most of the mentor teachers at the schools where the teaching practicum program was held are also former students. I was also an alumnus of the ELE program in the past and in this capacity, have undergone the same teaching practicum program. Also, in terms of the language being used in the interviews, I am both a native speaker of Indonesian and Javanese, and I am fully proficient in English. Therefore, conducting the interviews with these participants, probing answers from them, and understanding their answers were not problematic. However, during the data analysis process, I moved my position to a rather more distant position in the continuum, aiming to be less subjective and biased in interpreting the data.

Research on insider research suggests some advantages in being an insider researcher, i.e., ease of access, the familiarity of contexts, and insider knowledge (Dwyer and Buckle, 2009; Greene, 2014; Taylor, 2011). However, these authors also warn of the ethical and methodological issues that may become problematic for my research.

The advantages are reflected in my study. It was relatively easy to get the documents that I needed, as they were circulated among ELE lecturers as reference documents in developing the curriculum. I had no significant problems in recruiting participants as they were either my colleagues or former students. In cases where they were not acquainted with me, through connection with other colleagues who were involved in the teaching practicum, I was successful in gaining access to those participants because I was regarded as ELE program personnel.

During the data collection phase, my interaction with my research participants was familiar as we were related in the past whether in the capacity of colleagues, former lecturers, or professional acquaintances. The relatively high familiarity

between my participants and me enabled me to get more personal and relatively honest answers that provide a realistic snapshot of the participants' conditions and experiences.

In terms of insider knowledge, my familiarity with the ELE program, the teaching practicum program, and the stakeholders of the program, as well as my past experiences as a student and a pre-service teacher, helped me in understanding and interpret the actions, intentions, and understandings of the participants during the data analysis phase.

In addition to my familiarity with the contexts and participants of the research, as well as my past experiences, to understand the participant's perspectives of their context, qualitative research requires the researcher to spend extended first-hand engagement with the participants (Hatch, 2002; Yin, 2016). I spent substantial hours both in and out of the data generation setting to ensure that I am confident about how my data were collected and analyzed and, later, to offer insights on teacher professional identities.

However, there are several disadvantages of positioning myself as leaning toward a more insider researcher position. As Greene (2014) suggested, a researcher's positioning as an insider brings disadvantages in terms of subjectivity and bias. Although Hatch (2002) argues that qualitative research has the characteristic of being subjective, particularly when the researcher applies subjective judgment to interpreting the inner states of human activity that s/he studies because the inner states are not readily observable, subjectivity may become problematic. Unluer (2012) also warns against "unconsciously making wrong assumptions about the research process based on the researcher's prior knowledge" (p. 1) because it can be considered a bias.

When ease of access, the familiarity of the contexts, and insider knowledge are viewed as possibly subject to subjectivity and bias, this gives rise to ethical and methodological challenges. While I may have found access to documents and participants to be easy, I was aware of my relationship with the documents that I used, and with the participants in the data collection process. Applying subjectivity in the selection of documents, I had to be aware that I selected documents that were widely used, and thus available in developing the ELE curriculum. When selecting participants, subjectively, I might select those who had a good

relationship with me or were easy to converse with. Therefore, I needed to be aware that I personally knew the participants, and they may have been compelled to personally help me with my research, for collegial reasons or as a favor.

As my relationship with my participants is collegial and familiar, there might be a possibility of blurring lines of privacy and confidentiality. Therefore, I needed to return to the participants with their interview transcripts, to have these checked and agreement reached to reveal any of or all the parts of the transcripts and data analysis. Also, as the teaching practicum was the context for relationships between the participants, I reminded the participants that answers they gave were confidential and would not be disclosed to other participants. This is especially important as, during the data collection, the teaching practicum grades had not been released, and the pre-service teachers, especially, were in a relatively vulnerable position before their mentor and their supervisor.

During the data analysis phase, I used my subjective judgment when analyzing the participants' construct of employable teacher professional identities, and reporting this construct accurately, according to their perspectives. In this issue, my familiarity and past experiences in my research contexts enabled me to align my interpretation toward the motives and assumptions of participants. Also, as I was translating those parts of the data collected in Indonesian and Javanese for presentation, my native status and proficiency level of the three languages used in the data should enable me to interpret and translate the data accurately. However, this may attract bias in my analysis. A way to avoid concerns about bias, and align my interpretation toward the participants' perspectives, is to apply reflexivity during research. According to Hatch (2002), reflexivity involves continuous reflection on the researcher's influence on the research setting, how s/he keeps bias in check in interpreting the data, and how s/he monitors emotional responses during data collection and analysis. Therefore, during the data analysis phase, I took notes of my reaction and responses to the data, in order to check against the tendency of using my knowledge as the basis of analysis, instead of letting the participants speak for themselves.

In translating the data for presentation, I made use of *Kamus Besar Bahasa Indonesia* (KBBI), the main reference dictionary published by the government, to check the finer differences in meaning. I also employed a former Ph.D. student at

Manchester Institute of Education who is a native speaker of Indonesian and Javanese to crosscheck the translated data. Figure 3.6 is the snapshot of her crosscheck of my translation.

Figure 3.6 Sample of Translation Crosscheck

	A	B	C	D	E	
			Original	Translation	Who	Practic
137			Seperti my body itu, head itu, nah mereka lebih suka itu	*Such as* my body, the head, *they like it.*	PST	*Such a* e he e it.
138			Kalau enggak didengarkan suara apa, disuruh nebak	*If not, being played a sound, is told to guess.*	P	*not,* ayea *ld to*
139	N		Kenapa tidak begitu banyak mahasiswa PPL yang menggunakan teknologi ketika praktek mengajar?			
140			Yang pertama, ada beberapa anak kalau sedang menggunakan teknologi itu, mereka langsung ke depan semua, nggak mendengarkan guru	*Firstly, they are some children that when technology used, they directly went to the front of the class, not listening to the teacher*	P	*rstly,* *me d* *that w* *techno* *they d.* *went t* *of the*

(Comment) Microsoft Office User: bu, ini nggak ditambahi dalam kurung (they are) told to guess gitu?

*(Comment) Microsoft Office User: Firstly, **there** are ?*

Lastly, I have presented the data quoted for analysis in both the original language and in English so that the audience who may have a good command of Javanese and Indonesian will be able to check the accuracy of the translation.

In the next three chapters, I will present in detail the analyses of the data at the macro-, meso-, and micro-level of discourse

Chapter 4.   Analysis of Macro-Level of Discourse: Government and National Association

This chapter focuses on presenting the findings in the data to answer the question: "What are the constituents of identities that make an individual professional, and thus employable, in the profession of teaching, as depicted by the stakeholders in the macro-level of discourse?"

At the macro-level, the analysis focuses on the perspectives of the Indonesian government and the Association of English Language Education Study Programs (*Asosiasi Program Studi Pendidikan Bahasa Inggris*/APSPBI) through documents published by the government, the president, the relevant ministers, and APSPBI that address the issue of teachers, teacher education, and workforce employability.

This chapter will first present a historical trace of the documents and the relationship between them. This section aims to introduce the specific regulations within the system of teaching education program, and examine the authority of the government bodies in this system. The next sections will present the constructs of a professional teacher and the constituents of professional identities expected from a teacher, as depicted in the regulations.

4.1 Historical Trace of the Documents

The documents that discuss the discourses of teacher professional identities at the macro-level span twelve years of publication (2005-2017), under two presidents and through a change of ministries. Table 4.1 summarizes the documents used in my research and includes metadata information on the titles of the documents (which reflects the topic of each), the policymakers, the issuance date, and the documents' names for use in my research.

Table 4.1 Documents for Macro-Level Discourse Analysis

Original Name	Undang-Undang 14/2005	Peraturan Pemerintah 74/2008	Peraturan Presiden 8/2012	Peraturan Menteri Pendidikan Nasional 16/2007	Peraturan Menteri Pendidikan dan Kebudayaan 49/2014	Peraturan Menteri Riset Teknologi dan Pendidikan Tinggi 44/2015	Peraturan Menteri Riset Teknologi dan Pendidikan Tinggi 55/2017	APSPBI Graduate Profiles dan Learning Outcomes PBI
Translated Name	Law 14/2005	Government Regulation 74/2008	Presidential Regulation 8/2012	MONE regulation 16/2007	MOEC regulation 49/2014	MORTHE regulation 44/2015	MORTHE regulation 55/2017	APSPBI Graduate Profiles and Learning Outcomes of English Language Education Study Programs
Title	Teachers and Lecturers	Teachers	Indonesia National Qualification Framework	Standards of Academic Qualification and Competencies of Teachers	National Standards of Higher Education	National Standards of Higher Education	Standards of Teacher Education	Graduate Profiles and Learning Outcomes PBI
Date of Issue	30-Dec-05	01-Dec-08	17-Jan-12	04-May-07	09-Jun-14	21-Dec-15	18-Aug-17	12-Jun-14
Policy Maker(s)	Parliament & President (Under President Susilo B. Yudhoyono)	Government (Under President Susilo B. Yudhoyono)	President (Under President Susilo B. Yudhoyono)	Minister of National Education (MONE) (Under President Susilo B. Yudhoyono)	Minister of Education and Culture (MOEC) (Under President Susilo B. Yudhoyono)	Minister of Research, Technology, and Higher Education (MORTHE) (under President Joko Widodo)	Minister of Research, Technology, and Higher Education (MORTHE) (under President Joko Widodo)	National Association of English Education Study Programs
Names for data presentation	Law 2005	GovReg 2008	Pres IQF 2012	MONE 2007 Teacher Standards	MOEC HE 2014 Standards	MORTHE 2015 HE Standards (identical to MOEC 2014 HE Standards)	MORTHE 2017 Teacher Education Standards (UG or PG)	APSPBI 2014 Teacher Education Standards

The documents in the table are organized based on the level of authority of the documents; when two documents appear on the same level, the next level of organization is chronological. For example, the ministerial regulations are organized as per the dates when they were issued.

As evidenced in the table, there has been a good deal of reorganization of the ministries regarding where teaching standards have been articulated. In 2011 the Ministry of National Education (MONE) became the Ministry of Education and Culture (MOEC), but they both oversaw the same education providers in all levels, including HE. However, a few months after MOEC issued the HE standards in October 2014, the HE directorate general was transferred to the Ministry of Research, Technology, and Higher Education (MORTHE). This transfer suggests that the perspective used in developing the later MORTHE Teacher Education Standards in 2017, which stipulated the standard learning outcomes for teacher education graduates, is that of the HE rather than schools.

To further illustrate the relationships between documents, Figure 4.1 is based on the historical date of the document issuance, the authoritative level of the documents, and analyses on the themes of the 'construct of a teacher', the 'construct of professional', 'requirements of being a teacher', 'academic qualification', and 'competences' as a frame for the subsequent exploration in different places in the documents.

As illustrated, the eight documents selected refer to either teachers, workers in general, or both. The orientation towards teachers is reflected in Law 2005, GovReg, 2008, MONE 2007 Teacher Standards, MORTHE 2017 Teacher Education Standards, and Association Teacher Education Standards); Indonesian workers are accounted for in the Pres IQF 2012 and the MONE/MORTHE 2015 HE Standards. Consistent with the history of how the regulations are produced, the figure reflects the authority of HE in stipulating the standards of teacher professionalism, as mandated by the ministry of research, technology, and higher education.

Figure 4.1 Relationship among Documents and the Implications for Other Levels of Analysis
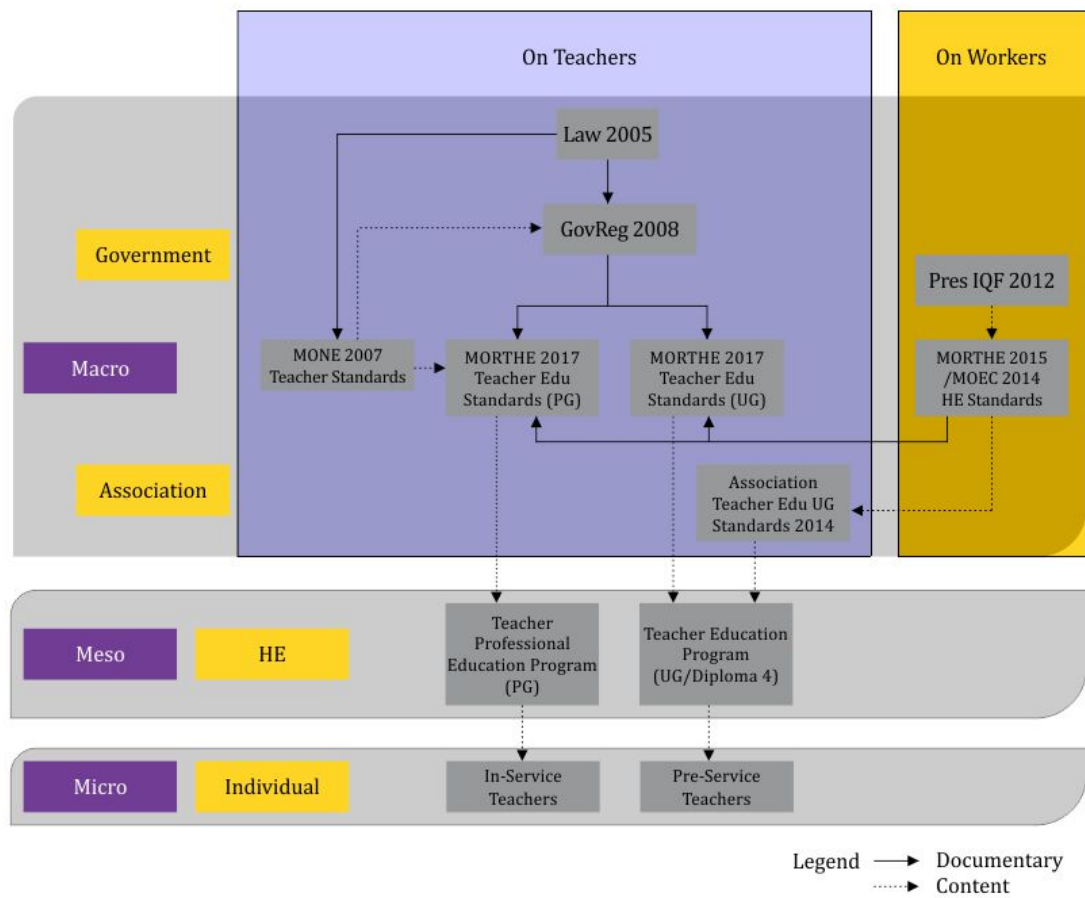
The next section will present the constructs of professional teachers, and the constituents of professional identities expected from a teacher, as depicted in the regulations at the macro-level of discourse.

4.2 Being a Professional Teacher

The themes of the construct of a teacher, and what constitutes a professional teacher, repeatedly emerge at the macro-level. These highlight the tasks of a teacher in relation to his students, as the manifestation of being a professional.

The construct of a teacher is presented in the same wording in three regulations: Law 2005, GovReg 2008, and MORTHE 2015 HE Standards. As Law 2005 is the highest level of regulation and the two other documents refer to this law, this exact wording is not surprising. The two other regulations, MONE 2017 Teacher Standards and Pres IQF 2012, do not mention this construct. Although Law 2005 is

one of the regulations referred to in the MONE 2017 Teacher Standards, this document specifically addresses the standards of teachers' academic qualifications and competences. Thus, one may speculate that this regulation's subjects have understood the construct of a teacher. In the case of Pres IQF 2012, the document addresses the Indonesian National Qualification Framework, which applies to all professions in general. Therefore, it does not discuss teachers.

In these regulations, a teacher is defined as "a professional educator", with didactic tasks, as expressed in the following article:

> *Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah.*
>
> A teacher is a <u>professional educator</u> with the main tasks of <u>educating, teaching, mentoring, directing, training, assessing, and evaluating students</u> in formal early education, elementary education, and middle education.
>
> (Article 1, Number 1, Law 14/2005)

It is interesting to note that the document differentiates the practices of educating (*mendidik*), teaching (*mengajar*), and training (*melatih*), although the basis of each practice is similar, which is transferring knowledge, information, skills, or values to students. Referring to the KBBI, the word 'teaching' (*mengajar)* includes the meanings of giving lessons in a course and of training someone to have certain skills of doing something, while the word 'training' (*melatih)* refers to teaching someone to or be able to do something. The word 'educating' (*mendidik*) has the widest meaning, as it entails maintaining and providing training (teaching, guidance, leadership) not only to the mind of the students but also their attitudes and behavior. For the words 'mentoring' (*membimbing*) and 'directing' (*mengarahkan*) students, KBBI offers similar meanings to these words, referring to giving guidance.

The practice of assessing and evaluating as one of the teacher's main tasks refers to a similar action: giving value to students' abilities. In this case, the meaning implies that a teacher has the knowledge and the skills to conduct the assessment/ evaluation. Concerning a teacher's practices in educating, teaching, mentoring,

directing, and training students, the practices of assessing and evaluating may be seen as the next step of valuing students' learning outcomes.

The documents seem to place the teacher in a particular role in teacher-student relationships, and indeed, this is the very construct of being a teacher. Referring to the main tasks of a teacher, the discourse places the teacher as the source of knowledge, information, skills, and guidance to behave in certain ways. Upon transferring these to the students, a teacher also has the power to evaluate if the students have successfully obtained this knowledge, information, skills, and moral beliefs, principles, or values from the teacher through the process of learning.

The construct of a teacher, as discussed, is that of a professional educator. The word 'professional' is described further in Law 2005 as follows:

> *Profesional adalah pekerjaan atau kegiatan yang dilakukan oleh seseorang dan menjadi sumber penghasilan kehidupan yang memerlukan keahlian, kemahiran, atau kecakapan yang memenuhi standar mutu atau norma tertentu serta memerlukan pendidikan profesi.*
>
> <u>Professional</u> is a job or an activity conducted by someone and is the source of his living income, which requires expertise and abilities that<u> meet certain quality standards or norms</u> and require a professional education.
>
> (Article 1, Paragraph 4, Law 14/2005)

As stipulated by the article, the identities of a professional teacher are imposed by others through standardization and job-specific trainings, as opposed to the perspective that professional identities are developed by individual teachers. The article defines certain expertise and abilities as central to professionalism. According to KBBI, the words *keahlian, kemahiran* and *kecakapan* can be used interchangeably and refer to the similar meaning, that of the abilities to do something. However, *keahlian* refers to more specific abilities in certain subjects, requiring not only skills but also knowledge of the specific subject matter. To amplify the perspective that professionalism is an identity imposed by others, Pres IQF 2012 further articulates what it means by a profession or a job as it states that

Profesi adalah bidang pekerjaan yang memiliki kompetensi tertentu yang diakui oleh masyarakat.

A profession is a specific field of a job with certain competences which are recognized by the public.

(Article 1, Paragraph 8, Presidential Regulation 8/2012)

In this article, the power to impose an identity lies in the community's eyes. For a job to be recognized as a profession, it involves performing job-specific activities using certain competences, and the community recognizing such competences. However, the term 'public' (*masyarakat*) is vague as it may refer to the community or the nation as a whole instead of specific members or bodies in the community or nation.

In the search for a more specific reference for the term 'public', in the previous article in Law 2005, the construct of a 'professional' teacher is a person who is required to have "the expertise and abilities which meet certain quality standards or norms and require a professional education" (Article 1, Paragraph 4, Law 14/2005).

The institution that oversees the teacher standards is the Ministry of Education and Culture, specifically the Directorate General of Teachers and Education Staff. For in-service teachers, the Directorate General appoints some HE institutions to evaluate teachers' qualifications and offer professional training. For pre-service teachers, HEIs manage teacher education programs (under MORTHE 2017 Teacher Education Standards). The appointment of HEIs as the managers of teacher education suggests the strength of HE in setting expectations of teachers' professional identities.

In the following section, I will discuss the individual constituents of identities that the documents expect from a teacher.

4.3 The Constituents of Professional Identities

The constituents of employable teacher professional identities can be established from four documents: Pres IQF 2012, MOEC/MORTHE 2015 HE Standards, and MORTHE 2017 Teacher Education Standards, and the MORTHE 2015 Socialization

Document that describes the implementation of Pres IQF 2012 into the HE curriculum.

Pres IQF 2012, MOEC/MORTHE 2015 HE Standards and MORTHE 2017 Teacher Education Standards all outline the learning outcomes that demonstrate the professional standing graduates achieve on qualification. The documents also indicate that there are minimum criteria to be applied in evaluating the qualification of the graduates. These are presented as a list in the documents' appendices.

Capaian pembelajaran adalah kemampuan yang diperoleh melalui internalisasi pengetahuan, sikap, ketrampilan, kompetensi, dan akumulasi pengalaman kerja... Kualifikasi adalah penguasaan capaian pembelajaran yang menyatakan kedudukannya dalam KKNI.

Learning outcomes are the abilities obtained through internalization of knowledge, attitudes, skills, competences, and accumulation of working experiences... Qualification is the mastery of learning outcomes which states somebody's level in the Indonesia Qualification Framework.

(Article 1, Paragraph 2 & 4, Pres IQF 2012)

Standar kompetensi lulusan merupakan kriteria minimal tentang kualifikasi kemampuan lulusan yang mencakup sikap, pengetahuan, dan keterampilan yang dinyatakan dalam rumusan capaian pembelajaran lulusan.

Graduate competence standards are the minimum criteria for the qualification of graduate abilities, including attitudes, knowledge, and skills, which are stated to formulate the graduates' learning outcomes.

(Article 5, Paragraph 1, MOEC 2015 HE Standards)

Standar kompetensi lulusan ... merupakan kriteria minimal mengenai kualifikasi kemampuan lulusan yang mencakup sikap, pengetahuan, dan keterampilan yang dinyatakan dalam rumusan capaian pembelajaran lulusan Program Sarjana Pendidikan/Program PPG.

Graduate competence standards ... are the minimum criteria on the qualification of graduate abilities, including attitudes, knowledge, and skills, which are stated in the formulation of the

learning outcomes of the graduates of the Bachelor of Education/Teacher Professional Education Program.

(Article 7 and 18, Paragraph (1), MORTHE 2017, Teacher Education Standards)

The Pres IQF 2012 uses the word 'mastery' (*penguasaan*), whereas the two ministerial regulations use the word 'abilities' (*kemampuan*). According to KBBI, these two words are almost synonymous in meaning as 'mastery' is defined as 'the understanding or abilities to use (knowledge, intelligence, etc.)'.

When discussing the specific constituents of identities expected from a qualified worker, the documents state the following: attitudes, knowledge, skills, competences, and working experiences. In the case of knowledge, skills, and attitudes, the three documents agree on these constituents.

Referring to KBBI, the word 'knowledge' (*pengetahuan*) is defined as 1) everything that is known, intelligence, or 2) everything that is known in regards to something (a course). It should be noted, though, that the word 'intelligence' (*kepandaian*) in the Indonesian language is synonymous with not only being smart but also having 'knowledge', being skillful, and being capable. Therefore, it is interesting that the article also mentions 'skills' as to differentiate it from the state of having knowledge, and being able to perform the knowledge in practice.

While a worker's expected identities in a profession are the abilities to apply knowledge, intelligence, etc. in presumably actionable tasks, the constituents of the identities are more than just the required knowledge and intelligence in executing a task. The three documents also require a professional worker to possess certain principles or beliefs in performing the task. This is specifically expressed in the inclusion of knowledge, skills, and attitudes in the learning outcomes.

Referring to KBBI, the word 'attitude' (*sikap*) is defined as either 1) an action based on principles, beliefs, or 2) a behavior. The inclusion of 'attitudes' as one of the constituents of professional identities resonates with one of the teacher's tasks, i.e., educating students. As discussed in the previous section, the Indonesian word 'to educate' (*mendidik)* entails transferring knowledge, skills and moral principles, beliefs, or values to students. It is therefore understandable that the teacher is expected to have both the knowledge and skills in certain subject matters, and

certain attitudes and behavior as prescribed by the social and cultural context of Indonesia.

It has been established in this section that the three documents agree on knowledge, skills, and attitudes as the basic constituents of teacher's professional identities. However, the confusion begins with the inclusion of 'competence' and 'the accumulation of working experiences' in the Pres IQF 2012, as separate constituents of professional identities.

The Pres IQF 2012 does not specifically define the word 'competences'. Rather the document treats 'competences' as a product of the accumulation of working experiences, as it states:

> *Pengalaman kerja adalah pengalaman melakukan pekerjaan dalam bidang tertentu dan jangka waktu tertentu secara intensif yang menghasilkan* <u>*kompetensi*</u>.
>
> Working experiences are the experience of doing a job in a certain field within a period of time and intensively, which produces competences.
>
> (Article 1, Paragraph 5, Pres IQF 2012)

In resonance with this treatment of competences as a product of the accumulation of working experiences, the word 'competences' also appears in the Pres IQF 2012 as 'work competence qualification' and 'competence certification', associated with the recognition of achieving the learning outcomes in professional education (or work-based training), measured against a certain standardized assessment.

It can be said then that the Pres IQF 2012 embraces both the view of employable professional identities as a product, and as a process. The product of professional training is competences, whereas the accumulation of working experiences is how the competences are attained.

As for those who are not employed, the working experiences are substituted by learning experiences in higher education, undertaken to gain a professional qualification. As stated in MORTHE 2015 Socialization Document that describes the implementation of Pres IQF 2012 into HE curriculum, the construct of 'learning outcomes' is "identical" with the construct of competence and shall be used in turns depending on the context of the discussion:

> *Kompetensi memiliki ruang lingkup pengertian luas dan sempit tetapi, sedang capaian pembelajaran (CP) adalah identik dengan kompetensi yang memiliki ruang lingkup luas. Dengan demikian, dalam uraian selanjutnya istilah kompetensi akan digunakan secara bergantian dengan capaian pembelajaran sesuai konteks kalimat yang akan diuraikan.*

> Competences have a wide and narrow definition but, [sic] while [sic] learning outcomes are identical with the competences with a wider definition scope. Therefore, in the next discussion, the term competences will be used in turns with the term learning outcomes depending on the context of the sentence described.

> (p. 4, MORTHE, 2015, IQF Socialization Document 005: The Paradigm of Learning Outcomes)

It can be inferred that in the case of in-service teachers, the display of accumulated work experiences can be seen as evidence of a teacher's ability in putting his knowledge and skills into actionable tasks, and his display of 'proper' attitudes and behavior, in performing the tasks as a teacher.

In the case of pre-service teachers, the competences are the attitudes, knowledge, and skills that he applies in his teaching experiences over a period of training and practice; such application is recognized by the provider of the teacher education, and results in a professional qualification as a teacher.

However, the construct of 'competences' resulting from the accumulation of working experiences is lost in the lower level of HE and teacher education regulations. MOEC 2015 HE Standards and MORTHE 2017 Teacher Education Standards directly define competences as the learning outcomes that graduates display, which include attitudes, knowledge, and skills (Article 5, Paragraph 1, MOEC 2015 HE Standards; Article 7 and 8, Paragraph (1), MORTHE 2017, Teacher Education Standards). In other words, the documents pertinent to HE and teachers view the employable teacher professional identities as a product, and bypass the process aspect of crafting the identities, as mandated by the higher regulation of Presidential IQF 2012.

In addition to this disregard of the process, the presentation of the constituents of professional identities in MOEC 2015 HE Standards and MORTHE 2017 Teacher Education Standards amplifies the documents' product-orientation. The learning outcomes, as the manifestation of professional identities, are presented in separate

categories. Within these categories is a list of statements, suggesting that a worker is required to have and display these learning outcomes to be recognized as a professional.

The requirement to have or display each of the statements of learning outcomes is amplified in the use of the word "must have", "must display" or "is required to have" in the stipulation, for instance, in MOEC 2014 HE Standards such stipulation is presented before the list:

> *Setiap lulusan program pendidikan akademik, vokasi, dan profesi harus memiliki sikap sebagai berikut:*
>
> Every graduate of an academic, vocational, or professional education program <u>must have</u> the following attitudes:
>
> (MOEC 2014 HE Standards, Appendix, A. Stipulation of Attitudes)
>
> *Lulusan Program Sarjana wajib memiliki keterampilan umum sebagai berikut:*
>
> The graduate of a Bachelor Program <u>is required to have</u> the general skills as follows:
>
> (MOEC 2014 HE Standards, Appendix, A. Stipulation of General Skills)

In MOEC 2015 HE Standards and MORTHE 2017 Teacher Education Standards, the list of learning outcomes is regarded as the minimum criteria for a graduate of teacher education programs, which may mean that in order to receive the professional qualification, a person must be evaluated as meeting every learning outcome.

To sum up, the documents agree on attitudes, knowledge, and skills as constituents of professional identities, and that these constituents are attained through the process of applying them in working context. This suggests that the documents adopt the perspective that the constituents of professional identities are both a product and a process. However, the presentation of each constituent as a list of required learning outcomes and as minimum criteria for qualification may come across as a checklist, rather than describing a process of crafting these constituents.

The following section will categorize the constituents of teacher professional identities and the statements of learning outcomes that a teacher is required to display. The organization of these will be based on the agreed constituents of professional identities in the macro-level documents, i.e., attitudes, knowledge, and skills. This helps to map the specific learning outcomes that the documents require from a pre-service teacher.

4.4 Categorization of Constituents of Professional Identities

The four documents analyzed for understanding the constituents of teacher professional identities are the Pres IQF 2012, MOEC 2014 on HE Standards, APSBI 2014 document on Graduate Profiles and Learning Outcomes, and MORTHE 2017 Teacher Education Standards (for UG and PG). Each of these documents uses different labels in categorizing the learning outcomes as constituents of worker and teacher professional identities. This may invite either potential confusion over the categories, or indicate a move from general to specific details of constituents, as the documents are from different levels of authority.

The categorization of the expected constituents of professional identities is presented in Table 4.2, with the labels used by each document. On the surface, some of the labels contain similarities and differences, inviting one to ask if these documents are consistent with one another.

Table 4.2 Categorization of Constituents of Professional Identities

Worker Specific		Teacher-Specific		
General Worker Categorization	*HE Categorization*	*English Teacher-Specific Categorization*	*In-Service Teacher-Specific Categorization*	*Pre-Service Teacher-Specific Categorization*
Pres IQF 2012	*MOEC 2014 HE Standards*	*APSPBI 2014 Graduate Profiles and Learning Outcomes*	*MORTHE 2017 Teacher Education Standards (PG)*	*MORTHE 2017 Teacher Education Standards (UG)*
Attitudes & Values	Attitudes	Attitudes	Personality competences	Personality competences
			Social competences	
Knowledge Mastery	Knowledge*	Knowledge Mastery		
Responsibilities	General skills	Managerial Abilities	Professional competences	Educational learning competences
Working Abilities	Subject-specific skills*	Working Abilities	Pedagogical competences	Pedagogical competences
				Subject mastery and/or skills competences

*** formulated by the association of the HE study programs or
by HE study program itself when there is no national association**

Looking at the table, similarities and differences can be spotted. However, to dig down into the details, it is necessary to look at the learning outcomes stated under each category. The discussion will be organized around the constituents of professional identities agreed on in the three documents in the previous section: attitudes, knowledge, and skills.

4.4.1 Attitudes

As has been established, attitude is defined by KBBI as "an action which is based on principles, beliefs, or a behavior". In the case of teachers, attitudes are expected to be relevant to the task of educating students, specifically, the transfer of moral principles, beliefs, or values. In this sense, a teacher is required to become a role model by having certain principles, beliefs, or values and displaying certain behavior that is deemed correct within the social and cultural norms of Indonesia.

In Pres IQF 2012, the constituent of "attitudes" is labeled under the category of "values" without a specific definition of what the category entails. In MOEC 2014 HE Standards, however, the category of attitudes is defined as:

> *...perilaku benar dan berbudaya sebagai hasil dari internalisasi dan aktualisasi nilai dan norma yang tercermin dalam kehidupan spiritual dan sosial melalui proses pembelajaran, pengalaman kerja mahasiswa, penelitian dan/atau pengabdian kepada masyarakat yang terkait pembelajaran.*

> ...<u>correct</u> and <u>cultured</u> behavior as a result of internalization and actualization of values and norms as reflected in the <u>spiritual</u> and <u>social</u> living through the process of learning, students' working experiences, research, and/or community service relevant to learning.

> (MOEC 2014, Article 6, Paragraph (1))

In this definition, there are certain values and norms that a worker is expected to hold, and such values and norms are later translated into behavior that is considered to be correct, in the context of spiritual and social life in Indonesia. This ownership of values and norms and the display of correct behavior also signifies if a worker is considered to be cultured, by Indonesian society's standards. In the case of HE students, the context is based around the learning process, working experiences, research, and learning-related community service.

However, whereas Pres IQF 2012 and MOEC 2014 simply use the term 'attitudes' as an independent constituent of professional identities, separate from knowledge and skills, the document at the operational level of Teacher Education programs (MORTHE 2017 on Teacher Education Standards) views the term 'attitudes' as an embedded constituent, together with 'knowledge' and 'skills', labeling them together as competences. For instance, when defining the category of 'personality' competencies for PG, MORTHE 2017 stipulates it as:

> *Kompetensi Kepribadian: Seperangkat pengetahuan, sikap, dan keterampilan yang membentuk kepribadian guru yang mencerminkan perilaku akhlak mulia, kearifan, dan kewibawaan sehingga menjadi teladan bagi peserta didik.*

> Personality Competences: A set of <u>knowledge</u>, <u>attitudes</u>, and <u>skills</u> which forms a teacher's personality that reflects the

behavior of noble character, wisdom, and authority to become a
model for the students."

(MORTHE 2017, Appendix, Part C, Article 2).

This definition suggests that when looking at the personality competences, there is a sense that a teacher is expected to have knowledge of the beliefs, norms, and values that are considered correct in the context of Indonesian society, and is able to apply these beliefs, norms, and values into his tasks skillfully, displaying certain qualities and becoming a role model for the students.

As for the specific beliefs, norms, and values expected from a "cultured and correct" teacher, the documents provide a list of statements of learning outcomes expected from a worker/a teacher in their appendix. The expectation that every single statement of learning outcomes are essential for a worker/a teacher to have or display is reflected in the documents as presented in Table 4.3 below:

Table 4.3 Learning Outcomes under the Category of Attitudes

Presidential IQF 2012	MOEC 2014 HE Standards	MORTHE 2017 Teacher Education Standards (UG)	APSPBI	Themes	Employability Component
Values	Attitudes	Personality Competences	Attitudes		
a. believes in the One and Only God	a. believes in the One and Only God and is able to show religious attitudes;		1. The graduate believes in the One and Only God.	Religion	Human capital
b. has excellent morals, ethics, and personal identity in carrying out his duties.	b. upholds the values of humanity in doing his tasks based on religion, morality, and ethics;		2. The graduate is able to uphold the value of humanity.	religion, morality, ethics	Human capital
c. plays a role as a citizen who is proud and loves his country as well as has faith in world peace,	d. plays a role as a citizen who is proud and loves his country, has nationalism, as well as responsibilities to his country and nation;		3. The Graduate is able to act as an honest individual, has noble morality, and a model for his students and society.	Citizenship, nationalism, world peace	Social capital
d. is able to work in teams and has high compassion and awareness towards his social, community, and environmental issues.				Cooperation, Social responsibility	Social capital
	c. contributes to improving the quality of life in the society, the country, the nation, and the civilization based on *Pancasila* (Indonesian State Philosophy);			Social responsibility	Social capital
	i. displays the attitude of being responsible for his work in his expertise independently; and			Responsibility, working abilities, independence	Human capital
		l. is able to adapt, work together, create, contribute, and innovate in applying his subject in the life of the society, as well as has a		Cooperation, social responsibility	Social capital, adaptability

Presidential IQF 2012	MOEC 2014 HE Standards	MORTHE 2017 Teacher Education Standards (UG)	APSPBI	Themes	Employability Component
Values	Attitudes	Personality Competences	Attitudes		
		global perspective in his role as the citizen of the world; and			
e. respects the diversity of culture, perspectives, beliefs, religions, and others' opinions/original findings.				Diversity	Social capital
f. upholds law enforcement and has the spirit of prioritizing national and public needs.	g. obeys the law and is disciplined in living in the society and the country;			Law adherence	Social capital
	h. internalizes the academic values, norms, and ethics;			academic integrity	Human capital
		m. has academic integrity, among a few the ability to understand what plagiarism is, its types, and the efforts to prevent it, as well as the consequences of committing plagiarism;		academic integrity	Human capital
	j. internalizes the spirit of independence, grit, and entrepreneurship.	j. internalizes the spirit of independence, grit, and entrepreneurship;		Independence, grit, entrepreneurship	Human capital
		k. understands himself as a whole as a graduate of the Bachelor of Education program;		Knowledge of self	Self-awareness

As suggested by the headings, the documents use different labels for categorizing the constituents of attitudes, i.e., values, attitudes, and personality. However, the themes that emerge from comparing the documents appear to paint a professional identity of personal qualities that are idealistic in Indonesia's cultural and social context. A teacher in Indonesia must have and display the values of religiosity, humanism, nationalism, entrepreneurship, independence, grit, and academic integrity and has a knowledge of his self as a graduate of the Teacher Education program. The values expressed in the documents are the expected human capital (Forrier et al., 2009) of a teacher.

In addition to these personal qualities, the professional identities that are expected from a teacher involve social aspects: of connecting with others by being a responsible and respectful member of the society who respects diversity, is willing to adhere to the law of the society, and contributing to the betterment of the society and the world using his abilities as a teacher and as a human being. It is not enough that a teacher must have and display these values. Even APSPBI (the lowest level document) specifies that a graduate of the English Language Education program has to be a model for his students and the society. The abilities to connect with others are the expected social capital (Forrier et al., 2009) or "knowing-whom competence" (Defillippi & Arthur, 1994).

The expected attitudes also include adaptability (Forrier et al., 2009) in working together in the society, and self-awareness or "knowing-why competencies" (Defillippi & Arthur, 1994); a person is required to understand himself as a graduate of a teacher education program.

4.4.2 Knowledge and Skills

As has been established, the definition of "knowledge" in the KBBI is not only everything known about certain subjects, but is also synonymous with being skillful and capable. In the higher-level documents of Pres IQF 2012 and MOEC 2014 HE Standards, the constituents of knowledge and skills are treated as independent, with lists of statements of learning outcomes categorized under either knowledge or skills. APSPBI, as the national association for study programs, also treated these constituents

as independent, probably because the APSPBI document was published in 2014 and followed the higher-level documents.

In the case of knowledge and skills, the Pres IQF 2012 does not provide specific definition for the terms. MORTHE, however, published a booklet to explain IQF, and this describes knowledge and skills as

> "(a) skills in fulfilling the job and competence; (b) coverage of science and/knowledge; (c) methods and levels of competence in applying science/knowledge; and (d) management skills" (p. 24).

Knowledge falls under definition (b), coverage of science and/knowledge. MOEC 2014 HE Standards provides further description of knowledge as:

> *Pengetahuan sebagaimana dimaksud dalam Pasal 5 ayat (1) merupakan penguasaan konsep, teori, metode, dan/atau falsafah bidang ilmu tertentu secara sistematis yang diperoleh melalui penalaran dalam proses pembelajaran, pengalaman kerja mahasiswa, penelitian dan/atau pengabdian kepada masyarakat yang terkait pembelajaran.*
>
> Knowledge, as referred to in Article 5 paragraph (1), is the mastery of concepts, theories, methods, and/or philosophy of certain subject which is systematically obtained through reasoning in the process of learning, students' working experiences, research, and/or community service that is relevant to learning.
>
> (MOEC 2014 HE Standards, Article 6, paragraph 2)

APSPBI adopts a more general definition of knowledge, i.e., the mastery of knowledge to perform the job. In this sense, the national association of study programs offers a narrower definition of knowledge. In general, the three documents of Pres IQF 2012, MOEC 2014 HE Standards, and APSPBI agree that the focus of the constituent of knowledge lies on the mastery of knowledge to perform a job in a certain subject.

Typically in the documents, the constituent of knowledge is further stipulated in the list of learning outcomes presented in the appendix. In Pres IQF 2012, the learning outcome for knowledge for undergraduate level (Level 6) is stipulated as:

> *Menguasai konsep teoritis bidang pengetahuan tertentu secara umum dan konsep teoritis bagian khusus dalam bidang pengetahuan tersebut secara mendalam, serta mampu memformulasikan penyelesaian masalah prosedural.*
>
> Masters in-depth general and specific theoretical concepts of specific knowledge and is able to formulate solutions to solving procedural problems.
>
> (Pres IQF 2012, Level 6, paragraph 2).

MOEC 2014 HE Standards stipulate that the constituents of knowledge are formulated by the national association of HE study programs. In the ELE study program, APSPBI lists four statements under the knowledge category, that include: mastery in the concepts of linguistics; English culture and literature; pedagogy and learning methods; and research principles. Thus, it can be concluded that in the case of knowledge constituents, the specification of learning outcomes moves from generic to more specific knowledge in a subject.

In the case of skills, following the MOEC booklet that describes IQF, the constituent is defined as: skills in fulfilling the job and competence; methods and levels of competence in applying science/knowledge; and management skills. Although the explanation contains three specific skills, in the categorization, IQF only uses two labels: responsibilities and working abilities. The category of responsibilities represents the management skills, whereas the category of working abilities represents the skills in fulfilling the job, and competence in applying science/knowledge.

This definition of skills is followed closely by MOEC 2014 HE Standards as it defines skills as:

> *Keterampilan sebagaimana dimaksud dalam Pasal 5 ayat (1) merupakan kemampuan melakukan unjuk kerja dengan menggunakan konsep, teori, metode, bahan, dan/atau instrumen, yang diperoleh melalui pembelajaran, pengalaman kerja mahasiswa, penelitian dan/atau pengabdian kepada masyarakat yang terkait pembelajaran, ...*

Skills, as referred to in Article 5 paragraph (1), are the abilities to perform a job by using the concepts, theories, methods, materials, and/or instruments, which are obtained through learning, students' working experiences, research, and/or community service that is relevant to learning.

(MOEC 2014 HE Standards, Article 6, paragraph 3)

The MOEC document further categorizes skills as general and specific. General skills are the general working abilities that each graduate must have according to the level of education (ranging from diploma 1 to doctoral level). Specific skills are the specific working abilities that each graduate must acquire, according to the subject of their HE study program. For the specific skills, the MOEC document stipulates that these are formulated by the national association of HE study programs. However, rather than following the MOEC document category, APSPBI follows the Pres IQF 2012 in categorizing the skills, that is, as responsibilities (management skills) and working abilities, probably because the APSPBI document was published before MOEC 2014.

As is persistent in the documents, the expected professional identities that a worker must have and display are presented as a list of learning outcomes in the appendix, amplifying the perspective that this is a checklist of abilities that a worker must have to be considered as a professional. Table 4.4 presents the list of learning outcomes of skills based on the documents:

Table 4.4 Learning Outcomes under the Category of Skills

Document	Category	Learning Outcomes	Themes	Employability Component
Presidential IQF 2012	Management Skills	Is able to take the right decisions based on information and data analysis and provides direction in choosing alternative solutions independently and in groups	making a decision, analyzing data and information, working independently, collaborating	Human capital
	Working Abilities	Is able to apply science, technology, and/or arts within his expertise in solving problems and adapt to various situations faced.	applying the skills into his work, solving problems, adapting	Human capital
MOEC 2014 HE Standards	General skills	a. is able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology by paying attention to, and applying, humanities values that are appropriate with his expertise;	applying the skills into his work	Human capital
		b. is able to display independent, quality, and measured performance.	Applying the skills to his work	Human capital
		c. is able to review the implication of science and technology development or implementation which pays attention to, and applies, humanities values according to his expertise based on academic rules, procedures, and ethics in order to produce solutions, ideas, designs or art critics, to write a scientific description of his review in the form of a thesis or final project report, and to upload it to the higher education website;	Researching	Human capital
		d. writes the scientific description of the above review in the form of a thesis or final project report and uploads it to the higher education website;	Researching	Human capital
		e. is able to make the right decision in the context of solving problems within his expertise, based on the information and data analysis;	Making a decision, analyzing data and information, solving a problem	Human capital

Document	Category	Learning Outcomes	Themes	Employability Component
		f. is able to maintain and develop networking with his academic supervisor and colleagues both within and outside his institution;	Networking	Social capital
		g. is able to be responsible for the achievements of his group and conduct supervision and evaluation of the completion of tasks assigned to his subordinates;	Supervising	Human capital, social capital
		h. is able to conduct an evaluation process for the groups under his supervision and is able to manage his learning independently; and	Supervising, learning independently	Human capital, social capital
		i. is able to document, store, and retrieve data in order to ensure validity and to avoid plagiarism.	Managing data, avoiding plagiarism	Human capital
APSPBI	Management Skills	4. The graduate is able to be responsible for classroom learning management independently or collaboratively	Managing classroom, working independently, collaborating	Human capital, social capital
		5. The graduate is able to adapt in his working place in all areas of the Republic of Indonesia, which have sociocultural diversity	Adapting, respecting diversity	Adaptability
	Working Abilities	1. The graduate is able to use English fluently, accurately, and clearly to create good communication both in oral and written form.	Communicating well in English	Human capital
		2. The graduate is able to conduct the process of learning English by utilizing various learning media and ICT in order to produce effective, creative, and student-centered learning.	Applying the skills of teaching into his work	Human capital
		3. The graduate is able to write simple scientific work or research articles.	Researching	Human capital

Looking at the table, the themes that emerge across the documents are consistent with the construct of skills as abilities, be it managerial skills or working abilities. Across the documents, the theme of applying skills into work or performance is prominent, followed by the specific skill of making a decision based on analysis of data and information in order to solve problems in work. In addition to individual abilities, the documents also list the ability to collaborate with others, reflected in the themes of networking, being adaptable to the working situation by taking into account Indonesia's diverse socio-cultural contexts, and supervising others.

The expectations expressed in the documents comprise the employability components of: human capital (Forrier et al., 2009) in the form of knowledge and skills; social capital (Forrier et al., 2009) or "knowing-whom competence" (Defillippi & Arthur, 1994) as they are expected to network with others; and adaptability (Forrier et al., 2009) to the working situation.

The table also shows a move from general skills into a more detailed description of skills and more job-specific skills. Although Presidential IQF 2012 only lists two statements of learning outcomes, MOEC 2014 HE Standards lists more, adding that the skills need to be put into a certain context of expertise in a subject, or breaking down skills into sub-skills. Further down the chain, the specification of expertise becomes subject-specific, as shown in the themes emerging from the APSPBI document. As this document is geared toward ELE study programs, the specific working abilities expected from a graduate are the ability to manage learning in the classroom and communicate well in English.

4.4.3 Competences

As established, the three documents of Pres IQF 2012, MOEC 2014 HE Standards, and APSPBI document agree that the constituents of knowledge and skills are separate constructs, and the categorization of learning outcomes are assigned to one or other of these two constituents. However, in the document that is specifically geared for teachers, the constructs of knowledge, skills, and attitudes are combined into the constituent of competences.

MORTHE 2017 Teacher Education Standards define competences as follows:

Standar kompetensi lulusan ... merupakan kriteria minimal mengenai kualifikasi kemampuan lulusan yang mencakup sikap, pengetahuan, dan keterampilan yang dinyatakan dalam rumusan capaian pembelajaran lulusan Program Sarjana Pendidikan/Program PPG.

Graduate <u>competence</u> standards … are the minimum criteria for the qualification of graduate abilities, including attitudes, knowledge, and skills, which are stated in the formulation of the learning outcomes of the graduates of the Bachelor of Education/Teacher Professional Education Program.

(Article 7 and 18, Paragraph (1), MORTHE 2017, Teacher Education Standards)

Consistent with this definition, in presenting the list of learning outcomes, the definition of each category of competences starts with the statement that x competences are "a set of knowledge, attitudes, and skills" ("*seperangkat pengetahuan, sikap, dan keterampilan*"), recognizing that knowledge, attitudes, and skills are embedded in each statement of learning outcomes.

MORTHE 2017 Teacher Education Standards categorizes the list of learning outcomes of pre-service teachers into three subject-specific competences: understanding of learners, educational learning, and mastery of subject and/or skills, in addition to the competence of attitudes. From the employability perspective, these competences account for the expected human capital (Forrier et al., 2009) of a teacher.

The constituent of "understanding learners" requires a pre-service teacher to understand learners' physical, psychological, social, and cultural characteristics to provide appropriate educational learning services that optimally develop their potential. Under this category, the document lists two learning outcomes: mastering the knowledge of learners and the skills to choose the methods of learning appropriate for optimum learning.

The constituent of "educational learning" requires a pre-service teacher to master several aspects of knowledge relevant to teaching, such as models of teaching and learning, general pedagogical knowledge, knowledge of educational contexts, and knowledge of educational ends, purposes, and values. This constituent also requires a pre-service teacher to apply knowledge in practice by choosing appropriate learning approaches and models, materials, and assessments; applying

ICT into teaching, evaluating and improving the process of learning; and creating a learning environment that is comfortable, fun, challenging, and promotes creativity.

The constituent of "mastery of the subject and/or skills" requires a pre-service teacher to master the knowledge of curriculum, subject knowledge (both substantive and syntactic knowledge), and the knowledge of integration between technology, pedagogy, subject, and communication. The knowledge of curriculum is then applied to the skill of developing and managing the curriculum in the school. The subject knowledge and integration of technology, pedagogy, subject, and communication are brought into the skill by applying them. In resonance with the constituent of general skills in other documents, the skill of researching is also included as a required skill for the pre-service teacher. To be specific, a pre-service teacher must publish an academic article on the website of the HEI where he is trained.

From the perspective of employment, the expected constituents of professional identities do reflect the components of human capital, social capital, adaptability, and self-awareness (Forrier et al., 2009, Defillippi and Arthur, 1994), albeit leaning heavily on human capital and social capital. However, the presentation of identities as separate statements of learning outcomes is problematic on some levels. Rather than viewing a teacher's identities in a holistic perspective, the approach of presenting the learning outcomes as a checklist of minimum criteria that needs to be met in the documents leaves the pre-service teachers with the challenging tasks of being forced to develop a personality that must be excellent in their cultural and social contexts, and which leaves no room for a more realistic take of a whole range of personality. Another implication of this way of presentation is that the macro-level definition of a "professional teacher" includes *all* competences. This may create pressure for teachers to tick all the boxes in the list of competences rather than build a holistic but personal professional 'self'.

In the next chapter, I will move to the meso-discourse level of employable teacher identities, which will discuss the discourses of employable teacher professional identities as expressed in the regulations in HE and the actors in HE and schools.

Chapter 5.   Analysis of Meso-Level of Discourse: Higher Education and Schools

This chapter focuses on answering the second part of the first research question: "What are the constituents of identities that make an individual professional, and thus employable, in the profession of teaching, as depicted by the stakeholders in the meso-level of discourse?"

At the meso-level, the discourse analysis focuses on the stakeholders' perspectives in HE and in the place of work. In HE, the analysis was conducted on the documents produced by the ELE study program and the transcripts of interviews with the teaching practicum supervisors, while in the workplace, the analyses were conducted on the transcripts of interviews with the mentors at the schools.

The chapter will begin with the document analysis of the ELE study program, namely of the curriculum and the teaching practicum handbook. Then it will move to the interviews with the supervisors, followed by analysis of the interviews with the mentors.

5.1 ELE Curriculum

The ELE curriculum was produced in 2016 to respond to the IQF-based curriculum in HE, which became officially applied in 2014 with the publication of the MOEC Guidebook on HE Curriculum Development. It should be noted that MORTHE 2017 on Teacher Education Standards, the lowest level document at the ministerial level, post-dates this curriculum design. The curriculum is written predominantly in Indonesian, and the sections of the curriculum are given in Appendix 5.

Analysis of the curriculum reveals that the document is both product- and process-oriented when considering teacher identities. The product-orientation is reflected in the presentation of the graduate profiles and the learning outcomes as a means to serve the different macro-level documents referred to. The process-oriented view is reflected in its stages of development and references to academic publications and the stakeholders of the study program.

5.1.1 The Curriculum Product-Oriented View toward Identities

The curriculum lists several references (Table 5.1) in developing the curriculum, including macro-level documents, academic publications, HE documents, and input from the ELE program's stakeholders (ELE Curriculum, 2016, p. 5)

Table 5.1 References in Developing the ELE Curriculum

Macro-Level Documents	Academic Publications	HE documents	Stakeholders of the ELE program
• Law 2005 on Lecturers and Teachers • Law 2012 on HE • MORTHE 2014 HE Curriculum Guide Book • MORTHE 2015 HE Standards • Government Official List of Learning Outcomes (MORTHE 11 Nov 2015) • MORTHE 2016 Guidelines of Developing HE Curriculum • National Association APSPBI	• A Revised Bloom's Taxonomy for Learning, Teaching, and Assessing (Anderson and Krathwohl et al., 2001) • Essential Teacher Knowledge (Harmer, 2007)	• University 1956 Vision and Missions • Faculty Vision and Missions • University 2015 Guidelines for Developing Curriculum • University 2015 Guidelines for Learning, Internships, Practicum, Final Project	• Input from alumni • Input from current students • Input from graduate employers

The ELE curriculum is influenced firstly by several regulations and guidelines from the government regarding HE, though only one regulation that is used is specifically focused on teachers. However, in presenting the graduate profiles and learning outcomes, there seems to be an attempt to satisfy the government requirements of having a curriculum that reflects teacher-, HE-, and employability-specific regulations, particularly in the separate and list-like presentation of graduate profiles and learning outcomes.

Graduate Profiles and Learning Outcomes are direct statements within the curriculum that aim to meet the requirements of the higher-level regulations of Pres 2012 IQF and APSPBI 2014 UG Teacher Education Standards and MOEC 2014

HE Standards. Although on the surface, the statements of graduate profiles and learning outcomes contain similar or identical concepts in describing the expectation of professional identities, there may be two reasons why they are presented separately.

The graduate profiles follow the categories in the Pres 2012 IQF and APSPBI 2014 UG Teacher Education Standards with a clear reference that the graduates stand at Level 6 of IQF (See Figure 5.1, "*Kemampuan Level 6 KKNI*") using the category label of Attitudes, Knowledge Mastery, Managerial Abilities, and Working abilities (see Table 4.2 for the macro-level regulations).

Figure 5.1 Graduate Profiles for the Profession of English Teachers

Deskripsi Profil Lulusan dan Kemampuan Level 6 KKNI	
Pendidik (Guru) di bidang pembelajaran bahasa Inggris	
Kemampuan Kerja	• Merencanakan, menerapkan, mengelola, mengevaluasi pembelajaran serta melakukan perbaikan metode dan proses belajar bahasa Inggris sebagai bahasa asing sesuai dengan karakteristik dan kebutuhan peserta didik serta pemangku kepentingan sesuai standard proses dan mutu. • Mampu menerapkan metode dan proses belajar dan pembelajaran Bahasa Inggris untuk *young learners*, *adult learners*, dan tujuan tertentu (*English for Specific Purposes*). • Mampu mengajar bahasa Inggris dengan memanfaatkan media cetak dan TIK untuk menghasilkan pembelajaran yang kreatif dan berpusat pada siswa. • Mampu melakukan pendampingan terhadap siswa dalam lingkup pembelajaran.
Penguasaan Pengetahuan	• Menguasai konsep teoritis tentang pedagogi pembelajaran bahasa Inggris.
Kemampuan Managerial	• Mengelola pembelajaran baik secara mandiri maupun kolaboratif.
Tanggung Jawab	• Bertanggungjawab atas pengelolaan pembelajaran di kelas secara mandiri maupun kolaboratif. • Bertanggungjawab atas pengembangan peserta didik.

The learning outcomes mimic MOEC 2014 HE Standards' categorization labels, consisting of Attitudes, Knowledge, General skills, and Subject-specific skills. As for the category of subject-specific skills, the document adopts the categorization of teacher competences into Pedagogical competences and Professional competences, deriving from Law 2005 on Teachers, instead of MORTHE 2017 on Teacher Education Standards for UG program (see Table 4.2 for the categorization of macro-level regulations).

Secondly, the separate presentation may indicate a move from a general summary of the graduate's abilities to more detailed abilities. The graduate profiles may form the 'promise' of the ELE program, regarding which professions the graduates can choose after going through the four-year program. The profiles also describe

what abilities that the graduate will have or will be able to perform upon graduation. The learning outcomes comprise more specific statements of individual constituents of professional identities that the graduate has or is able to perform.

In general, the curriculum lists five expected roles that the graduates assume: an English teacher; a model of an English language user; a designer of English materials, media, and learning methods; a policymaker of English language in the institutional level; and an early researcher in the language education field. In addition to these roles, the curriculum also lists four other roles that the graduates 'could' assume:

- Organizing and being involved in social and cultural activities
- Attending and contributing in language trainings
- Participating in promotional activities for language schools
- Giving private lessons.

(ELE Curriculum, 2016, p. 5)

The graduate profiles paint a picture of an English teacher who is a capable individual in his profession and a person who is expected to perform well in social and cultural contexts. An English teacher is expected to have the ability to conduct certain tasks within his profession (i.e. teaching, designing the learning environments, conducting research in his subject, undergoing professional development training), but also to be involved in various ancillary contexts. In the institutional context of the school, he is expected to be involved in professional gatherings, promote the school, and become a role model for his students in language use. In the wider context of society, he is expected to be involved in social and cultural activities. This list of roles may come as a heavy expectation for the graduates, particularly newly qualified English teachers.

These general expectations are then described in detail in the statements of abilities, in both the Graduate Profiles and the Learning Outcomes. In order to explore this detail, the sections below will follow the categories of expected professional identities derived from the macro-level analysis, i.e., Attitudes,

Knowledge and Skills, and Competences, with clear reference to whether the source of the statements is the Graduate Profiles or the Learning Outcomes.

5.1.1.1 Attitudes

For the ELE program, of the thirteen statements of Learning Outcomes under Attitudes, ten are verbatim copies of the MOEC 2014 HE Standards statements (see Table 4.3). Therefore, as in these standards, according to the ELE curriculum an Indonesian teacher is expected to have and perform the values of religiosity, humanity, nationalism, entrepreneurship, independence, and grit, and academic integrity. In addition to these personal qualities, a teacher is also considered a part of society. Thus, he is expected to respect diversity, adhere to the law, cooperate with other members of society, and contribute to society's and the world's betterment in his capacities as a teacher and as a human being.

The curriculum adds three learning outcomes under Attitude that reflect the HEI's values, as stated in the university's visions. The visions of UKSW are:

> 1. to create a community of higher knowledge that is bound to the learning of truth based on biblical realism;
> 2. to create a creative minority for the development and the reformation of the Indonesian society and country;
> 3. to create leaders for various positions in the society;
> 4. to become a radar that detects and records cultural and political changes, and
> 5. to become a servant that provides normative criticism to the church and the society
>
> (UKSW Statute, 2016, Article 7).

Of these visions, a teacher who graduates from the ELE program is expected to have the moral values and sense of social responsibility required for developing and bettering his students and society. In applying this social responsibility in action, the teacher is expected to have higher knowledge based on Christian faith and have the qualities of being a creative and serving leader.

Similar to the macro-level documents, regarding the components of employability, these expected attitudes address human capital, social capital, and adaptability (Forrier et al., 2009; Defillippi and Arthur, 1994).

From the macro-level documents, it has been established that the focus of this constituent is on achieving mastery of knowledge, to perform a job in a certain subject. For ELE, the subject is English education.

Following the terminology of teacher knowledge in Turner-Bisset (2013), a graduate of the ELE program is expected to have mastery of subject knowledge (both substantive and syntactic); general pedagogical knowledge; models of teaching; curriculum knowledge; and knowledge of learners. These forms of knowledge comprise the expected human capital (Forrier et al., 2009) of a teacher.

Appendix 6 presents the statements of expected knowledge from the ELE curriculum and the classification of knowledge based on Turner-Bisset's (2013). The verb used to refer expected knowledge is '*menguasai*' (to master). Referring to KBBI, this is defined as "very capable in a certain subject." This term is in line with statements made in macro-level documents, that a teacher must have certain abilities. To be specific, learning outcomes for a graduate of the ELE program, in terms of knowledge, are expected to be high.

Looking at the statements regarding the constituents of knowledge, a teacher is expected to have substantive subject knowledge of General English (ELE Learning Outcomes #1) and English for Specific Purposes (ELE Learning Outcomes #2) for daily, academic, and working context. This includes both theoretical linguistics and the practical use of English in spoken and written form, as illustrated by this statement:

> Masters the theoretical linguistics concepts as well as spoken and written communication techniques for General English in the daily, academic, and work context, equivalent to post-intermediate level (ELE Graduate Profile, Language User Model, Knowledge Mastery #1; (ELE Learning Outcomes #1)
>
> (ELE Curriculum, 2016, p. 8)

The substantive subject knowledge of English is to not only cater for teaching tasks, but also to provide a model of an English language user for his students. Relevant to teaching, he is also expected to know the concepts and techniques of teaching English (General Pedagogical Knowledge) ELE Learning Outcomes #4),

the whole process of learning English from planning to evaluating a learning program (Curriculum Knowledge, Models of Teaching) (ELE Learning Outcomes #6) and the pedagogy of English learning as well as developmental psychology and educational psychology (cognitive knowledge of learners) (ELE Learning Outcomes #5). The knowledge of simple research principles to research English language learning (ELE Graduate Profile, Researcher, Knowledge Mastery)/English language education ((ELE Learning Outcomes #7) is the expectation for a teacher to have an understanding of how knowledge of the subject is created and established, which reflects the syntactic knowledge of English as a subject (Turner-Bisset, 2013).

5.1.1.3 Skills

For skills, the curriculum lists learning outcomes under the categories of working abilities, managerial abilities/general skills, and responsibilities (presented in [Appendix 7](#)). There are several identical statements to the macro-level documents, thus, the themes and the employability components are the same. Several statements signify the move to a more specific description of expectations, to reflect the specific field of teaching English.

Consistent with the emerging themes from the macro-level documents, the constituents of skills in the curriculum reflect the expectation of a teacher to apply his knowledge into his work (specifically, to teach); to solve problems through analysis; to make decisions; to communicate in English, and to research. In his relationship with his students, a teacher is expected to become a model of language use, and guide the students' learning. In regards to his relationship with other stakeholders, a teacher is also expected to become a leader who is able to supervise his subordinates, collaborate with colleagues, and maintain a network with other parties within his school.

Under the category of *working abilities*, the application of knowledge at work is oriented toward students. A teacher is expected to be 'better' than the students, as he is expected to guide his students in the learning context (Teacher, Working Abilities #4) and to be a model of an English language user for the students (Language User Model, Working Abilities #1 and #2). At the same time, the idea of learning that is reflected in the working abilities is student-focused, and so the

teacher must pay attention to various types of students (Teacher, Working Abilities #2) with different characteristics and needs (Teacher, Working Abilities #1), in order to ensure successful learning.

The centrality of students then requires the teacher to adapt the learning environment, including the design of the whole environment, the selection of the methods and procedures of teaching, and the design and use of resources, both printed media and ICT, so that he can successfully guide the students. It is interesting to note that a teacher is expected to transfer the skills of communicating in the target language and the target language's culture.

In order to offer a learning environment that ensures successful learning, a teacher is also expected to reflect on the learning process, using his abilities to design and conduct research to improve the quality of the learning process (Researcher, Working Abilities #1 and #2), both in the classroom and at the institutional level (Policy Maker, Working Abilities #2).

Under *managerial abilities* (in the graduate profiles)/*general skills* (in the learning outcomes), the statements of expected abilities are identical with the ones in MOEC 2014 HE Standards. The focus of the expected managerial abilities from a teacher is to be able to manage his learning, work both independently and in groups, and apply his skills into his respective profession, involving the abilities to make decisions based on data and information analysis to solve problems.

The category of *responsibilities* is the category that does not appear in the macro-level documents; therefore, the construct of responsibilities in the Indonesian language needs to be defined first.

According to KBBI, the verb '*tanggung jawab*' (responsibilities) refers to two meanings:

> 1. the situation of being required to bear everything (should something happen, he can be sued, blamed, stand up in court, etc.)
> 2. the function of receiving the imposition, as the result of his own action or other's action.

The second definition is specifically marked in KBBI as a legal term. Such definitions, therefore, imply serious legal consequences should a person fail to

meet expectations. However, there is no indication in the curriculum of the legal consequences that the pre-service teachers would bear should they fail in their tasks as a teacher. The most logical consequences for the pre-service teachers, as students in the program, would be that they may fail the courses and eventually their training. However, the category of responsibilities may indicate the importance of a teacher's role in ensuring his students' successful learning.

The graduate profiles of the ELE program, therefore, impose a relatively heavy expectation on the graduate. As a teacher, he will bear the consequences if the classroom quality and his students' development are not up to standards (ELE Graduate Profile, Responsibilities #1, #2; ELE Graduate Profile, Designer, Responsibilities). As a language user model, he has to use good and correct English (ELE Graduate Profile, Language User Model, Responsibilities #1), and at the same time, is required to maintain and preserve the local languages (ELE Graduate Profile, Language User Model, Responsibilities #2). When the graduate is in the role of a policymaker and a researcher, the responsibilities are also closely linked with several statements of learning outcomes under the constituents of Attitudes, as defined by the macro-level documents, such as independence, grit, and entrepreneurship (ELE Graduate Profile, Policy Maker, Responsibilities) and academic integrity (ELE Graduate Profile, Researcher, Responsibilities).

Under the category of *HE-specific skills*, the curriculum lists two expectations: to perform as an excellent leader, and as a creative minority. These two expectations are closely related to the visions of the university, specifically "to create a creative minority that develop and reform the Indonesian society and country" (University Vision #2) and "to create leaders for various positions in the society" (University Vision #3).

Similar to macro-level documents, the expected skills address the human capital, social capital, and adaptability components of employability (Forrier et al., 2009; Defillippi and Arthur, 1994), with a tendency leaning toward human capital and social capital.

5.1.2 The Curriculum Process-Oriented View toward Identities

That the curriculum also addresses the process-oriented view of producing graduates is reflected in the curriculum's development stages and its references to some academic publications.

5.1.2.1 Curriculum Development Stages

The process-oriented perspective is firstly reflected by the application of stages in developing the curriculum (Table 5.3) (ELE Curriculum, 2016, p. 2). Using six stages, the curriculum describes its strategies for achieving the graduate profiles and learning outcomes, through the courses.

Table 5.2 Stages of ELE Curriculum Development

Stage	Activities	Document Parts
1	Decide the graduate profile, through: • Alumni tracer • Meetings with stakeholders • Meetings with ELE staff and student representatives	Graduate Profiles
2	With other ELE study programs decide the learning outcomes as a benchmark for all ELE study programs in national level	Learning Outcomes
3	Decide the subject fields for English Education according to ELE learning outcomes and the graduate profiles. The subject fields follow the updates from research in ELE.	
4	• Decide on the depth and the width of the reviews based on Anderson & Krathwol's taxonomy • Group relevant reviews into courses • Decide the number of course credits	• List of main review and courses • The link between the courses and the learning outcomes
5	Assign courses to semesters (Curriculum Framework)	The structure of courses and the number of credits
6	• Create semester lesson plans and their instruments (assignment descriptions and assessment rubrics)	Semester learning plan

At Stage 1, the curriculum seeks inputs from alumni, stakeholders, and students in deciding the graduate profiles. These come through the alumni tracer and meetings with the stakeholders, ELE staff, and student representatives. Recognizing the stakeholders' perspectives when developing the curriculum is a strategic and useful move for the study program. It is pertinent to consider the

voice of the future users of the graduates, i.e., the employers of teachers, in evaluating and reviewing the courses. Including input from alumni could also inform the program designers of what constituents of identities are believed useful in the labor market. It remains unclear what the input from the current students has done for the curriculum, except that from the perspective of learning, it is important to address the learners' expectations, both to improve their motivation for learning, and to adjust the content of learning to the learners' background.

Stages 4-6 illustrate that the learning outcomes and graduate profiles need to be distributed among a number of courses, in order that the students can process towards the state aimed for by the curriculum.

The curriculum's process-oriented stance is further described in its next page which states that:

> *"Program studi S1 Pendidikan Bahasa Inggris menawarkan program pembelajaran 4 tahun, yang meliputi **pembelajaran di kelas**, **praktik/pengalaman**, dan **pembelajaran mandiri**."*
>
> "The ELE Undergraduate Study Program offers a four-year learning program which includes **classroom learning, practices/experiences,** and **independent studies**."
>
> (ELE Curriculum, 2016, p. 3) (Emphasis as in the original document)

The statement implies that presenting the learning outcomes and graduate profiles as lists is insufficient, as these need to be distributed and interpreted into strategies and the provision of activities, for the students to achieve the learning outcomes and the graduate profiles.

5.1.2.2 Reference to Academic Publications

The curriculum refers to academic publications by Harmer (2007) on what constitutes a good teacher, and Anderson et al. (2001) on a Revised Bloom's Taxonomy for learning, teaching, and assessing (see Table 5.2).

Harmer (2007) is used to describe an effective teacher, how the description corresponds to the law on teachers, and how it has been interpreted in the curriculum, as follows:

> *"Menurut Harmer (2007), pengajar yang efektif mendapatkan kompetensi mereka melalui <u>perpaduan sikap, kecerdasan, pengetahuan, dan pengalaman</u>. Keempat hal itu akan membentuk perilaku, kemampuan beradaptasi, peran, keterampilan, dan kapasitas seorang pengajar. Hal ini sejalan dengan Undang-undang Keguruan no 14 tahun 2005 yang menekankan bahwa seorang pengajar harus memiliki kompetensi pedagogi, profesional, sosial, dan sikap. Empat kompetensi ini telah dijabarkan dalam capaian pembelajaran Program Studi S1Pendidikan Bahasa Inggris."*

> "According to Harmer (2007), an effective teacher gains their competences through <u>a mixture of personality, intelligence, knowledge, and experience</u>. These four competences will form the personality, adaptability, roles, skills, and capacities of a teacher. This is in accordance with the Law No. 14/2005 which emphasizes that a teacher must have pedagogical, professional, social and attitude competence. The four competences have been described in the learning outcomes of ELE study program."

> (ELE Curriculum, 2016, p. 3)

In the original book, Harmer (2007) reflected on the quote that 'good teachers are born, not made' and concluded that both types of teachers undergo the process of learning to be a teacher, as he wrote:

> "Such teachers learn their craft through <u>a mixture of personality, intelligence, knowledge and experience</u> (and how they reflect on it). And even some of the teachers who are apparently 'born teachers' weren't like that at the beginning at all, but grew into the role as they learnt their craft." (p. 23)

By referring to Harmer's perspective, one may speculate that the curriculum's take on the learning outcomes of ELE graduates is process-oriented, as Harmer believes that all teachers will go through a process of learning their craft.

Anderson et al.'s taxonomy is used in Stage 4 of the curriculum creation, specifically to:

> *"Menentukan kedalaman dan luas area kajian berdasarkan Anderson & Krathwol's taxonomy"*

> Decide on the depth and the width of course reviews based on Anderson & Krathwol's taxonomy

> (ELE Curriculum, 2016, p. 2)

Figure 5.2 illustrates the implementation of this stage. The curriculum assigned numbers to the "weight of review materials" (*Bobot Kajian Bahan*) in reviewing the main materials (*Bahan Kajian Utama*) for each course (*Mata Kuliah*). Crosschecking with Anderson et al.'s (2001, p. 28) taxonomy table, the numbers represent the cognitive process dimension of "remember" (1), "understand" (2), "apply" (3), "analyze" (4), "evaluate" (5), and "create" (6).

Figure 5.2 Sample of List of Courses and Main Reviews

BAHAN KAJIAN UTAMA	BOBOT BAHAN KAJIAN (Krathwol & Anderson's Taxonomy)	MATA KULIAH
Critical Reading Strategies (+ propagandas)	3	**MK 10** CRITICAL READING
Academic Reading Strategies	3	
Predicting	2	**MK 11** INTENSIVE LISTENING
Identifying main ideas and specific details	2	
Inferencing	2	

The use of Anderson et al.'s taxonomy further showcases how the curriculum attempts to describe strategies in translating the learning outcomes and graduate profiles into a list of main reviews (skills) and the cognitive processes for each skill in the courses.

This view of teacher's competences as process-oriented, sits differently from the tendency within the government regulations to treat teacher's competences as product-oriented.

5.2 Teaching Practicum Handbook

The handbook operationalises how the expected constituents of identities are crafted within the teaching practicum program. It aims to provide detailed guidelines to the pre-service teachers about the practicum's objectives, the policies and the procedures in place, the roles and the responsibilities of all parties involved in the practicum, the documents that the pre-service teachers are expected to submit for their evaluation, and the rubric of evaluation. The handbook is presented fully in English, the ELE program's language of instruction.

The pre-service teachers are assessed on Teaching Practice (70%, consisting of teaching 50% and soft skills 20%), Teaching Portfolio (15%), and Group Reflection (15%). The handbook provides rubrics for each of these assessment items, outlining those aspects that the pre-service teachers are assessed against, the label of their achievements ("Beginning", "Developing", "Competent", "Outstanding") on each aspect, and the description for each label. Appendix 8 presents the rubrics used, along with the description for the 'competent' label.

Analysis of the handbook suggests three findings regarding the handbook's perspective on the expected construct of identities of the pre-service teachers. Firstly, the handbook places the schools in power in determining the process, and the outcomes, of identity development. Secondly, the handbook views identities as a process. Lastly, the depiction of constituents of identities in the handbook undergoes a process of qualifying into more specific but simplified ones. Each of these findings will be discussed in turn, in the following sections.

5.2.1 The School Has the Power

The first notable finding from the handbook is the placement of power in the teaching practicum program. According to the handbook, the teaching practicum's objective is for the pre-service teachers to apply their knowledge from courses taken during the ELE program into the schools. It can be inferred that the ELE program is responsible for developing the knowledge, whereas the schools, as the teaching practicum sites, are responsible for developing the teaching skills.

Although the roles and responsibilities of the supervisors and the mentors clearly show a shared authority when it comes to evaluating the pre-service teachers, the power is leaning more toward the school, and thus the mentors. This is reflected in the pre-service teachers' general requirements to pass the practicum program, particularly the first two, as follows:

> 1. Comply with all teaching practice requirements at the assigned TP sites.
> 2. Initiate or get involved in some activities relevant to the TP sites.

> (Teaching Practicum Handbook, 2016, p. 8)

The word "comply" in the first requirement strongly indicates the power of schools and their stakeholders in deciding the teaching practices that the pre-service teachers must perform, to be recognized as competent teachers.

One of the most important stakeholders in school is the mentor, who has the power to set the standards for expected identities, shape them, and evaluate them against the expectations. The display of power is reflected in the list of nine roles that a mentor teacher plays in the teaching practicum program. The complete list of the roles of a mentor teacher is in Appendix 9.

By mentoring, being a model for, and allowing the pre-service teachers to observe the mentor (Role #1-3), the mentor sets standards of conduct for being a teacher. The mentor teacher also shapes the constituents of professional identities by providing suggestions and feedback in creating lesson plans (Role #5) and in the pre-service teachers' development and reflection (Role #7), as well as by discussing the performance of the pre-service teachers in delivering the teaching (Role #8). The mentor also evaluates the development of the expected constituents of professional identities, as he decides when the pre-service teachers can start teaching (Role #4), assesses the actual delivery of teaching (Role #6 and #7), and gives the final grade for the pre-service teachers in terms of their teaching and people skills (Role #9).

The power of the mentor teacher is further amplified by the rubrics, which in the introduction, state that "To make the evaluation easier, mentor teachers may refer to this teaching evaluation rubric to decide the score of each aspect in the teaching evaluation form." and "To make the evaluation easier, mentor teachers may refer to this soft skill assessment rubric to decide the score of each aspect in the assessment form."

5.2.2 The Constituents of Professional Identities as a Process

The second finding derived from the handbook is that professional identity is constructed through the practicum process. The process of developing the constituents of professional identities is both individual and contextual. The individual process comprises the conducting of teaching activities, starting by observing an existing classroom, planning the course, preparing the materials, delivering the materials, managing the classroom, and assessing students' work.

Each of these steps is linked to the activity of critically reflecting on the process through a teaching journal. In addition to developing teaching skills, the pre-service teachers are also expected to develop soft skills. At the same time, the handbook also presents contextual aspects of the development of constituents of teacher professional identities, as the pre-service teachers are also required to be involved in social activities and to be familiar with the policies and regulations that are bound to the social context of the schools, as well to develop collegiality with the other stakeholders in the school.

The expected individual practice and social participation are introduced in the policies and procedures of the teaching practicum, and later discussed in detail in the form of a list of 15 roles and responsibilities of pre-service teachers (Appendix 10), followed by a detailed description of the objectives and steps in preparing assessment items (a teaching portfolio which consists of teaching artifacts, observation notes, teaching journal, and teaching reflection; and a group reflection). Finally, the rubric to evaluate the assessment items is presented.

5.2.2.1 Individual Process

The handbook presents the individual process of developing identities in teaching as a series: of observations; teaching practice (planning, delivery, assessment); and reflection. The focus of the activities seems to be oriented toward crafting human capital and adaptability (Forrier et al., 2009) through observations and teaching practice, and self-awareness ("knowing-why competencies"(Defillippi and Arthur, 1994)) through reflection.

The first activity, observation, is considered to be useful for the pre-service teacher in some ways, as the handbook states:

> Observing the teacher will give the student teacher some ideas of how to deal with the students at the school, their level, the classroom interaction and of course, teaching tips. On the other hand, peer observation can provide opportunities for teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching.
>
> (Teaching Practicum Handbook, 2016, p. 4)

As inferred from this statement, the focus of the observation activity is to gain more knowledge of learners, general pedagogical knowledge, and models of teaching. The observation activities are also linked to reflection activities.

The next step is the teaching practice itself. This consists of several activities which reflect the application of curriculum knowledge, from planning the course to evaluating students, and general pedagogical knowledge of the concepts and techniques of teaching English, as well as the knowledge of learners and subject knowledge of English.

The handbook introduces the teaching practice as the following requirements:

> Teach 10-12 times at the schools, design lesson plans, develop teaching materials, assemble an individual portfolio, and compile a group reflection. Student teachers are supported and evaluated by mentor teachers and Teaching Practicum supervisor during the program.
>
> Do clerical work assigned by mentor teachers such as marking students' work, participating in school activities, helping teachers teaching in the classroom, etc., but not perform the main role of the teacher.
>
> (Teaching Practicum Handbook, 2016, p. 1)

This introduction to the teaching practice is followed by the detailed activities of teaching under the roles and responsibilities of the pre-service teachers, consisting of activities such as designing lesson plans, creating teaching materials, selecting and using ICT, developing questioning techniques, managing and performing routine tasks in the classroom, helping the teachers in the actual teaching in the classroom, and evaluating students' work.

The last step, which is regarded as critical by the handbook, is a reflection on each step of the teaching. This activity focuses on critically reflecting on their application of knowledge of learners, general pedagogical knowledge, curriculum knowledge, and subject knowledge.

The importance of reflection is not only presented in the requirements of passing the practicum program ("4. Compile a group reflection and discuss it with the mentor teachers"), but is also discussed in the details of the roles and responsibilities of the pre-service teachers, and included as an assessment item

(teaching portfolio, consisting of observation notes, teaching artifacts, teaching journal, and group reflection). A rubric is also offered for how this reflection will be evaluated.

The individual process of crafting identities is evaluated using two rubrics: Teaching Evaluation and Soft Skills (See Appendix 8). Under Teaching Evaluation, the handbook specifies eight aspects for evaluation: Preparation & Consultation; Teaching Materials; Language Use; Communication Skills (including voice, eye contact, gestures/non-verbal cues and body movement); Lesson Presentation / Teaching Technique; Classroom Management; Use of Teaching Aids; and Mastery of the Materials. Under Soft Skills, the pre-service teachers are evaluated on four aspects: Collaboration; Respect; Initiative; and Work habits.

The rubrics' presentation may echo the macro-level regulations and the meso-level regulations (the ELE program's curriculum) in which the constituents of professional identities comprise working abilities and general abilities. The Teaching Evaluation evaluates the constructs of working abilities, whereas the Soft Skills evaluation is for the general abilities.

5.2.2.2 Social Process

In addition to the individual process of crafting identities, the handbook also includes the social aspect of the process. This is presented under the Roles and Responsibilities of pre-service teachers, particularly as Role #12 and #13 as follows:

> 12.   Participate in special school functions (if applicable) and school activities.
> 13.   Become familiar with the school policies and regulations.
>
> (Teaching Practicum Handbook, 2016, p. 2)

These roles reflect the importance of being involved in the school's social context in order to craft social capital (Forrier et al., 2009). Social participation is not limited to the school as an institution and in the school's professional collegiality. This collegiality is reflected in the description of the assessment item, Group Reflection, which aims to make the pre-service teachers "be part of the professional group of teachers" who can learn from each other about their

classroom experiences and the issues of language teaching and learning in the field (Teaching Practicum Handbook, 2016, p. 6).

Although the development of collegiality is social, it is also linked with the individual process of crafting identities, particularly in the skills to conduct research. This is reflected in how the group reflection aims to develop research ideas on teaching issues. The pre-service teachers can use the ideas generated through group reflection and conduct research in the group to prepare for one of the requirements to graduate from the program, i.e., producing a thesis.

5.2.3 Qualifying the Expected Constituents of Professional Identities

The third finding from the handbook is that there is a move towards qualifying the expected identities. The handbook provides detailed specific guidelines for the pre-service teachers on the expected teaching practice and associated identities at the operational level. However, they are qualified into simplified expectations in the rubrics used to assess the pre-service teachers.

An illustration for this qualifying process comes with the expected skills to "teach 10-12 times at the schools, design lesson plans, develop teaching materials, assemble an individual portfolio, and compile a group reflection." (Handbook, Policies and Procedures, p. 1). For these skills, the handbook further specifies the expected tasks that the pre-service teachers must perform, under roles and responsibilities. For instance, for the skill of designing lesson plans, the handbook lists four responsibilities that are relevant to this skill, as follows:

> 4. Plan and write appropriate lesson plans for the lessons.
> 5. Plan and design appropriate instructional materials and teaching aids to support each lesson.
> 6. Develop skills in selection and utilization of educational technology in classroom instruction.
> 9. Discuss lessons with the mentor teacher before each teaching.
>
> (Teaching Practicum Handbook, 2016, Roles and Responsibilities, Student Teacher, p. 2)

From these responsibilities, it may be inferred that the skill of designing lesson plans involves the ability to not only plan and write for the lessons, but also to select appropriate instructional materials, teaching aids, and educational

technology. In other words, the pre-service teachers are being expected to make 'professional' decisions about learning design. And for the requirement of appropriateness, the mentor teacher is the one that must decide on the specifics.

However, the rubric used to evaluate this skill (designing lesson plans) takes a simplistic move. Table 5.3 lists the aspects of evaluation, and the description of 'competent' abilities, for this skill, evaluated under 'Preparation & Consultation', 'Teaching Materials', 'Lesson Presentation/Teaching Techniques', and 'Use of Teaching Aids'. For each evaluation aspect, a label of 'competent' is given when the pre-service teachers meet the description.

Table 5.3 The Rubric for Evaluating the Ability to Design Lesson Plans

Aspects Evaluated	Description of 'Competent' Abilities
Preparation & Consultation	Consult at the scheduled time; show good effort in revising the lesson plan and material
Teaching Materials	A bit too difficult or easy for the level of the students, interesting; help students in practicing the language skills; some minor errors in the material that do not cause misunderstanding.
Lesson Presentation / Teaching Technique	Most sections are clear, but one/two explanations are difficult to understand; quite various activities; transitions are quite smooth, but the closing or introduction is not really interesting; quite good pace
Use of Teaching Aids	AVA is integral, relevant, and can be seen/heard clearly by all students, quite attractive; good use of blackboard; writing is neat, organized, and clear

The presentation of the description of 'competent' teachers implies that the mentor teacher has the power to decide if a pre-service teacher is competent or not with a high degree of subjectivity. For instance, the use of the words "good effort" to signify the revision of lesson plans may indicate that the mentor teacher has a clear idea of what is or is not "good effort" here. However, the idea may be unclear for the pre-service teachers.

A similar case can be seen in the description for competent teachers under "Teaching Materials", in which the words "easy", "difficult", "interesting", "help"(ful), and "minor" are used. These words may become problematic for the pre-service teachers, as the mentor teacher may not share the same view with them about which material is 'easy', 'interesting', can 'help' students, and contain 'minor' errors. Thus, while the design decisions that the pre-service teachers make

are subject to what appears to be an objective framework for assessment, defined by the HE institutions with reference to macro-level policy statements, in actuality, the power in assessment is vested in the subjective judgments of the mentor in the school setting.

The next section will present the analysis results on the teaching practicum program's stakeholders in the ELE program: the teaching practicum supervisors.

5.3 Teaching Practicum Supervisors

In addition to the regulations and documents, in the meso-level discourse of HE, the depiction of the constituents of professional identities for teachers also comes from the practicum program supervisors. The teaching practicum program is one of the courses in which the pre-service teachers can experience their profession's realities.

For this study, two supervisors were interviewed: Anggi as the supervisor for the SDN, and Priska, the SDK supervisor. Anggi has been a lecturer for thirteen years and has been a supervisor for the teaching practicum program for the past two years. Priska has been a lecturer for six years and has been a supervisor for the teaching practicum program for three years.

The focus will be on analyzing critical incidents that the supervisors recalled during the interview, and establishing how these incidents are of importance in portraying their choice of constituents of professional identities that they expect from the pre-service teachers under their supervision.

According to the supervisors, in their capacity as a supervisor for the teaching practicum, one of their tasks was to represent ELE at the school site and liaise with the school's mentors. They also played a pastoral role for the pre-service teachers when they had problems, complaints, and difficulties in their practicum. In addition to the pastoral role, they also evaluated the pre-service teachers' progress and portfolio as part of the program assessment.

Two themes emerge from the interviews with the supervisors: the power struggle between HE and the school and their process of qualifying the constituents of professional identities. These two themes will be discussed in turn.

5.3.1 Power Struggle: Whose Authority is it?

As established in chapter 4, the regulations at the government level place the power of crafting the constituents of teacher professional identities largely in the hands of HE. The HEI is given the authority to decide on specific knowledge, skills, and competences to develop in the curriculum, and to recognize if the pre-service teachers have acquired these constituents of professional identities, through the display of learning outcomes.

The authority given to HE is further confirmed in the analysis of documents at the HE level. The ELE program curriculum indeed specifies the expected identities to be imposed on the pre-service teachers, and the specific courses that they must take to be recognized as professional teachers. In the case of the teaching practicum, nevertheless, the handbook indicates a shared authority, in which the HEI is responsible for developing the knowledge through its courses, whereas the school is where the knowledge is applied to tangible abilities, through the practices of the teaching practicum program.

However, as stated in the previous section, the handbook illustrates how the power of assessment is vested more in the mentors. This is reflected in the supervisors' interviews, which further confirm that this sharing of authority may not trickle down, in the field. Through their stakeholders, such as the headmasters and other teachers, the schools seem to have the upper hand in deciding which practices are to be implemented and imposed on the pre-service teachers. These practices include day-to-day teaching activities, social-related activities, and assessments. This underlines the importance of the pre-service teachers having social capital and adaptability (Forrier et al., 2009), in order to survive the practicum program.

For the day-to-day teaching activities and social-related activities, this is illustrated by a case when Anggi was not informed that the mentor teacher was on her maternity leave for the first two months of the teaching practicum, and hence leaving the pre-service teachers without direct supervision at the beginning of the practicum.

> So I was actually a bit upset with the school because they didn't
> tell me about this matter from the beginning. As a result, the

> students had to do their teaching practicum for almost 2 months themselves, so without being supervised by the mentor teacher. So there was no supervision from the mentor teacher. So there was a kind of <u>the students felt they were lost</u>, because <u>they didn't know what they had to do at the school</u>. So sometimes as a result they often came to see me in my office and then asked for my opinion about <u>what they should do</u> if this kind of thing happened, <u>how should they behave</u> at the school, something like that. (Ang46-50)

The absence of the mentor teacher, who was the only English teacher for the school, meant that the headmaster decided to have the pre-service teachers observe the homeroom teachers. This was so that the pre-service teachers could learn how to manage the classroom (Ang116), how to create lesson plans (Ang140-141), and how to independently teach the students (Ang121), without consulting the supervisor or the mentor. The process occurred in the first week of the teaching practicum. Anggi disagreed with the process as she had advised the pre-service teachers to teach with peers after observation (Ang124), but before teaching independently. However, she could not overrule the headmaster's decision, as the situation in the field had proceeded rapidly (Ang128).

In the case of consulting the homeroom teachers when creating lesson plans, she pointed out that the pre-service teachers experienced confusion (Ang141, 147) because the homeroom teachers had "different opinions" on the format of the lesson plans, both from one another (Ang142), and from the ones that the pre-service teachers were taught in the ELE courses (Ang141). She said:

> And they also told me about <u>the difficulties in consulting on the lesson plan</u>. They said that they couldn't see the mentor teacher and then the mentor teacher suggested that they consulted on their lesson plan to the homeroom teacher and then when they consulted on the lesson plan to the homeroom teacher then then <u>the homeroom teachers had a different opinion about the lesson plan</u>, <u>different from what they had learned in the classroom</u>. So I think, yeah, I think there was <u>a bit of confusion</u>, because one <u>homeroom teacher might have a different opinion from the other homeroom teachers</u> about the lesson plan. So that's why I told the students, then <u>just go with what the homeroom teacher want</u>. If you want to teach in class 5, for example, then <u>just follow what that homeroom teacher</u> for class 5 said. If you have to teach grade 3 for example, <u>just go with what he or she suggested you to do with your lesson plan</u>. Something like that. So I think it caused <u>a bit confusion for the student teachers</u>. (Ang140-147)

In this case, she suggested to "just follow" or "just go" with the format of the individual homeroom teachers (Ang143-145).

Similarly, when the pre-service teachers asked whether they needed to attend social-related activities in the school that they were not sure about, such as a "funeral" (Ang61) or "breakfasting during Ramadan month" (Ang56), Anggi suggested the pre-service teachers be "proactive" (Ang58) in asking the stakeholders in the school what to do, rather than asking her. At the other teaching practicum site, Priska confirms that the mentor decides on the level of involvement and participation in school activities (Pri18), as she stated:

> Yes, the teacher will be in charge of the students' teaching practicum and <u>their involvement and participation in school activities</u>, but for portfolio, it's the supervisor's job. (Pri18)

For the assessments, Anggi left the decision about the pre-service teachers' final grade to the mentor (Ang95). There was disagreement between them on the actual practice of assessments, e.g., the involvement of the homeroom teachers in assessing the pre-service teachers when the mentor was on maternity leave, on the basis that teaching English was different from teaching other subjects (Ang74) and the different criteria of assessment that the homeroom teachers used. But in the end, Anggi agreed to take the final grade from the mentor teacher. Priska, however, reveals the division of power in terms of assessing the pre-service teachers. Among the three components of assessments, the mentor is responsible for the teaching and social activities, whereas the supervisor assesses the teaching portfolio (Pri15, 18). Nevertheless, the power still tilts toward the mentor as two-third of the assessments are made by the mentor teacher.

5.3.2 Qualifying Process in the Expected Constituents of Professional Identities

Both Anggi and Priska expect the pre-service teachers to be able to transfer theory learned in the ELE program to their teaching practicum. This includes being able to use technology. Anggi adds her expectation that the pre-service teachers have a passion for being a teacher, whereas Priska adds the competence of using English well. The supervisors' expectations seem to be oriented to human capital (Forrier et al., 2009); that is, having specific knowledge and skills, and applying them.

However, these expectations underwent a process of qualification, when juxtaposed against the nature of the target students, the motivation of the pre-service teachers for doing the teaching practicum, their experience of supervising the pre-service teachers in the school in the past, and the realities of the school and the relationships between the actors in the school. These qualification sources underline the importance of having social capital, adaptability and self-awareness (Forrier et al., 2009; Defillippi and Arthur, 1994) in crafting identities.

The qualifying process and its sources are discussed, in turn, in the next section.

5.3.2.1 Direct Transfer of Knowledge into Teaching Practices

The process of qualification can be illustrated by how Anggi depicts her expectations of the direct transfer of knowledge into the actual practice of teaching in the field, with reference to the teacher's human capital. This is a theme that consistently appears in the macro- and meso-levels of discourse. In the beginning, Anggi depicts her expectation by referring to a specific course that is part of the ELE program and to the target students that are taught at the practicum site, as she said:

> Since they're teaching English to young learners so I expect them to be able to apply the theories that they learned in the TEYL (Teaching English for Young Learners) class in their teaching practicum site... (Ang12)

However, she then exemplifies what she means by application of theories to practice, referring to more specific competences, i.e., "to be more creative" (Ang12), to "use audiovisual aids" (Ang13), the process of "developing the materials" (Ang14) into "actual teaching and learning activities" (Ang15), "to attract students' attention" (Ang16) and "to maintain the students' interests" (Ang17) in class.

> ...like, for example probably teaching young learners, then they need to be more creative. And then, they need to use audio visual aids, more audio visual aids. And also developing the materials into a fun teaching and learning activities for their students. Because they're teaching young learners, so I think they need to be able to attract the students' attention and also to maintain the students' interest in the teaching materials that they're teaching in the class (Ang12-17)

The source of this exemplification is that the target students are young learners. She makes this the basis for her statement about why these particular competences are depicted as ones that the pre-service teachers must be able to enact. The social capital acquired from making connection with students then requires the teacher to have adaptability, in enacting his human capital and the knowledge and skills that comprise it. For instance, understanding that young learners possibly have short attention spans leads her to underline the necessity of being creative, using more audiovisual aids, and developing materials and activities that are fun, to attract students' attention and maintain their interest.

She later observes that there is a difference between those who are able to enact these competencies, and those who are not successful. The difference lies in their intrinsic qualities, and motivation for doing the practicum.

> Well, so, yeah, I think some of them, they, I don't know, they <u>can really apply the theories of teaching English to young learners in the classroom</u>, but some found it <u>difficult</u> to practice what they learned in the class in their teaching practicum site. Sometimes I think probably some of them can be a good teacher. What I meant is, they're talented, they <u>have a talent or they have the passion to become a teacher</u> so that they <u>know how to behave, how to behave like a teacher for young learners</u>. But some, well, they just do the teaching practicum <u>just to pass the course</u> so that they can graduate from the faculty. Those who are <u>really passionate, they can really put into the practice the theories that they have learned</u>, like for example, they know how to attract the students' attention by using the audio visual aids that they created. (Ang17-24)

In her opinion, those with a real passion for teaching are able to "put into practice the theories that they have learned" (Ang24) compared to those who are motivated to "just pass the course" (Ang23) and so experience difficulties. She goes further, exemplifying what she means by direct transfer into more specific competences, as follows:

> Those who are really passionate, they can really put into practice the theories that they have learned, like for example, they <u>know how to attract students' attention</u> by <u>using the audio visual aids</u> that they created. And then, they know <u>how to manage the classroom</u>, like <u>how to divide their attention for different kinds of students</u> in the class, because not all of the students were the same. So they know how to divide their focus for all of the

students in the class. And then they know <u>how to cater to the needs of all students in the class</u>. (Ang24-27)

In the case of catering to students' different needs, Anggi explains the efforts made by the passionate pre-service teachers, in ensuring students' understanding of the materials they teach (Ang31-32). She explains that their effort to cater to different needs also influences their approach to classroom management.

> But those who are really passionate, they really, what is it, they <u>really try to make the students understand the teaching materials</u> that they taught to the students. So they tried <u>to cater the needs of each student</u> in the classroom. Because probably the students have different pace of learning, then the student teacher will try <u>to adjust his/her pace of teaching to different kinds of students</u>. Like, OK, when the fast learner students have finished doing the activities that he/she assigned them to do, then he or <u>she has prepared something for these students</u> so that they will do something that is different from the other students in the class. (Ang31-34)

On the other hand, she observes that the attitude of those who are not passionate about teaching seems to impact their ability to display relevant competences. Their focus is simply on getting the job done.

> But those who didn't, it seems like they <u>just deliver the materials, but they didn't really manage the classroom</u>. So they just, as long as I could finish my teaching materials, then <u>my job is done</u>. (Ang28-29)

This, in turn, influences their engagement with the students' learning. Contrary to the passionate teachers, who try to ensure that the students understand the materials, the indifferent pre-service teachers do not really make students learn (Ang36).

> But those who I think were not really passionate in teaching, so they just delivered the materials as long as they can finish the materials then that's it. So it seems like they <u>didn't really engage the students into the learning</u>. So just teaching for the sake of finishing the materials or delivering materials that he or she has to teach. (Ang35-37)

In sum, Anggi depicts the different motivations that the pre-service teachers have for doing the practicum, and how this may affect their enactment and development

of certain competences, i.e., class management, understanding of students, and materials development.

This leads to a question about the role of intrinsic motivation in the development of teachers' competences, as Anggi observes. The source of her definition of 'good' and 'uninterested' teachers seems to come from the belief that each person has an intrinsic motivation in doing the practicum. However, it remains to be seen if these different motivations also influence self-awareness, as a component of employability.

5.3.2.2 Simple and Practical Utilization of Technologies

The interview with Priska illustrates a way of qualifying the expected constituents of identities, in terms of being able to use technology for teaching, as an aspect of human capital. At first, Priska talked about these expected competences in general terms:

> I think the <u>simple</u> and <u>practical</u> technologies that <u>students are expected</u> to <u>be able to utilize.</u> <u>Simple</u> and <u>practical</u> technologies. (Pri41-42)

Simplicity and practicality are what she originally expects the pre-service teachers to depict during the practicum. However, she then reveals more about these expected competences, not by referring to the pre-service teachers themselves, but to the facilities available in the school, and the relationship between the pre-service teachers, the supervisor, and the mentor. This reference results in the qualification of what 'utilization' might mean in actual terms, and what competences are actually enacted by the pre-service teachers in the practicum.

Firstly, when talking about the school, she refers to the school's status as "a private national school" (Pri43), which means that the school is not funded by the government and relies solely on the students' tuition; therefore, facilities may be limited. As she said:

> Especially in my school site, because this is a <u>private national school</u>, the facilities are there but it's <u>not as advanced</u>. (Pri43)

However, at the same time, she is also surprised by the "very limited" condition of the facilities because she considers the school as "one of the most prestigious

elementary schools in Salatiga" (Pri116). In particular, she discusses the multimedia room, which does not meet her expectation, as the school only has one of these rooms.

> In my opinion the use of technology in SDK is <u>very limited</u> because they only have one let's say multimedia room which like I'm also surprised why the room is called a multimedia room. And this is SDK, like <u>one of the most prestigious elementary schools</u> in Salatiga. (Pri115-116)

She describes the dire condition of the multimedia room, which may indicate that the school did not purposely set up the room as a teaching facility using multimedia technology:

> The <u>screen</u>, the <u>LCD</u>, but not laptop. Students (pre-service teacher) <u>need to use their own.</u> And the <u>speakers</u> are there, but usually students <u>use their own</u>, <u>bring their own</u> and students will <u>sit on the carpet</u>, just like that. It's more like, it's <u>actually not</u> a multimedia room, <u>but science room</u>, but it's <u>just</u> <u>one room</u>, <u>screen</u>, and <u>LCD</u> (Pri56-61)

Not only does the room provide limited facilities, the fact that there is only one multimedia room for the whole school also limits access to and use of the room. She observes that the room's use is based on a schedule that is not really flexible for the students.

> … or in terms of flexibility, the students, the PPL (pre-service teacher) students <u>cannot really utilize the facilities at school</u>. So sometimes based on the schedule, so <u>it's not really flexible</u> for the students (Pri45).

Priska does, however, provide some more specific illumination of particular competences. She chooses to mention two specific technology competences in teaching: "exploring materials" and "use in the class".

> But in terms of competences, yes, the students are encouraged to utilize simple technologies, in terms of <u>exploring materials</u>, as well as the one they will <u>use in the class</u>. (Pri46)

To exemplify these, she cited her observation of those pre-service teachers that explored materials, in the form of audio files, pictures, and songs used to teach

about animals, by using a laptop, cellphone, speakers, and LCD projector in the class or the multimedia room.

> Students would use <u>audio materials</u> for listening materials. The last time I observed my students and they were teaching about the sounds of animals. So instead of they're mimicking, they use the <u>audio files</u>. And they used their laptop and speaker, or some students use their cellphone and audio speaker. And also, I also observe some students use the multimedia room, so they use the LCD to display <u>pictures</u>. And <u>songs</u> related to the sounds of animals. (Pri49-54)

To scrutinize this further, her example of using audio and visual materials for the topic of animals is limited to finding sounds and pictures that illustrate animals and their calls, instead of mimicking the animals. She does not mention the ability to manipulate the sounds or the pictures for certain activities.

The mix of devices provided by the school, and ones that the pre-service teachers own, is interesting. Despite the school's limited facilities (having only an LCD projector), the pre-service teachers show initiative by using their own devices, such as laptops, speakers, and cellphones. However, the general impression acquired from Priska's exemplification of the use of technologies for teaching is that she still maintains her position of choosing what is available and applicable in the school, rather than what is advanced, as the first source of qualification. Making this choice also reflects adaptability in their identities.

Secondly, relationships between the actors at the practicum site may also become a source for qualifying the depicted competence (to utilize simple and practical technologies) into the actual competences that the pre-service teachers enact in the practicum. The relationships constitute the expected social capital that they possess. This is seen in the acknowledgement of the role of the mentors. Priska emphasizes that teachers are encouraged to use simple and practical technologies in the classroom and to find materials, but adds that this takes place under the watchful eye of the mentor.

> But in terms of competences, yes, the students are <u>encouraged</u> to utilize simple technologies, in terms of exploring materials, as well as the one they will use in the class. But <u>of course</u> it will be <u>under permission and supervision of the mentor teachers there</u>. (Pri46-47).

Priska says this from her position as supervisor for the pre-service teachers, and her expectation regarding these simple competences recognizes that on the ground, actual supervision comes from the mentor. It may be safely concluded from her answer that the mentors are the most powerful actor in the teaching practicum context, as they give permission to the pre-service teachers for the actual use of technologies in the classroom.

The mentors' power to decide on the actual use of technologies is also expressed by Priska when she is asked about the importance of the competences to be enacted by the pre-service teachers in the practicum, particularly when assessment is tied to the competences.

Instead of directly expressing whether it is important or not, she states that there are no specific indicators in the assessment for the competence to use technology for teaching. As a result, she thinks that the mentors will assess them in terms of creativity and the use of audio-visual aids, instead of the use of technology for teaching. The non-existence of indicators for assessing the competences to use technology for teaching also impacts on the pre-service teachers, who can opt to use technology or something else such as simple audiovisual aids.

> I think there's <u>no specific assessment for that</u>, so as a result the students <u>if they can, they will</u> utilize technology. If they can use something else, or simple AVAs they would use the <u>simple ones</u>. (Pri96-97)

> Yeah, and in my opinion <u>in the assessment there's no certain indicator</u> for that. So maybe for the teachers, the mentor teacher's perspective, I think it would be, let's say, included in terms of <u>creativity and AVA</u> right away, instead of specific use of technology. (Pri99-100)

Priska's view of the relationship between the pre-service teachers and the mentors suggests that the actual use of technology in teaching may be reduced to almost none. As the focus of the mentor in assessing the competences of the pre-service teachers is on creativity and audiovisual aids, Priska's qualifies her earlier statement, that the competences of using technology for teaching are what is expected of the pre-service teachers, instead stating by the end that it is the competences of creating audiovisual aids creatively and using them for teaching.

[138]

To sum up, Priska's position has changed dramatically due to the school's realities. The limited facilities hamper the pre-service teachers in fully utilizing the technologies that they may have the competences to use, and the mentor teacher in the school has the power to decide which uses of technologies to assess during teaching.

It is also interesting to ask if the non-existence of indicators for assessing the pre-service teachers' competences in using technologies for teaching, actually result in pre-service teachers not using technologies in teaching. This may need to be crosschecked with the mentors' answers and those of the pre-service teachers in the school.

5.3.2.3 They use Bahasa Indonesia too much!

Another illustration of the qualifying process is the expectation of being a model of English language use, as found in the interview with Priska. This is an element of the expected human capital of the pre-service teachers.

At first, Priska warns her pre-service teachers of her high expectations regarding their competence with using English as the language of instruction (Pri83). This expectation comes from her understanding of the academic qualifications of the mentors, who are graduates of the same ELE program.

> So I already warned the students that they [the mentor teachers] graduated from our department, so <u>their expectation will be high</u>. (Pri83)

She then moves from this general expectation to discuss more specific competences of English, which she qualifies as competence in pronunciation and grammar accuracy (Pri87)

> Yeah, especially in terms of English competence, in terms of <u>pronunciation, grammar accuracy</u>, and also <u>creativity</u> something like that, I think these three aspects are the ones that the mentor teachers expect that PPL students would be able <u>to meet at least a certain standard</u> because these teachers when they teach their students daily, they use this kind of, they try to be creative.

She further qualifies this competence based on the mentors' practices in using the language creatively, although it remains unclear in her statement what she means by actually using English in creative ways.

Of the use of English as the language of instruction, she reports her observation of the pre-service teachers' practice of using English in teaching, and a discussion with one of the mentors about this practice. Here, she says that the mentor complained that the pre-service teachers used *Bahasa Indonesia* (Indonesian language) too much (Pri89), which she confirms from her observation.

> One day after I observed the PPL (teaching practicum) students teaching, I had a discussion with Bu Deti and she said the PPL students <u>use *Bahasa Indonesia* too much</u>. And Ibu Deti said, actually she herself, I witnessed with my own eyes at that time that Ibu Deti tried to use English as much as possible, especially for simple instructions, but the PPL students that I observe that day, they <u>used too much *Bahasa Indonesia*</u>. And after the observation, I had a discussion with Ibu Deti, yeah, I tried to use English as much as possible and encouraged the PPL students to do the same especially for simple instructions, but for <u>grammar explanation and important instructions</u> I used *Bahasa Indonesia*. But so far the students, the PPL students <u>use Bahasa Indonesia too much</u>. (Pri89-92)

In this case, Priska voices the mentor's expectation that the pre-service teachers use as much English as possible, and further specifies the use of English for giving "simple instructions" to the students (Pri91). Interestingly, although Priska expresses the mentor's complaint regarding use of the Indonesian language among the pre-service teachers, the mentor also describes that she used Indonesian for "grammar explanation and important instructions" (Pri91). Therefore, there is a discrepancy between what the mentor expects and her actual practice.

In sum, regarding the high expectation of competences in using English, there is a move to revise the initial expectation of using English as the language of instruction, into using English for simple instructions and allowing the use of the Indonesian language for grammar explanation and important instructions, a move supported mostly from the mentor's training background and practice. Thus, at the meso-level, the structure of expectation within which the pre-service teachers work to establish their identity as employable professionals is only partly the product of macro-level policy and formalized assessment. The subjective

preferences of supervisors and (as the following section will show) mentors also play a significant role, and thus, signifies the necessity of having social capital, through listening to the mentors and adapting to the mentor's expectations.

5.4 Teaching Practicum Mentors

In addition to the regulations and documents, in the meso-level discourse of HE, the depiction of the constituents of professional identities for teachers also comes from the mentors in the schools.

For this study, two mentors were interviewed: Elly, the SDN mentor, and Anto, the mentor at SDK. Elly has been an English teacher for seventeen years, with fourteen of those years teaching in senior high schools. She has been teaching at SDN for four years and has been a mentor teacher for three years. Before teaching, she underwent her teacher preparation in a local public Islamic college. Anto has been teaching at the school for 12 years after graduating from the ELE program. He has been involved as a mentor teacher for nine years.

The focus will be on analyzing critical incidents that the mentors recalled during the interview, and how these incidents are of importance, in portraying their choice of constituents of professional identities that they expect from the pre-service teachers under their mentorship.

The interview with Elly was primarily conducted in the Indonesian language, mixed with Javanese and English, whereas Anto's interview was conducted in English. The Indonesian and Javanese words are presented in italics.

The mentors play a major role in deciding the teaching- and social-related activities of the pre-service teachers and providing advice, suggestions, and feedback on the pre-service teachers' performance. Based on the supervisors' interview, the evaluation of the pre-service teachers' performance in the practicum falls mainly to the mentors, as 70% of the final grade is assigned by them.

Two themes emerge from the analysis of the mentor interviews: the power of other stakeholders in the school context, and the ways they qualify the constructs of professional identities. These two themes will be discussed in turn.

5.4.1 Other Stakeholders are Powerful too

The interviews with the mentors reveal the power of other stakeholders in some decision-making processes relevant to day-to-day teaching activities. These stakeholders are the education office, the local association of English teachers, headmasters, other teachers, students, and parents. The references to these stakeholders signify the importance of the pre-service teachers' developing social capital. Each stakeholder will be discussed in turn.

5.4.1.1 Education Office and the Local Association of English Teachers

Elly states that the education office in the city government decides which subjects are to be included in the school as 'local' subjects, and for the case of Salatiga, English is one of these (Ely259-266). This is under the Regulation of the Minister of Education and Culture No. 47 of 2016, which states that the education office handles basic education services under the city government. This regulation dictates that these basic services are included as a "concurrent" affair, where the local education office shares the authority of regulating and managing certain educational affairs with the central government and provincial government. The aspects of the local education office's authority relevant to the schools' context in this study are the selection of local subjects and the curriculum of those subjects.

As inferred from the interview with Elly, the power of the education office in the subject of English extends to the local association of English teachers (*Musyawarah Guru Mata Pelajaran*/MGMP) in the form of the Teachers' Working Group (*Kelompok Kerja Guru*/KKG) at the elementary school level. In this, the association decides on the topics, the lesson plans, the materials, and students' workbooks (Ely91-97; 221-252). Elly goes so far as to state that there is no room for the teachers to use materials from other English textbooks because the KKG has developed a textbook:

> *Q: Kenapa tidak menggunakan buku yang beredar? Kan ada buku-buku bahasa Inggris beredar untuk SD?*
>
> *A: Karena sudah dari tim KKG ada di situ, jadi harus itu. Jadi kalau untuk SD se-Salatiga ya sama semua, alasannya itu*

Q: Why not using the textbooks that are in circulation already? Surely there are some English textbooks for the elementary school level.

A: Because it's from the KKG team, so it has to be that. So all elementary schools in Salatiga are the same. (Ely231-232)

In applying knowledge from HE into skills in the workplace, the power of the KKG is sometimes in conflict with HE's power. Elly illustrates how this power conflict creates confusion when creating lesson plans and materials for the pre-service teachers, because of the different formats of lesson plans that the KKG and the ELE program present.

Tapi dulu pertama pembuatan RPP beda. Bedanya katanya di kampus pembuatan RPP ada dibentuk di kotak-kotak seperti itu, tapi kalau di kita kan sudah ada elaborasi, terus kegiatan inti, kegiatan awal, terus seperti itu. Tapi mereka belum (membuat seperti itu)… Template itu dari Salatiga sendiri. MGMP Salatiga sendiri. KKG untuk guru SD. Jadi standar untuk semua SD di Salatiga seperti itu. Seperti itu. Iya, silabusnya juga sudah ada. Tapi mereka masih kebingungan

But at the beginning, the making of lesson plans was different. It's said to be different on campus; in the making of lesson plans, it was in boxes like that. In ours, there is elaboration, then the main activities, the initial activities, and so on. They haven't (made it that way)… The template is from the Salatiga Association of English teachers itself. Teacher Working Group for Elementary School Teachers. It's the standard for all elementary schools in Salatiga. It's like that. Yes, the syllabus is already available. But they're still confused. (Ely88-98)

The Education Office also has the power to decide which constructs of teacher professional identities are to be developed through the teacher professional development program. In particular, both Elly and Anto recognize such power in the case of workshops for using technology for learning:

Ada (pelatihan-pelatihan penggunaan teknologi untuk pembelajaran). Dari Dinas. Ya paling tidak akhir tahun seperti ini. Iya, dengan tujuan menghabiskan anggaran (both laughing). Tapi mapel Inggris kan enggak. Kalau bahasa Inggris saya ikutnya di UKSW sendiri sih

There is (training for using technology for learning). From the Education Office. At least at the end of the year like this time. To spend the budget (laughing). But there is none for English

subject. For English, I attended the one from UKSW by myself. (Ely173-182)

Like maybe next week <u>the headmaster sends me</u> to the seminar that about technology that will train me to use animation or maybe make animation program so that it will be used for my teaching. So, I'll be trained next week maybe for four days in that kind of seminar or workshop... Actually it's a government program and every school should like send one teacher and then usually when I came back to the school I will share the knowledge to all. (Anto53-57)

The provision of workshops on using technology for learning by the education office also illustrates the power of the school's headmaster, another powerful stakeholder in the school, in deciding which teachers will be sent on such professional development programs. As Anto explains, the headmaster decides that he is sent to the seminar. The headmaster's power in the decision-making process in schools is prominent in other aspects of teaching practicum, as will be discussed in the next section.

5.4.1.2 Headmasters and Other Teachers

The headmaster is a powerful stakeholder in the school as s/he makes decisions in various day-to-day teaching- and social-related practices. For instance, as illustrated in the previous section, the headmaster has a say about which teachers will be sent on professional development programs run by the education office.

Although the decision of the headmaster sometimes brings challenges, the mentor teacher does not state objections. As noted previously in supervisor Anggi's interview, during Elly's maternity leave, the headmaster decided to engage the pre-service teachers in the day-to-day teaching activities straight away without Elly's consultation or supervision. This decision brings challenges in supervising, as she is forced to rely on other teachers who are left with the task of providing feedback to the pre-service teachers:

Yang menilai sama menugasi untuk RPP dan sebagainya itu guru kelas tapi ada anak beberapa mahasiswa yang lewat WA itu konsultasi RPP seperti ini. Banyak salahnya jadi saya bingung harus merevisi dari mana. Akhirnya saya WA teman saya, Pak, ambilke contoh RPP di komputer. Ada banyak punyanya saya, saya gitu, ambilke satu, mereka, kasihke. Ben, Mbak, mereka

nggak minta. Guru kelasnya juga agak beda. Terus akhirnya mereka saya kasih contoh, saya donlotkan, terus saya kasih contoh, terus mereka, oh gini, Bu.

The one who assessed and gave tasks for lesson plans etc. was the homeroom teachers, but some kids, some students, were consulting (me) via WA (WhatsApp). There were so many mistakes, so I was confused about where to start revising. Finally, I WA-ed my friend, Sir, please pick the lesson plan sample on the computer. I have many, I said, pick one, give them. Leave them be, Sis, they didn't ask. The homeroom teachers were a bit different too. Then finally, I gave them an example, I downloaded for them, then I gave them the example, then they said, oh, it is so, Ma'am. (Ely104-110)

Her observation that the homeroom teachers have lesson plans that are "a bit different" obviously creates confusion not only for the pre-service teachers but also on her side. The reluctance of the other teachers to help the pre-service teachers because "they didn't ask" leads to the assumption that although the headmaster did assign other teachers to supervise the pre-service teachers during the mentor's maternity leave, in the end, it is up to these other teachers actually to undertake the supervision. The assessment of the pre-service teachers is also assigned to the other teachers, which increases the power of other teachers in school.

In the case of SDK, the headmaster is the school's tangible authority in deciding policies that impact the development of certain constituents of professional identities. For instance, when asked about the school policies regarding the use of technology in teaching, Anto states that:

Technology, of course, the school asks all teachers to be able to use the Internet, of course, to find a source, material, anything and we are also have to be able to of course make like PowerPoint to present something. We should be able to use the LCD projector. I think that kind of technology is a must for a teacher nowadays. Yes. We have to be able to do it all ... (but) Just instruction from the headmaster (Anto38-45).

As Anto states, there is no written policy on the use of technology for teaching in the school, but the headmaster does issue instructions that all teachers be able to use the Internet to develop teaching materials, and to use the LCD projector and PowerPoint to deliver teaching. The lack of facilities that the school provides (and

this is assumed to be decided by the headmaster) is also influential on whether certain technology skills are encouraged or discouraged in teachers.

5.4.1.3 Students and Parents

Both mentors recognize students and parents as important factors, influencing many decisions about day-to-day teaching activities. For instance, Anto compares the difference between the ELE program's Micro Teaching and the school's teaching practicum. He particularly points out the "unpredictable" nature of students and that the pre-service teachers need to be able to manage the situation:

> But in the teaching practicum they go to the real situation when they try to manage the class and the students sometimes is hard to handle. And sometimes it happens in the class when the student is asking to go to the toilet and the teacher should help the student to clean something that he did or she did in the toilet, for example. It happens and they have to face that. In Micro Teaching they will not find that kind of experience. But in the real teaching they will find a lot of things that is sometimes <u>unpredictable</u>. Like students, kids, is for me unpredictable creatures. (Anto30-35)

In the case of Elly, she narrates how the condition of certain students in the school, who have special educational needs, leads to the pre-service teachers deciding to use different teaching aids. With this case, Elly illustrates how the pre-service teachers opt to use flashcards instead of the LCD projector because of the condition of the students:

> *Yang pertama, ada beberapa anak kalau sedang menggunakan teknologi itu, mereka langsung ke depan semua, nggak mendengarkan guru. Ada yang seperti itu. Kebetulan kalau pas saya yang masuk, mereka jarang menggunakan LCD. Tapi kalau dulu pas grup, katanya sering menggunakan LCD tapi mereka melihat dari sesudah sudahnya itu, rupanya banyak anak-anak yang maju ke depan terus anak kelas 1 kan spesial, maaf ya. Ya, berkebutuhan khusus. Jadi kalau mereka melihat barang yang baru, mau diambil. Itu kelas 1. Terus kalau satu sudah ngambil, kan lihat temannya sudah ngambil satu, terus nanti semuanya ikut ngambil. Kalau enggak, kalau seumpamanya di depan dikasih LCD, di depan semua jadi ngumpul di depan sini. Yang di sini nggak ada tempat duduknya sudah kosong semua karena semua maju ke depan semua. Dan mereka tidak bisa mengkondisikan kelas kalau seperti itu. Jadi itu sebabnya kemudian banyak*

mahasiswa PPL yang memutuskan mending menggunakan flashcard.

Firstly, they are some children that when technology used, they directly went to the front of the class, not listening to the teacher….Coincidently, when I was in the class, they rarely used LCD but when they were doing pair teaching, they often used LCD, but they saw that many children directly went to the front of the class. And Grade 1 students are special, sorry to say. Yes, special needs (students)... for example, when the LCD was played at the front, all would gather at the front of the class. No one was at the back. All chairs were empty because all went to the front of the class. And they can't condition the class in that situation. That was the reason <u>why then many pre-service teachers decided to use flashcards instead</u>. (Ely140-154)

The condition of the special needs children also affects the teachers' relationship with parents. Elly states that she needs to assert her power over the parents who are overly conscious of their children's achievement in class. She explains her belief in having the authority in the classroom to help the students learn how to write, and tells the pre-service teachers the specific technique for doing so:

Terus ada anak satu kelas satu yang juga ABK, sukanya manggil-manggil ibunya. Bu, bu, gitu. Jadi orang tua kalau pas pelajaran guru kelasnya, orang tua masuk semua….Terus ada satu anak yang tidak mau nulis sama sekali. Ditulisin sama ibunya. Dapat seratus semua. Yang dapat nilai kan ibunya, bukan anaknya. Malah anaknya nggak bisa nulis. Terus akhirnya saya kan ndak suka kalau ibaratnya mosok kita ngajar ditungguin sama orang tua…. Jadi kalau mahasiswa PPL tak kasih tahu, kalau kamu ngajar anak itu, dia nggak bisa nulis, orang tuanya nggak boleh masuk…. Kamu tuliske. Contohnya kamu nulis tentang family member. Berarti ada father, mother, kamu tuliske dulu dia, terus setelah itu hapus. Dia suruh nulis. Setelah itu baru cek tulisannya bener apa enggak. Kalau salah ya berarti nilainya jangan dikasih good atau excellent atau very good. Jangan dikasih itu. Berarti dikasih still bad, atau bad. Tapi kalau mereka sudah mau menulis sendiri itu nggak apa-apa…. Ya bener ABK, tapi kan kalau mereka nggak dikasih istilahnya kepercayaan untuk itu kan mereka masih seperti itu, tergantung terus sama orang tua.

One student from the first grade has special needs; she likes calling for her mother. Mom, mom, like that. So the parents, during the lessons, they all enter the classroom… There is one student who doesn't want to write at all. His mother writes for him. He received 100 points in all (assignments). The mother is the one who receives the points, not the son. The son can't write. Then, I don't like it, as if we're teaching being supervised by the

parents…. So, I told the pre-service teachers, if you teach that kid, if s/he can't write, the parent is not allowed to enter… You write the words. For example, you write about family members. That means father, mother, you write them first, then delete them. She is told to write. Then check her handwriting, correct or not. If it's wrong, then for the assessment, don't give good or excellent or very good. Don't give it. It means giving still bad or bad. If they have wanted to write on their own, it's OK… <u>Yes, they are special needs students, but if they are not given the trust to do, they will remain so, being dependent on their parents</u>. (Ely334-390)

This particular incident that Elly depicts highlights the importance of considering the condition of the students in the choice of teaching techniques, and the influence of parents, attempting to assert their authority over teacher's authority in a class. Although this incident is not common, it depicts a struggle that a teacher may face in real life, i.e., the power play of parents vs. teachers, in considering what is best for the students.

5.4.2 Qualifying Process in the Expected Constructs of Professional Identities

At first, both Elly and Anto express expectations of the pre-service teachers' competences: that they should be able to understand the characteristics of the students, be able to deal with the students and handle the class, and be able to use technology for teaching. In addition, they expect the pre-service teachers to be able to make and apply a lesson plan in the class by delivering the materials effectively, and to make students understand. Also, Elly articulates her expectation that the pre-service teachers have certain personal qualities. These expectations indicate the expected human capital that they must possess.

However, the depiction of these expected competences later in the interviews has been qualified. The general expectations have been juxtaposed with the condition and nature of the students, beliefs of the importance of certain personal qualities and of what constitutes a good teacher, the established practice of creating lesson plans, and the realities of technology use in the school.

The qualifying process and its sources are discussed in the next section.

Initially, Elly depicts competence to handle the class as the least she expects from the pre-service teachers. She states, 'What is expected, at least they can handle the class.' (Ely25). This is similar to Anto's expectation where he describes the difference between the Micro Teaching course and the teaching practicum. In Micro Teaching, he states he tells the pre-service teachers "everything", but later he qualifies the word "everything" into the competences to "deal with the students", to "make the lesson plan", "to make the lesson plan work effectively" and to "apply [the plan] in class" (Anto24) to teach their friends (Anto25). In contrast, in the teaching practicum, the focus is on handling the students and managing the class, rather than making lesson plans and effectively applying them.

Both Elly and Anto later in the interview note that the competences of handling the students and managing the class remain a challenge for the pre-service teachers, particularly when juxtaposed with the competence to understand the students. Anto specifically calls the nature of real students "unpredictable" (Anto34), and that this may challenge the pre-service teachers in the practicum. Elly illustrates the importance of checking students' writing, as she believes that this is a part of the procedure of teaching vocabulary, and that each student is in different stages of learning ("There are those who can't write, there are those who don't know alphabets, there are those who can't read" (Ely39)). Hence, there is a necessity to differentiate treatments for students. For instance, there is a need to model the writing at the front of the class, and dictate instructions (Ely39) to lower ability students.

Elly even more acutely emphasizes the competences in understanding the students and their individual learning needs, and that these competences will influence how the pre-service teachers can successfully handle the class. She considers some students in the school have special needs. The pre-service teachers need to acquire the social capital to connect with the students, and adaptability in their strategies for handling the students. She illustrates one instance where understanding the behavior of special needs students makes the pre-service teachers change their practice of using technology for teaching, and how the class is managed. She observes that the pre-service teachers choose not to use the LCD projector and use flashcards instead (Ely154) because they cannot condition the students (Ely152)

when their attention is shifted from the lesson to the LCD projector. As this is a new object for them, every student gathers around the projector (Ely149).

Being aware that some students in the school have special needs, Arti concludes that the pre-service teachers may not be able to manage the class well. Therefore, she suggests that when the supervisor observes for the purpose of evaluation, they do not choose a class with special needs students (Art279) for fear of being assessed badly in classroom management.

> *Ada anak kelas tiga itu yang kemarin Bu Anggi masuk itu, kenapa ya, Bu, kalau kelas 3 kok seperti ini (laughing) saya sudah bilang sama mahasiswa, kalau kamu mau diobserve sama Bu Anggi, mending jangan pilih yang kelas 3, cari yang kelas lain, nanti kamu nggak bisa mengkondisikan kelas soalnya classroom management-mu di kelas 3 semua jelek.*
>
> There was a student (pre-service teacher) in Year 3 when Ms. Anggi joined the class, why, Ma'am, Year 3 is always like this (laughing). <u>I told the students, if you are observed by Ms. Anggi, don't choose Year 3, find other grades because you will not be able to condition the class because your classroom management in Year 3 is all bad </u>(Ely279)

The suggestion, however, raises the question of whether Elly only sees the teaching practicum as a means for the pre-service teachers to get a grade, and thus graduate. By avoiding teaching in a challenging class, this may not offer an opportunity for the pre-service teachers to craft their competences in managing that class and handling students with special needs.

In the end, Elly seems to nullify this competence altogether because the pre-service teachers may not be able to enact this competence well when considering the condition of students with special needs.

Anto, on the other hand, expands the competence of being able to handle the students beyond just academic matters, and into helping students in a non-academic matter, such as when a student asked "to go the toilet" (Anto31), where the teacher "should help" (Anto31) and possibly "clean something" (Anto31). In both cases, the elimination or addition of certain competences stems from the students' perceived condition and nature.

5.4.2.2 The Making of Lesson Plans Was Different

Elly depicts the competence to develop lesson plans as important. This is one of the competences with which the pre-service teachers are struggling. She expects that the pre-service teachers are able to develop lesson plans according to the template and the syllabus that already exists. She observes that at first, the pre-service teachers are still confused about the format of the lesson plans (Ely90, 98) due to the difference between the format established by the local association of the English teachers, and the one learned in the ELE program (Ely89, 92-94). To craft the necessary human capital, they will need to adapt to the format used in the field.

As a part of lesson planning, the pre-service teachers are also expected to create assessments, a competence that Elly expects the pre-service teachers to be able to enact. However, she later specifically requires the pre-service teachers to be able to create a new evaluation that is different from the available Student Worksheet. She even forbids the pre-service teachers from copying the evaluation in the Worksheet (Ely119). She also adds more competences in creating this evaluation, i.e., the competence to find sources for evaluation, specifically from the Internet (Ely120).

Anto voices the same sentiment: that there is a difference in the practice of creating lesson plans as learned in the ELE program, and the teaching practicum. He compares the difference between creating lesson plans for Micro Teaching and in the practicum, due to the difference in audience. This difference may cause the pre-service teachers to have different challenges. He illustrated this difference with the teaching of the simple present tense. In Micro Teaching, their classmates "have basic knowledge of the tenses" (Anto27), whereas the students in real teaching (in the school) "think that it is new for them" (Anto27). Anto's expected competences in the teaching practicum focuses more on handling the students and managing the class rather than on the process of making a lesson plan and effectively applying it in class.

5.4.2.3 Technology Relevance and Effectiveness for Teaching

Both mentors express an expectation that pre-service teachers to be able to use technology for teaching, as part of their expected human capital. However, they

qualify their expectation significantly, regarding the specific abilities or technology that the pre-service teachers can use, recognizing limitations or conditions that arise when assessing how such abilities are enacted in the practicum. The source of qualification comes from the school's practice and situation, and the relevance or effectiveness of the technology used to facilitate learning. These realities constitute a need to have self-awareness in reflecting on the use of technology, and the adaptability to adjust the technology.

In SDN's case, Elly includes competence in using technology when describing her expectation that the pre-service teachers can find sources on the internet for creating an evaluation. She further depicts more competences relevant to the use of technology in teaching in the latter part of the interview. She expects the technology to be relevant to the materials, with several limitations to the technology, concerning the level of difficulty, variety, and students' interests.

> *Ya relevan dengan materi. Terus jangan terlalu sulit. Tahu tingkatan untuk kelas 1 itu tingkatan yang bisa membuat anak-anak interest dengan materi itu teknologi yang seperti itu apa. Contohnya kemarin kayaknya di kelas 5. Di kelas 5 itu mereka lebih interest dengan agak nyanyi, sumber-sumber dari Internet bisa dicari dari youtube, terus nyanyi, terus seperti itu, terus yang relevan contohnya kalau kelas 1 jangan dikasih materi yang pakai sentence-nya banyak. Kalimatnya terlalu panjang mereka nggak tahu artinya. Yang sedikit tapi bervariasi*

> That are <u>relevant to the materials</u>.Then, <u>don't be too difficult</u>. Know the level for Grade 1, which technology level that can make the children interested with the material. For example, yesterday, I think it was Grade 5. In Grade 5, they were more interested in singing, sources from Internet that can be found in Youtube, then singing, then what is it, that is relevant, for example if it is for Grade 1 don't give materials with so many sentences. The sentences are too long; they don't know the meanings. <u>Only a few, but varied</u>. (Elly126-132)

Elly further reduces the competence to use an LCD projector to play audiovisual materials, into the competence of using any media, through depicting how she assesses the competence. She offers some conditions when assessing the use of media, for instance, that it is only for materials that require the use of media (Ely204), it is "enough" (Ely211), it can make the students "get the lesson" (Ely212), and it does not affect the class management (Ely212).

In addition to the students' condition, and the effect of technology in classroom management, she also admits that the teachers in the school do not use advanced technology. They only use the LCD projector and audio materials, as well as finding materials from the Internet.

In SDK, Anto has conflicting beliefs in the ability to use technology for teaching. Despite his positive views toward this ability, he sets limitations and conditions for the pre-service teachers in the actual use of technology in teaching. On the one hand, Anto expresses his belief in the benefits of using technology for teaching:

> Because I think it depends of every person whether they want to use it or not, but <u>most of us realize that it becomes our needs to study technology</u> because it will <u>help the teaching process</u> when we find materials, we try to show some videos to students. Using technology I think it's <u>easier and more practical</u>. (Anto72-74)

In addition, he enforces initially that teachers, in general, must be "be able to do all" (Anto43) in terms of technology as it is "the instruction from the principal" of the school (Anto45) and so he views the ability to use technology as "a must for a teacher nowadays" (Anto40). He views the pre-service teachers from the ELE program as superior in using technology for teaching, and so they meet and even exceed the expectation of competence to use the technology. The school's mentors do not have to teach them how to use technology.

> Yeah, the good news about that is that usually, not usually but always, all the students from FBS, they already able to use the technology. They can use LCDs, they can use internet, they can sometimes I found someone who could draw to using a program or application on the computer that we as a teacher, we couldn't do that, but <u>they even are better than us, so we don't have to teach them</u>. We are expecting them to use technology but actually without we ask, <u>they have already used the technology and even better than us</u>. (Anto95-99)

On the other hand, despite his positive regard for the pre-service teachers' ability with using technology for learning, he qualifies this expectation into specific and rather limited competences, such as the ability to "use the Internet", "to find a source, material, anything", "to make like PowerPoint to present something" (Anto38), "to use the LCD projector" (Anto39), to use the audiovisual materials, such as Youtube (Anto79) (which involves not only the competences of finding the

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Youtube files but also being able to download and show the files to the students (Anto80)); videos (Anto81), CDs (Anto84) and the devices that the teachers must be able to operate, i.e., LCD projector (Anto89) and speakers (Anto91). One of the possible sources of this qualification is the limited technology that the school provides, as he admits that the school uses only "basic technology" (Anto93) such as videos and CDs. This limits the expectations regarding the technology that the pre-service teachers can actually use in the school.

Another source of qualification comes from his belief that the competence in using technology does not always correspond with the competence of using technology for teaching. Therefore he prefers giving high grades to those who can use technology to "to help students understand" (Anto108) or "to make their teaching more effective or not" (Anto108), rather than those who use technology for teaching merely for the sake of assessment (Anto110).

5.4.2.4 Personal Qualities

A set of competences that Elly depicts is rooted in certain personal qualities, which include having a passion for teaching, being firm, being disciplined, and having social skills. These qualities of human and social capital derive from her observation of what the pre-service teachers lack during the practicum. The sources of her expectation of pre-service teachers to enact certain personal qualities are her beliefs of the importance of these qualities in ensuring that the pre-service teachers can manage the classroom, handle the students well, and make students learn, as well as for maintaining a good relationship between the pre-service teachers and other teachers in the school.

The first personal quality is having a passion for teaching. Elly complains that some pre-service teachers in this practicum batch do not have this passion (Ely34) as she observes that they do not follow her advice and suggestions for classroom management and handling students (Ely36-37). In addition, she feels that those pre-service teachers who do not have a passion for teaching treat the practicum as merely a "formality" (Ely45) to pass the course (Ely46).

The second personal quality is being firm. Elly emphasizes that this firmness involves not only the students but also their parents. On being firm to the students, Elly bases this expectation on her knowledge of students, as she observes that

compared to her experiences teaching senior high school (Ely314-317), elementary school students require full focus from the teacher (Ely318), and hence the teacher is expected to be fierce and firm (Ely320-321), by setting rules (Ely324) and being strict in applying them (Ely326-329), including with punishment (Ely330).

Interestingly, the case that she puts is expressed not only in terms of academic matters but also non-academic matters. For example, in addition to the rule for students to keep writing without a break (Ely329), which is an academic matter, she mentions restricting students from leaving the classroom for restroom breaks more than once, and the punishment of letting students "just pee where you are" (Ely328). With the awareness that some students in the school are of special needs, this rule and punishment are questionable as Elly imposes them.

On being firm to parents, Elly relates this to the necessity to make the students progress in their learning. She reported incidents in the past when the homeroom teachers had parents in the class, "assisting" their children and disrupting the process of learning, as the parents did the writing for their children (Ely339).

Therefore she establishes a rule of not allowing parents to come into the classroom (Ely345-348), which she expects the pre-service teachers to enact (Ely359). From her experience, when the parents are absent, she can ensure that the teaching (Ely349) will be effective.

The third personal quality is being disciplined. Elly complains that the pre-service teachers lack discipline, as some are often tardy in arriving at the school in the mornings, and some ask too often for permission to be absent.

The last personal quality that the pre-service teachers must enact is social skills. Elly articulates these as the competence to relate to other school stakeholders, i.e., the headmaster, homeroom teachers, and parents. Elly receives reports that the pre-service teachers lack social skills as they refuse to follow the headmaster's orders (Ely58, 61), or they do not show initiative in helping other teachers on non-academic matters or administrative tasks.

5.5 Key Points at the Meso-Level of Discourse

This chapter and the previous one have described in detail the ways in which a combination of government policy and documentation at the macro-level of discourse, the organizational responses to those policies (e.g. curriculum, assessments, teaching practicum handbook), and the subjective preferences of certain stakeholders in the meso-level have created the structure of the practice setting. Before moving to the next chapter, these are key points learned from the analysis so far.

Firstly, as an organizational response, the ELE documents adopt both a product- and process-oriented approach to crafting identities. To serve the demands of policy, the ELE curriculum presents the constituents of professional identities as a check list of graduate profiles and learning outcomes, mimicking the statements in the policies, or adding statements that are specific to the HEI.

At the same time, ELE realizes that the checklist, as the long representation of the 'ideal teacher', cannot be achieved without a process. Therefore, the curriculum and the teaching practicum handbook provide a structure to the practice setting, guiding and specifying how the identities are crafted in practice, through provisions of classroom activities, experiences, and independent studies in ELE courses and the teaching practicum. The mentors' subjective preferences, regarding which identities to craft and their qualifying of which specific competences to focus on is also a recognition of the importance of process, one that is more feasible and realistic in the practice setting.

Secondly, the ELE program is formally authorized by the government and has the normative power to assess the elements of teacher identities, and thus it needs to have a realistic basis for judgments. The reduction of that 'checklist' into a realistic process, and thus, assessments in courses, is a recognition by the ELE program that these identities must be expressed in a real practice setting with all its limitations. In the case of the teaching practicum, there is an intermix of formalized authority (generally vested in the HEI) with the actuality that it is the mentors who have more power over the pre-service teachers, not only because of the role they take in assessment but also because of their 'soft power', their past experiences, and the familiarity with the practices in the schools (e.g. dealing with the headmaster and

the other teachers, the local education office, and the local association of teachers) and the non-pedagogical aspects of practice (e.g. dealing with parents or pupils with special needs).

In the next chapter, I will move to how the pre-service teachers actually worked within this practice setting, how they reacted to it, and, as a result, how they developed their identities as employable.

Chapter 6.   Analysis of Micro-Level of Discourse: Pre-service Teachers

This chapter focuses on answering the second research question. To be specific, the question posed is: "How do individual teachers identify themselves to be employable professional teachers at the micro-level of discourse?

The bases for the analysis are the transcripts of interviews with two pre-service teachers involved in the teaching practicum at the two school sites, Lintang and Tasya. The chapter thus will be presented into two sections, each dedicated to one of these pre-service teachers. The focus will be on analyzing critical incidents that the pre-service teachers recalled during the interview, and how these incidents are important in portraying their individual journey, and the contextual factors that contribute to the development of their professional identities.

There are three notable findings from the interviews with Lintang and Tasya. Firstly, their individual journey of developing professional identities is process-oriented rather than product-oriented. During their practicum experiences, they qualified their idealistic notion of a "good teacher" and their expectations of what activities and competences they would gain during the program. Secondly, the qualification of their ideals and expectations regarding being a professional teacher is greatly influenced by the school's contextual factors, such as the students, the facilities, and their relationships with the stakeholders in the school. Thirdly, the choices they make about which competences to enact are often pragmatic, involving an assessment of which persona would gain most recognition of their professional identities from stakeholders within their immediate professional vicinity, rather than distant policies or regulations.

6.1 Lintang at SDN

Lintang was in her fourth year of the ELE program while doing her practicum at SDN. Although being a teacher was not her first option when she graduated from senior high school, she enrolled in the ELE program because she liked English and thought that her parents wanted one of their children to become a teacher like

them. After taking a course in Teaching English to Young Learners (TEYL), she also found that teaching was quite interesting.

The interviews with Lintang were conducted in English, but Lintang answered in a mix of English, Indonesian, and Javanese. The Indonesian and Javanese words are presented in italics. Because of this mixture I have not presented the quotations in this section in their original language, only in English.

It has been established in the literature review that both employability and teacher professional identities can be regarded as a process of crafting the professional identities of being employable. Within this individual process, a person reflects, selects, and enacts identities in his professional contexts. As Burns and Bell (2011) put it, "the concept of a teachers' professional identity has been described as an understanding of him or herself as a professional in relation to employment, which can be shaped by organisational and political contexts." (p. 953).

Lintang's personal process in understanding herself as a professional is shaped by contextual factors on which she reflects, when selecting certain constituents of her professional identities to enact. These decisions are reflected in her choice to recall certain critical incidents from her teaching practicum experiences. Therefore, the presentation of her journey will be structured around the critical incidents that emerge from her two interviews, and the identities that she develops, namely the idea of a good teacher, dealing with students, creating lesson plans, using technology in teaching, and social skills. After presenting the critical incidents, the discussion will shift toward her process of crafting her identities, the stakeholders in the context that influence the development process, and the pragmatic choices that she made in enacting the identities.

6.1.1 What is a Good Teacher?

The idea of being a good teacher is a theme on which Lintang reflected consistently during her interview. She began by depicting her ideal of being a teacher, and her expectation of how the teaching practicum program can facilitate her process of becoming a full-fledged teacher. Later in the interview, she displays her thought processes around selecting which constituents of identities that she enacts during the practicum, and how she measures her success in enacting certain constituents of professional identities in the field.

Lintang begins by describing her ideal of a teacher. For her, a teacher is "a role model for her students" (Lin94). Interestingly, in elaborating what she means by this, she focuses more on the non-academic side, particularly on society's expectation of a good teacher.

> Teacher *is a role model for her students*. *So after I maybe have a stereotype that I will be a teacher, after that I now change a bit. Maybe my* <u>attitude</u> *becomes a bit more polite. Also* <u>the way I dress</u> *is like changed because if* <u>other people</u> *say, she's a teacher candidate, why the* <u>attitude</u> *is like that. Or why* <u>the way she dresses</u> *is like that. It will not be good. So I changed a bit that habit.* (Lin94-100)

> For example, when I took last semester, I took <u>Micro teaching</u>, *so at that time it* <u>was taught</u> *that to become* <u>a good teacher</u> *is for example dressing* <u>neatly</u>, <u>with a collar</u>, *then wearing, being* <u>not allowed to wear sandals</u>, <u>wearing shoes</u>, *at least what is that type of shoes, Ma'am?* <u>Dress shoes</u>, *yes, like that. I was taught to do this,* <u>in front of students</u>, *to have* <u>good behavior</u>, *to* <u>talk well</u>. *Because we are teachers, are* <u>role models</u> *to the students, so* <u>in front of the students</u>, *we must* <u>talk about goodness</u>. *Not only* <u>in front of the students</u>, *but also* <u>in front of others too</u>, *because maybe we're teacher candidates so we* <u>must be able to talk well</u>. *To reflect a teacher.* (Lin106-111)

> *A good teacher is a teacher who can give* <u>knowledge</u>, <u>all the knowledge</u> *that s/he has* <u>wholeheartedly</u>. *Then what s/he teaches can be successful and s/he does not only* <u>teach</u> *the materials,* <u>subject materials</u>, *but also* <u>teaches social sciences</u>, *in* <u>social situations</u>, *like that, Ma'am. The one who is, what is it?* <u>Not discriminating her students</u>, *it's like that too.* (Lin117-119)

Her initial ideals, that a good teacher becomes a role model (Lin94) and displays certain attitudes (Lin96, 98) are in line with the findings in the macro- and meso-level discourses regarding attitudes, particularly the following statements:

> "b. has excellent <u>morals</u>, <u>ethics</u>, and <u>personal identity</u> in carrying out his duties" (Pres IQF 2012, Attitudes)

> "b. upholds the values of humanity in doing his tasks based on <u>the religion, morality, and ethics</u>" (MOEC 2014 HE Standards, Attitudes; MORTHE 2017 Teacher Education Standards (UG), Personality Competences)

3. The Graduate is able to act as an individual who is honest, has noble morality, and <u>a model for his students and the society</u>. (APSPBI, Attitudes)

However, she did not mention any regulations or documents at these higher levels as the sources of her ideals, which suggests that she is not aware of them. Rather, she reflects on (1) what she was taught in Micro Teaching course in ELE (Lin106), (2) on being criticized by "other people" (Lin97) or how to behave "in front of the students" (Lin108-109) and "in front of others" (Lin110), and (3) on showing her students ethics and morality, by not discriminating (Lin118-119). The reflection showcases her agency (Beijaard et al. 2014) in choosing her immediate vicinity (the ELE program and the society) as the sources for this definition of a good teacher.

In her description of her ideals, she emphasizes the non-academic side of being a teacher, deriving from the ideals of society. For instance, she recited the expectations of one of her courses in the ELE program, which is to dress and behave in certain ways, as well as being a good person with social values and teaching the students those social values, being a good example for her students, in addition to the teacher's role in the academic matter of transferring knowledge. The belief is reflected in choices made in her day-to-day teaching practice. For instance, she recalled that in an English lesson exploring adjectives, she explained to the students that the word "fat" is not polite to use (Lin969-977). She also pointed out to them that bullying is not acceptable and provided tips to handle a bully (Lin600-604).

In the hope of becoming a good teacher, Lintang reflects on her expectations of what competences she gains from the teaching practicum, the thought process of selecting which competences that she enacts in her teaching practices, and the outcomes of such enactments.

> *I want to know <u>the activities that a teacher does at school</u>. When she <u>is teaching or not teaching.</u> During office hours, what (activities) are they?* (Lin122-124)

> *Then I want to know <u>the real conditions of the students in class</u>. From Year 1 to Year 6. Because during Micro Teaching we were only teaching our friends. So I was curious with <u>the real condition</u>*

> *of the student there, how they are when they're taught.* (Lin125-
> 127)

Lintang acknowledges that the training context is somewhat divorced from the
day-to-day reality of teaching in school, and it is exposure to this reality that she
seeks to gain from her practicum. She expresses this expectation of in-situ
knowledge she will gain with a sense of curiosity. This includes not only facing
learners in their classrooms but also, more broadly, what it means to adopt the
role of a teacher in the school.

Another expectation is to receive confirmation that her own enactment of certain
professional identities, in the form of competences, is on a par with the standards
of the teaching profession.

> *Next whether so far I have been able to act as a good teacher for
> them (students) or not.* (Lin129)

> *Then I want to improve my teaching competences especially in
> English. Then, I also want to know from my mentor how far is my
> teaching competences compared to the experiences that she has,
> whether it's good enough or what is lacking, so that I can learn
> from those weaknesses. I can improve for the future.* (Lin140-142)

> When *my mentor teacher gave me some suggestions*, I try to
> *realize her opinion, then I tried to put into practice what she
> suggested.* (Lin146)

If the teaching profession is regarded as a service job, it can be inferred that she is
aware that evaluation of her professionalism comes from both her clients and her
immediate supervisor on the job. In teaching, the recognition of being a
professional teacher comes from her students as clients, as she wishes to be seen
as "a good teacher for them" (Lin129). The students' recognition is not direct, but
mainly comes through the eyes of the mentor, as her immediate superior. She
makes reference to and adopts her mentor's experiences as a measure of her own
competence (Lin141, 146)

This again seems to evidence awareness that her development of professional
identities cannot be sourced only from completing her training on the ELE
program. In addition to being recognized as a professional teacher by the HEI,
recognition in the field, from the students and the mentor, is pivotal. She considers

suggestions from the mentor, puts them into practice, and evaluates her improvements using the mentor's experiences as the ideal standard of a teacher. Thus, she recognizes the authority of the mentor, and the need to interact with a context (Beijaard et al 2004), to develop her own sense of employability.

6.1.2 Dealing with Students

Lintang also expressed her wish to understand the students' condition in the school during the practicum. She talked at length on her experiences with the students, in which she made use of her knowledge of students in enacted competences with handling the students and classroom management. During the practicum, she learned how to handle the students (Lin133) and how to handle and manage the class (Lin148-150).

> Such as yaaaa how to deal with some naughty students, how to handle the class, the naughty students, the noisy students, how to handle them, and *then how to, how to behave in front of other teachers. Especially in front of the headmistress.* (Lin133-134)

> *What I meant by better is knowing how to* handle *class better. How to condition the* classroom management *well. To* condition, *to* handle, *how to do so.* (Lin148-150)

Interestingly, she juxtaposes the competences with handling the students and managing the class with recognition from other teachers and the headmistress of the school. The mention of the headmistress contributes to the developing theme, of valuing recognition from immediate superiors. However, a further dimension here is the notion of behavior in front of specific people, a sense that there are different personae, or identities, that she has to enact to be considered as a professional teacher.

She reflected that in enacting her competences in handling the students and managing the class, her most significant challenge is encountering real students with varied personalities. The classroom is not the neat, tidy practice space of teaching peers in the course setting. She refers to some as "trouble makers" and "difficult" to handle (Lin682-683). In addition to the difficult students, the school is also an inclusive school with special needs students (Lin155), a reality that she was not prepared for during the ELE program. She elaborates in detail some cases that

she encounters and specifies several emotional conditions and physical outbursts that the special needs students go through. These include mood swings, crankiness, anger, sulking, boredom, tiredness, autism, and crying or hitting other students (Lin158-450). It is not what she imagined before (Lin680).

> *Then from the students, <u>they are not like what I imagined</u>. I thought that when they were taught this way,* for *example, explaining it this way they could pay attention but it turned out that they didn't. Some students are <u>troublemakers</u> in class. That's the <u>difficult</u> one.* (Lin680-683)

> Actually because the school is inclusive school, so I've got a lot of challenges especially for naughty students and those students who have, <u>who needs special</u>, *with special needs*, like that, Ma'am. *So I learned what children with special needs are, how to handle them, like that. Then it turned out that handling children with special needs is not easy, especially children who are easily <u>emotional</u>.* (Lin156-157)

This particular challenge has created opportunities for reflection, and she is aware of the development in her own sense of competence. To develop this, she used the knowledge from the homeroom teachers in the school and later the mentor as points of reference in deciding what practices she might explore.

> (laughing) mmm, because *it's been 3 months, so I have experienced when they're in recurrence, so* (laughing) *I...I have the experience.* Yes, <u>I've got information from Mr. Abdi</u>. *Mr. Abdi is the <u>homeroom teacher</u> for Year 5. He did not say it from the very beginning because, since the beginning, there should have been a mentor teacher, but because the mentor teacher was in her maternity leave and she* was *only able to be present during mid-second month. That's when she was just able to come. <u>So I came to the school not being told that there was a child who was like this</u>, like this, this, this, no,* Ma'am. *Then, well, I was <u>quite confused</u> too. I think all are, well, it's not apparent which one with special needs*, Ma'am. (Lin227-241)

> *Then, the Year 6, it was said that he could not be treated roughly. Said the mentor teacher. If they're in Year 6, they can't be treated roughly. Well at that <u>time I didn't know anything, so I was like with no experiences, no hints</u>, directly teach them like that,* Ma'am. *So yes, maybe it was <u>my mistake, but I had tried to persuade him gently</u>, but he's difficult so I <u>yelled at him like that</u>,* Ma'am. *I didn't yell him with violence, like that, no. Just yelling at him.* (Lin321-327)

Then, I <u>was told by Mrs. Elly</u>, yes, the point is <u>you are patient in</u> <u>handling that, don't be emotional</u>, like that. Yes, I <u>try to be nice</u>. Kiddo, the most handsome one, the best kid, where are you from, Kiddo? Like that. From taking the book, Ma'am. So lazy to attend the lesson. Then, you're lazy to study? Then don't go to school if you're lazy to study. I was <u>emotional</u> like that, Ma'am, because he looked like he underestimated my lesson like that. He was, the other, Ma'am, there was a child who didn't bring the book. He went home, when I entered the classroom, he was already there. But he's like taking his time. Like deliberately. I was emotional like that. Then I said, wow<u>, I really wanted to yell, but Mrs. Elly told me like</u> <u>that, so I tried to be patient,</u> mmm. (Lin340-355)

These quotes illustrate her process of crafting her professional identity regarding her competence in handling students, especially special needs students. Her process involves her initially having no information whatsoever about the students (Lin239), her confusion (Lin240) that led her to seek information and tips from one of the homeroom teachers and the mentor; her failed attempt to handle the students (Lin324-327), and her effort to be patient in handling the students, as a revision of her previous, failed approach to handling the students.

In addition to trying to be patient, Lintang enacts other competences of handling students during the practicum, such as giving rewards as a means of getting a favor, getting to know problematic students outside of the classroom, and finding out information about the students beforehand, from the homeroom teachers.

It is interesting to note that in the process of crafting her professional identities, the strategy of getting recognition from the stakeholders in the teaching practicum program is not always successful, and may lead to confusion. In one particular memory, she recalled that she received contradictory signals from her supervisor and mentor on her competence in managing the classroom. While her supervisor gave her a good evaluation (Lin652), her mentor pointed out weaknesses in classroom management (Erl651), and she admitted of being confused (Lin653). She recognizes that there are possible tensions and discrepancies between the two sources of authority in this practice setting, the school (with authority vested not only in the mentor, but also other teachers and the headmistress) and HE (vested in the supervisor).

To resolve her confusion, she employs an alternative strategy of comparing herself against her pre-service teacher peers. She feels either that her enactment of

professional identities was more successful (Lin613) and that almost everyone else was experiencing difficulties in the enactment (Lin654), or that the situation was indeed difficult (Lin655-656).

> In my understanding, from the suggestion that she gave, I am able to do this, she said from five pre-service teachers there, there are three who teach well already. <u>I'm included into the teachers who have taught well</u>. That's <u>according to the mentor teacher</u>, like that. (Lin613-615)

> So I'm confused why she told me that my only weakness was on classroom management for all. <u>Not only you, Sis, almost all are like that.</u> Yes, the students are difficult to manage, like that. If you notice, how many children who are like that. (Lin654-656)

These claims suggest that she felt pride in her professional identities, as she was better than her peers. There is also a sense of excusing her weakness in managing the classroom, resolved by the teacher's comment that almost all of her peers had weaknesses in that particular competence and referring to the difficulty of her situation in class.

6.1.3 Creating Lesson Plans

Another incident that emerges from the interview with Lintang is the process of creating lesson plans, as one of her constituents of professional identity. Although she did not specifically state that this process was one of the constituents of professional identities that she would like to develop during the teaching practicum, the circumstances around her employment in the school led to this incident being discussed extensively in her interview.

The incident started with the fact that the mentor was on maternity leave during the first month of her teaching practicum (Lin234-235), and so the pre-service teachers were thrown into being full-time teachers without guidance from the mentor. The headmistress provided them with the syllabus and samples of lesson plans (Lin787-788), and left them with the duty to arrange the schedule of English lessons and divide the teaching among the pre-service teachers (Lin794-797). Homeroom teachers were assigned to tend to pre-service teachers in terms of informing them about the students' conditions (Lin232-236, 246-265, 277-286), and providing feedback on their lesson plans and classroom teaching.

In developing her competence in creating lesson plans, Lintang experienced confusion because of the different formats. She was accustomed to the format that she had learned during the Micro Teaching course on the ELE program, and did not have the contextualized understanding to adapt to the format that the homeroom teachers used. In addition, the homeroom teachers and the mentor had different formats of lesson plans, and hence the expectations and standards in evaluating her competence in creating lesson plans differed.

> *Really, really different. Because in Micro Teaching, there is only pre-teaching and whilst teaching and post teaching. But in this school, we have like a perception, and motivation, and in the whilst teaching there is exploration and then another ahh, like elaboration, and then like confirmation, something like that. But in the Micro Teaching, there is just whilst teaching, something like that. (Lin864-867)*

> *Everyone is different*, Ma'am. *Every homeroom teacher is like having his/her own standards for* lesson plan. *So every time I'm done with this homeroom teacher, I received directions, like this, like this. Then I used them for another homeroom teacher and it could be different,* Ma'am. *So they're* like having different opinions. *Because of different homeroom teachers.* Yes, I'm a little bit confused *of course. But I,* I just follow what the homeroom teacher *said at that time. When they said this, I directly said, oh yes, Sir, I will change it.* (Lin127-136)

At the beginning of the practicum, the homeroom teacher was the authoritative figure, determining the evaluation of her lesson plans, which would be included in the overall grade of the teaching practicum. Lintang thereby decided to comply with the wish of the homeroom teachers. This choice is highly pragmatic and contextual. She realizes that with the absence of the mentor, the homeroom teachers acted as her immediate superiors in the school, and held the power to recognize her professional conduct in the school setting.

In addition to the confusion with the difference in format and standards of evaluation for the lesson plans, Lintang also voiced her objection to the appointment of the homeroom teachers as the party who evaluated her competence here, as she perceived them as not having the subject knowledge of English. Thus, they can only provide suggestions on certain aspects of the lesson plans.

Because if she's not available, there would only be homeroom teachers who could give their opinions on the lesson plan. But they're not a specialist in English. They can only evaluate generally, like how is the structure of the lesson. Not about the material, whether it is appropriate or not. (Lin261-264)

So yeah, we just give the suggestion, we just get the suggestion from the homeroom teacher. So it was only during the peer teaching, we were evaluated by the homeroom teachers, so whatever the homeroom teacher gave, what revision s/he gave, well we only learned from the homeroom teachers. While from the homeroom teachers, they're not very detailed, only general stuffs. So we didn't know if the material was appropriate or not. Then, the objective, the objective was according to the syllabus or not. He was just, the way, what is it, Ma'am, the way to teach. Yes, the teaching procedures. So he was only guessing if the class would understand or not, like that. Able to accept the lesson or not, like that. (Lin277-286)

In these quotes, Lintang is clearly aware that in developing her competence in creating lesson plans, the homeroom teachers can only provide general feedback and suggestions on certain aspects of the lesson plans, such as teaching procedures. As much as the homeroom teachers can be used as a reference and a model for her developing professional identities, she recognizes gaps and limitations in the reference and the model.

The different standards of evaluating the lesson plan resulted in different grades from the homeroom teachers and the mentor. During the first two months of the practicum, she was once rated badly by one of the homeroom teachers.

And there was once with one homeroom teacher, there's a homeroom teacher who was a bit complicated, a bit like wanting unusual things. There was once when the lesson plan was, ummm, many things were not according to his expectations. Then he didn't like the lesson plan, then the score for preparation aspect, in the evaluation form there is a preparation aspect, Ma'am, it was only given 1. Out of 4. (Lin908-912)

However, after returning from her maternity leave, the mentor teacher considered her competence in creating lesson plans to be good.

She also told, that last year the pre-service teachers were good. What is it, their lesson plans were also good. But this batch, the good ones were only 3, like that. Am I included in the good ones or not, Ma'am? Yes, you're included, like that. (Lin641-645)

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Luckily, she is only required to submit a certain number of lesson plans for evaluation, so she chooses not to include the ones that are poorly rated by the homeroom teacher.

> *Ummm, that was one, and luckily, the ones used are just ten scores of 12 times teaching, so I didn't use that one. (Lin913)*

Her choice to only submit the lesson plans with good grades is highly strategic. She realizes that this will ensure a higher grade in her professional performance on the teaching practicum. This strategy is interesting because she tries to serve two stakeholders at the same time, wanting both to recognize her success in crafting a professional identity. By including the lesson plans that are acceptable to the school's standards, she showcases her abilities to perform professionally in the school context. At the same, the teaching practicum is one of the courses in the ELE program, and thus submitting good lesson plans will ensure that she successfully passes the course, which equally means that the HEI recognizes her as a professional teacher.

6.1.4 Creating Materials

Another incident that illustrates the process of crafting the constituents of professional identities, and the recognition, by other stakeholders in the school, of success in enacting these identities, is when Lintang describes her competence in creating materials. When she was asked how the supervisor and the mentor saw her as an English teacher, she specifically chose her competence in creating materials as her strength as a professional teacher.

> *The material given has also been interesting, by giving what is it, glossary. It means, providing glossary with pictures. Then, you have been good by bringing realia as well. It is said to be good. Plus, plus points. Then when I explained the English vocabulary with examples from items at the school, I didn't only give the way to pronounce or the words in English, but I also told them what the purpose of the items were. For example, a geometry compass is to make circle like that. I told them so. And that, according to Ms. Anggi, was good already. (Lin628-636)*

In the process of developing her competence in creating materials, Lintang took the initiative to add information to the existing materials from the student's worksheet, be it a glossary, realia, or purpose. The initiative comes from her

observation of her colleagues' practices, which she assessed to be somewhat deficient.

> *If I see from what, based on the past observation when I observed my practicum friends, <u>my practicum friends are still this, a bit focused to the materials</u>, Ma'am. So like for example explaining about vocabulary for instance interesting places, they only explained about the pronunciation. So if it is my case, I didn't only say for example, danau, lake. Lake means danau. Not only that. But I also added, who has been to a lake? What lakes are there in Indonesia? I am like adding some in their background knowledge.* (Lin695-702)

Through creating and expanding materials, she clearly reflects on ways to improve her practice, in the process of developing her competence. She is prepared to assess her colleagues' practices and judge her competence against those colleagues as a strategy to improve her competence. She obviously considers this process as a successful enactment of her repertoire of professional identities, as her supervisor recognizes her competence, and as she considers herself to be superior to her colleagues.

6.1.5 Using Technology to Teach

At the beginning of the interview, Lintang expresses a strong belief in the usefulness of technology in her teaching. Her reasoning is referenced against her perception of her students being "easily bored" and "of needing something that attracts their attention" (Lin720). This perception seems to be consistent with what she experienced in dealing with and handling the students. Later in the interviews, she moves to the specific technology description that helps her teach, i.e., audiovisual technologies, in the form of pictures, songs, and videos (Lin721). She believes that these technologies "can make students more motivated" (Lin721) and "attract students' attention to focus" on her lesson (Lin722).

This sense of technology as a motivational tool strongly reflects her belief in providing enjoyment to students, which she, in turn, believes supports their learning (Lin734). In this instance, she provides an example in which she uses an LCD projector in team teaching for the game section. She gives a lengthy description of how she enacts her competence in using technology for teaching (Lin725-731).

> *It's for the teaching, team teaching. Team teaching I use like LCD for the game section. So the game was like questions from the game. So I input the questions but in the form of a game, Ma'am. Then the student can read from, choose a number first, from the ppt, for example choosing number 2. Then I click number 2, the question will pop. The question, they can or cannot answer it. If they can, I can give a gift to them. Like that, Ma'am. So it's for supporting my learning, and <u>the point is for enjoyment</u>. (Lin725-734)*

In another part, she also mentions other devices for teaching, such as cellphones for playing songs in games (Lin1066-1068)

> I only used flashcards and sometimes I use my phone for the songs so I, sometimes I used songs for games. I just, use only phone, my cellphone. (Erl1066-1068).

These examples of practice showcase her ideas and aspirations to expand her range of tools and explore possibilities in teaching using technology. However, a further explanation of using technology for teaching reveals another issue that influences her decision to limit the use of certain technologies: this being the limited facilities in the school, and the practicalities of using alternative technology. For example, when using LCD projector.

> *That's because they, like, LCD Projector, they only have one. The one that can work, and it's not... There is more than one, but the one that can work is only one. And the LCD was not installed in the classroom. Consequently, we need to take turns, so we automatically have to set it from the beginning when we're about to teach. So, for example, if I have a class at 7 AM, I have to be there by at least 6.30 AM to set the rolled cables, then from the LCD to the laptop, etc. But it's not always smooth, Ma'am. It's like there will be like errors. Sometimes this laptop doesn't work with this, doesn't want to connect. That's it, it's a bit too long. <u>So it's rather difficult to use technology there</u>. I prefer to use flashcards rather than PowerPoint. (Lin761-775)*

These practicalities are the source of her qualifying the competence of using an LCD projector only in certain teaching situations. In this case, she puts forward team teaching as a situation. She argues that by having a teaching partner, an LCD projector can work because she can practically divide teaching tasks between her and her partner (Lin306).

> Yesssss, I only use technology in the team teaching because I'm not alone at that time, so I can work, I can decide my work like I'm the one who set the LCD, and my friend can prepare the materials. (Lin1062)

The combination of technology availability, limited access, practical challenge, and technical problems makes her conclude that it is not feasible to use technology and finally, she settles on a non-technology alternative.

6.1.6 Social Skills

One of the competences that Lintang talks about at length is having social skills. Social skills here are the competences to communicate and cooperate with the school stakeholders, i.e., the headmistress and the mentor. As established in the meso-level discourse, the teaching practicum handbook requires the pre-service teachers to develop collegiality with other school stakeholders. In addition, the mentors specifically expect the pre-service teachers to maintain a good relationship with other stakeholders in the school.

An incident that illustrates the process that Lintang underwent in developing social skills involves the practice of giving a parting gift to the school. Giving a parting gift to the practicum site is a practice that is often burdensome for the pre-service teachers because it is common for the school to come up with expensive items that the pre-service teachers are expected to provide. The ELE program has long abolished the practice. Instead of letting the school demands for a parting gift, the program provides books to be given to the school at the end of the teaching practicum program, and establishes an understanding that such parting gifts are not obligatory. However, schools still use persuasion to suggest certain parting gifts. As the school and the stakeholders hold practical power in deciding the teaching practicum grades in the field, noncompliance with this common practice of giving gifts to the school may potentially jeopardize the chance of getting good grades.

Lintang speaks at length of the dilemma she faced when the headmistress requested the pre-service teachers to provide a vertical garden. She was 'marked' by the headmistress to act as an intermediary between the pre-service teachers and the school.

So the headmistress once asked us for a gift, a vertical garden. The price was 1.5 million (around GBP 83), she said. She said this; she only dared to talk about it to me, Ma'am. With the others, she wouldn't dare. Maybe because I was <u>often like the intermediary</u> between my friends to the headmistress, so <u>she gets used to talking to me</u>. (Lin460-464)

The recognition from the headmistress of her competence to act as an intermediary comes from a process, as she states that she has often played this role in the past. Being in an intermediary is one of the social skills proven to be valuable in solving a potential conflict between the school and the pre-service teachers, in the case of the vertical garden. She is able to employ three strategies in negotiating an agreeable solution between the pre-service teachers and the headmistress, namely, providing solid reasoning for refusing the request, using her supervisor as a point of reference to support her argument, and offering an alternative to the request.

In the negotiation process, firstly, as her fellow pre-service teachers object to the idea of buying the gift because it is costly, she manages to tactfully refuse the request of the headmistress by providing solid reasoning that, as students, they cannot afford the gift. Secondly, she and the other pre-service teachers also bring up the discussion results with the supervisor stating that the ELE program has provided books as a parting gift. Finally, she suggests to the headmistress that the pre-service teachers may give an alternative gift (and the books). As a result, the headmistress ceases to oblige them.

For the third time, she asked me in front of my friends. Then I said, honestly, Ma'am, we mind. We're still a student here. We haven't worked. We still ask for money from our parents. So for example, what is it, mmm, that much, we mind, Ma'am. <u>We can't afford it</u>. Then the other pre-service teachers were like, yes yes yes. She, what is it, said, oh yes. Oh yes, still students, aren't you, Sis? Then my friend told me this; she said this, Ma'am. Yesterday <u>we had discussed with Ms. Anggi. She said that parting gifts are actually not obligatory for students.</u> The one who gave the gifts is the faculty. That's it. The faculty has prepared. <u>Later if we want to give parting gifts, we may, like that</u>. Then, it's done. Then, it stopped. After that, she never asked anymore. (Lin481-501)

As Lintang has successfully negotiated a solution with the headmistress, she uses a similar strategy of providing a valid reason for refusing the request, making the supervisor her point of reference, and offering an alternative gift. In commenting

on the negotiation process with the mentor, there is a point of reflection where she recognizes the pre-service teachers' position as representatives of the ELE program, compared to those from other universities. Noncompliance to the practice of giving gifts may affect future teaching practicum grades.

> *Well, it doesn't feel good to be compared (to pre-service teachers from other universities) like that, Ma'am. So it's like, how to put it, <u>people may think we're stingy</u>. Or later, it <u>may affect the next pre-service teachers there</u>. We fear so. <u>Affecting the grades</u>? That's also what I'm afraid of, Ma'am. (Lin538-543)*

As the result of her negotiations, Lintang observes an improvement in how the mentor and homeroom teachers treat the pre-service teachers with more respect. The mentor responds more quickly when the pre-service teachers need advice, is friendlier, and asks them more frequently if they have problems.

The incident of the parting gifts sheds light on how Lintang develops her social skills and negotiates the politics of being a teacher. Like the other incidents, contextual factors such as the relationship with the stakeholders play an important role in her process of deciding a course of action in developing her professional identities. She exercises her agency by carefully choosing the persona she assumes to assure that she pleases and appeases the school stakeholders while at the same time secures a viable solution for her problem.

6.2 Tasya at SDK

Tasya was in her fourth year in the ELE program when she was doing her practicum at SDK. She chose SDK because she found out, after taking a course in Teaching English to Young Learners (TEYL), that she enjoyed teaching children. She also had experience of teaching children in her capacity as a private tutor.

The interviews with Tasya were conducted in English, but Tasya answered in a mix of English and Indonesian language. The Indonesian words are presented in italics. Because of this mixture I have not presented the quotations in this section in their original language, only in English.

Similar to the section on Lintang, this section will discuss Tasya's personal journey in developing her professional identities, through the contextual factors that she reflects when selecting certain constituents of her professional identities, and the

decisions that she makes to enact those constituents, reflected in her choice of recalling certain critical incidents from her practicum experiences. The presentation of her journey will be structured around the critical incidents that emerge from two interviews with her and the constituents of professional identities that she develops, namely the idea of a good teacher, dealing with students, giving assessments, using technology in teaching, and the use of Indonesian as a language of instruction. After presenting the critical incidents, the discussion will shift toward her process of development, the stakeholders in the context that influence this process, and the pragmatic choices that she made in enacting her professional identities.

6.2.1 What is a Good Teacher?

The idea of being a good teacher is the first reflection that Tasya made in her interview. She started by depicting what it means to be a good teacher and her expectation of how the teaching practicum program can help her in the process of becoming an ideal teacher. Later in the interview, she describes her thought processes regarding which constituents of identities she enacts during the practicum, and how she reflects on this enactment.

Tasya begins by describing her ideal teacher, as a person who can transfer knowledge to the students (Tas53). She measures success at this in terms of if "the knowledge is absorbed", "the student is not confused anymore" and "gets the lesson" (Tas53-55). This ideal is consistent within the interview, as she repeats the same ideal in the middle of the interview (Tas262-264):

> *A good English teacher is someone that can teach and make the students know, the knowledge is absorbed. So the child (student) is not confused anymore. I mean, the student gets, get the lesson. (Tas53-55)*

> Best teacher, I think he or she can transfer their knowledge into the students. So it's like they can, because there are those who can teach, but the children still can't learn. So it's how they can transfer their knowledge to the children. (Tas262-264)

Tasya puts the students' understanding as the most important aspect of being a good teacher. She describes the basis for this as the knowledge about students that she gained through her previous training in the ELE program in Teaching

English for Young Learners (TEYL) course (Tas57) and as a private English tutor for children (Tas65). She found these experiences useful because she learned more about children and the materials better when she was teaching (Tas68). Therefore, she wants now to gain more knowledge about students and how to teach them.

> *Maybe after I was recalled, after the recall, I hope that I <u>learned many things about children</u> in SDK, such as their characters, their, the way they socialize with friends. Then, also how to <u>handle little children</u>. Also, how they can pay attention to us as their teacher. And then to input, I mean<u>, how to teach them correctly</u>. What I haven't got, maybe <u>how to manage the class</u>. My <u>classroom management </u>is still... Because different child requires different handling. So I'm still learning about <u>classroom management</u>. (Tas80-88)*

Contrary to her previous experiences in the TEYL course, which is theory-oriented, and being a private tutor in which she handles individual students, the teaching practicum provides opportunities to handle several students at the same time in a classroom, particularly in terms of how they socialize with one another (Tas80) and how to teach in the context of a classroom (Tas86, 88).

As much as her initial ideals of being a teacher are in line with the findings in the macro- and meso-level discourse, as having knowledge about students and competence with student-oriented teaching as key constituents of professional identities, as with Lintang, she did not mention any regulations or documents from these levels as the sources for her ideals. Rather, she focuses on the extent to which teaching competence is successfully enacted in the field, as she reflects on her teaching practicum experiences:

> Maybe I'm not completely a good English teacher yet. But I keep learning to become a good English teacher, because well there are many challenges which haven't been solved. (Tas139-140)

In this answer, Tasya seems to focus on her inabilities to solve the challenges that she faced during her teaching practicum, as the indicator of her success in being a teacher. Although she has more experience of teaching in her capacity as a private tutor, the teaching practicum program exposed her to different challenges. To be more specific, Tasya recalled challenges in dealing with the students, giving assessments, using technology for teaching, and using the Indonesian language for

instruction. The critical incidents that are relevant to these challenges will be discussed in turn.

6.2.2 Dealing with Students

Tasya's first expected competence is the handling of students in the classroom setting. In the actual enactment of this competence, she realizes that she experiences challenges. She speaks specifically of handling a troublemaker student, the challenge, and the strategies she uses to handle the student.

> *Then the second challenge is when a child (student) becomes, they're really a trouble maker in the class. How to, how we, what is it, get the troublemaker's, <u>how can we take the troublemaker</u> <u>in order to make him/her the leader in the class</u>, and then s/he can take care of the younger ones, I mean, take care of his/her friends. Because if the <u>trouble maker can't be handled,</u> s/he will disrupt the class. But <u>if we handle the trouble maker</u>, s/he can manage, s/he is involved in managing the class. That is still a challenge. The second one is still a challenge for me. <u>How to handle the trouble</u> <u>maker in class</u>. (Tas102-113)*

Tasya's second expectation from the practicum program is to be able to use the knowledge of the students to be able to "teach them correctly" (Tas86). An incident that illustrates this process is her experimentation with her teaching methods, specifically an initiative to teach students outdoors, and the choice of certain teaching techniques:

> *When I taught for the first time, I tried to take the students out of the class. We went to the schoolyard. We observed things outdoor, and then we have the lesson in, outside the class. But <u>the teacher</u> <u>thinks that was not really, what is it, not effective</u>. So <u>he told the</u> <u>children to get inside again,</u> then we have the lesson in the class. <u>What I meant, I wanted to make a change</u>. I mean, let's. <u>Because</u> <u>lessons are not always in class.</u> I tried to introduce an outdoor class, <u>but the teacher asks them to study in the class</u>. (Tas117-125)*

At first, Tasya seems to be confident in taking the initiative to teach the students outdoors. She bases her decision on various factors. For instance, when she stated that her purpose is to make a change, she used her observation of the existing practices in the school and found these conflicted with her belief that lessons can be done outside the classroom. Hence, she decided to take her students outside, and clearly prepared an activity for the lesson.

However, her attempt was short-lived because of the teacher's intervention, demanding students return to the classroom because learning outdoor was not effective. It may be concluded that whatever plan Tasya has for the outdoor class is not executed in full, as the teacher takes control by telling the students to return to the class and asking them to study indoors.

This incident does not prohibit her from attempting it a second time. When asked if she tried to teach outdoors again, she confidently said that she attempted it again with her mentor, with a different response.

> It's like, maybe the second teacher is not as strict as the first teacher because the second teacher is the mentor teacher. He's the mentor teacher, so he's more like, OK, it's okay to have the lesson outdoor, as long as the class is not chaotic, something like that. (Tasya130-131)

Reflecting on these incidents, Tasya is aware of the difference between the teacher and the mentor in evaluating her competence development. The different evaluation from different stakeholders then influences her decision in enacting certain competences and her feelings toward the enactment.

> _Different mentors, err, different homeroom teachers, different. So, it depends on the teacher, whether I got the convenient one or not._ (Tas507-527)

In a way, her choice of the technique remains pragmatic as she is aware of her option of using different techniques, which depends largely on how 'convenient' is the teacher/mentor (Tas527). The mentor is the decisive factor in her choice of teaching technique. The pragmatic reason for her choice is illustrated in another incident that she recalled when her mentor challenged her choice of using storytelling technique.

> _I tried a different method. I wanted to use, what is it, storytelling. Because the materials were only stories, and then we wanted to use storytelling. Then she said, you will lose time, Miss. Reading, explaining this, this. It's better to explain first. Oh, OK, Ma'am. Just like that. That's it. It didn't happen (laughing). Afraid to have the grade reduced. Because the teachers decide the grades. Because if we make changes, s/he will be like, this is not the same with what s/he has taught. During the evaluation time, s/he will evaluate. It will be evaluated. S/he will reprimand.... Oh OK. So, ouch, that's it, I complied._ (Tas534-561)

In this incident, she pointed out two things that she considered when enacting the competence in using certain teaching techniques: the experiences that the mentor has; and the mentor's power in deciding her teaching practicum grade. Through the arguments of the experienced mentor, Tasya could see why her choice of storytelling technique may not work in the teaching situation. She also recognized the mentor as a powerful figure who will decide on her teaching practicum grade. Therefore, she decided to comply with the mentor's suggested teaching technique. At times in this quote, she even sounds defeated and powerless by stating "that's it" (Tas523, 541, 562b) and that she "complied" (Tas561) to the mentor's or teachers' decision.

The mentor teachers' power to decide grades also encompasses non-academic-related tasks and other tasks that the pre-service teachers are undertaking. A specific incident that Tasya describes is when the pre-service teachers are assigned to input students' data into the government database.

> *And then if I don't join, if I don't input that data, I will be asked by one particular teacher, did you join the data input or not? If you don't join the data inputting, I will reduce your grade, something like that. Then he said at that time, I just finished, finished teaching in his class, but I substituted for my friend. And my friend was called and was questioned like this. You are teaching in my class, so I should evaluate you. But you didn't, you didn't do this, input the data. And then my friend said, no, Sir. Oh, OK, then I reduce your grade, something like that.* (Tas423-433)

Again, grade reduction is used as a threatening tool, in which if the pre-service teacher "don't join the data inputting" (Tas423-424, 431), the teacher threatens to "reduce the grade" (Tas424, 433).

In summary, there are some decisive factors influencing her choice to enact the competence of using certain teaching techniques, including: her knowledge of students and materials; her belief of what is appropriate for students and the materials; and the power of the mentor in deciding her practicum grade. In these instances, the recognition of her competence comes both internally and externally. She evaluates her own enactment of competence in dealing with the students and classroom management, against her own knowledge of the students and her belief of what works for the students, and her past experiences outside the teaching practicum program. At the same time, she also recognizes the mentor and the

teacher's evaluation of her competence and its enactment. She uses both the self-evaluation of her competence, and the evaluation from the mentor, in her process of developing competence to choose which teaching techniques that she enacts in the field, by realizing that the choice could influence her teaching practicum grade; a choice that is pragmatic on her part.

6.2.3 Giving Assessments

Another incident that Tasya describes extensively is the giving of assessments to her students. At first, she depicts this competence as juxtaposed with her goal of teaching, i.e., that by the end of her teaching, her students will understand her lesson.

> In the end of the class, they can answer all the questions that I ask to them. Make a test. A little quiz, like yeah, and then the quiz will be graded. (Tas90-93)

She later picks this competence, of being able to evaluate her students, as her unique quality as a teacher. The point of reference in recognizing this competence comes from comparing herself to her peers in the teaching practicum program.

> Maybe I like writing. I like teaching with writing competence like I like to give them the test after I finish teaching. So, my friends, *my friends usually, they don't give* tests. *So like after it is finished, and then* reviewed, *then it's done.* I always give tests. Because I want to know their comprehension toward my materials. Like *they get the* points *or not or how. From their* scores, *I can know, oh, this child has not understood this problem, not understood this problem. Next week I* review *it.* (Tas227-236)

Here she sets herself apart by pointing out what is missing from her peers' teaching practice. At the same time, she evaluates her competence against her students' achievement in understanding her materials. This resonates with her previous depiction of expected competences, of understanding students in order to teach them correctly. The recognition of her successful enactment of this competence comes from her students' success in understanding her materials, which later on, becomes her consideration when making decisions on what to do next.

However, in enacting the competence to evaluate students, she is aware that they could be critical of her competence. For instance, she notes challenges in her students' attitudes toward giving grades for the school report.

> *Yes, they knew, but they <u>underestimated</u> us. Like they were given 20 minutes to do. Some children really did it. There were those who just, <u>ah, this is with the practicum teacher</u>, like that. So it is difficult to correct their idea that practicum teachers also give grades to the teacher. Difficult.* I said to them, <u>if you're not do this test, you will fail in your test UAS</u>. *Yes, final test.*

She sees her ability to evaluate students' performance as an important competence, and being underestimated in this regard makes her resolve to threaten to fail students in the final test (Tas247-248) as a strategy to make students recognize her authority as a teacher, regardless of her 'pre-service' status.

In sum, Tasya considers giving assessments to her students as an important competence, and a key constituent of professional identity. The recognition of this identity is manifested in various ways: the self-evaluation of her abilities in making the students understand the materials, the success of her students in doing the tests that she gives, and the comparison of her practice with that of her peers. It is interesting to note that she was using the practice of giving assessments to enforce her persona as a powerful party in the school, before her students. Considering her position against more powerful stakeholders in the school, her strategy of 'threatening' the students using her practice is, again, a pragmatic choice in surviving the teaching practicum program.

6.2.4 Using Technology to Teach

At the beginning of the interview, Tasya expresses her belief that using technology for teaching is "very important" (Tas266). Her reasoning is referenced against her belief that using technology can ease her teaching in the classroom. However, later she reflects that her use of technology in the school is "still very basic" (Tas268) and not "advanced" (Tas270). She then clarifies her use of technology as "using PowerPoint" and "using games" (Tas269) or looking for materials from the Internet (Tas273).

Therefore, it is not surprising when she expressed her frustration about using technology in the school. Instead of easing her teaching, the technology available

actually hampers her enactment of competence in managing the classroom. To illustrate this frustration, she recalls an incident in the multimedia room.

> 'Cause sometimes I feel <u>depressed</u> in the class, like the last class, my last class, yesterday, *I never used the multimedia room. I have it since the beginning I taught. I <u>don't want to use the multimedia room</u> because <u>I cannot control the children</u> in the multimedia room. But <u>the teacher yesterday suddenly asked me to move</u> the children to the multimedia room and <u>I had to teach there</u>. Yesterday, I was <u>overwhelmed</u>, so like I <u>couldn't control the children</u>.* (Tas143-146)

In this incident, Tasya describes her choice to not use the multimedia room, knowing that she would not be able to control the classroom, but this choice was annulled by the teacher who asked her to teach there. As Tasya specifies that the competence to handle the students and classroom management are competences that she expects to develop during the teaching practicum, it is understandable that when she cannot handle the students and loses control of the classroom, she felt frustrated, as this reflects poorly on her professional identity. However, she feels helpless against the teacher's order, and thus had no option but to comply.

Resonating with her expectation to be able to teach students "correctly" (Tas86) by providing materials and using suitable teaching techniques, Tasya also uses her knowledge of students to select the technology that she uses in teaching. To be specific, she explains her reasons for choosing materials from the Internet as follows:

> The <u>easiest</u> words, maybe *the <u>shortest explanation</u> is the one that I used. For example*, for, duration, since, from the past until the present continuous. *Something like that.* The <u>simple</u> words. <u>Because the elementary student is</u>, they *<u>cannot understand complex</u> things. So it must be <u>the simple ones</u>. The <u>simplest ones</u>, then they can understand.* (Tas385-392)

In addition to students' background being a point of reference in her decision to enact certain competences, Tasya uses her mentor's experiences as a decisive factor when it comes to using technology for teaching. As in the question of teaching technique, her mentor also decides which technologies she should use to teach. This is illustrated by an incident involving her choice of the appliances and web platform for teaching, as follows:

Umm, cause *that's* the main media. *That's the only one, using* a laptop *and* speaker. *But we didn't use the* speaker *because it's like we had to listen at the beginning, we wanted to listen from YouTube, so it was canceled. Because the teacher said, ouch, this will be too long. Because the children, when they watch it, they don't want it to be paused. Explaining about* past, err, present, Ma'am. *From* YouTube. *All goes back to* the time, Ma'am. *So, ouch, now, s/he will say, try using this, is the time enough? Well, if we're told like that, we're automatically like, oh okay, it will be deleted,* Miss. (Tas776-796)

In addition to the reference to the students' background and the mentor's suggestions, Tasya also brings the practical realities of the situation into consideration. One practical aspect that she reflects on is the time allocated for her teaching.

Because if we use the whiteboard, it takes a long time. It takes time to write everything on the whiteboard. *If we write, we can't give (lessons) to the children. So it's better we give (lessons) to the children, while we're explaining, they only pay attention to the PowerPoint.* Just the PowerPoint. (Tas329-332)

As the curriculum requires Tasya to finish the class within a 35-minute slot (Tas599), she needs to carefully calculate that her actual teaching will fit the slot. This is an understandable consideration when using technology to help her deliver her lesson more efficiently.

In sum, although Tasya expresses a strong belief in the benefits of using technology for teaching, her actual enactment of this competence remains simple and basic, focusing on the use of technology that can help her control the students, is suitable to students' background, or practical. Her decision to use simple and practical technology stems from her knowledge of the students' background and the suitability of the technology for her students. She also refers to the mentor's suggestions about the use of technology, and the demands of the curriculum in terms of the length of a teaching slot.

6.2.5 The Use of Indonesian as a Language of Instruction

As Tasya expressed in the previous section, her process of developing competences in being a professional teacher is influenced by the mentor's power to decide her

teaching practicum grade. This is reflected in her dilemma of using Indonesian or English as a language of instruction.

> The most challenging is teaching Year 1. Because they are still, what is it, _they're still too young to understand English_. _And what is it, if I want to teach fully in English, they will not understand. But_ _the teacher ordered us, use 60-40 percent, OK, Miss? 60 English, 40 Indonesian. But they don't understand. If we use Indonesian, our grade is bad. So_, that is the most challenging. (My strategy is) I speak English first, and then I speak Indonesian. So when I speak in _Bahasa_ Indonesia, eh in English, they just looking at me without responding me. But when I said with Indonesian, they're like, ooooh, _yes, yes, OK, Miss, we got it._ The most challenging is the first graders. The least challenging, Year 6 students, because they're _old enough_, and then they can speak English well. So there are no challenges, maybe. Just the teacher. (Tas200-218)

As noted previously, Tasya often considers her knowledge of students as her point of reference in enacting certain professional competences. She refers to students' understanding of her lesson as a point of reference for her success in enacting her teaching competence. This is reflected in her initial choice of using Indonesian over English to teach the Year 1 students, realizing that her students may not have the level of English that enables them to understand her lesson (Tas201-203), while in the case of Year 6 students, considering their higher level of command, she chooses to use more English. (Tas216).

In her reflection, Tasya shows the initiative to adjust the language of instruction according to her students' abilities. However, for fear of receiving bad grades from the teacher, she decides to use both languages, to satisfy the teacher's order. At the same time, this strategy enables her to meet her teaching goal, of making the students understand her lesson. The choice is strategic and pragmatic. It is her strategy to present a professional persona before the teacher, as she conforms to the demand of the teacher. At the same time, it is a pragmatic choice, as she is able to make her students understand her lesson.

6.3 The Process of Crafting Competences as Professional Personae

As illustrated in Lintang's and Tasya's journey, the development of employable teacher professional identities is a process. Both have gone through several steps

before they finally feel that they present their professional self, as a competent teacher, to the stakeholders in the teaching practicum program. The process can be illustrated as follows:

Figure 6.1 The Process of Developing Employable Teacher Professional Identities
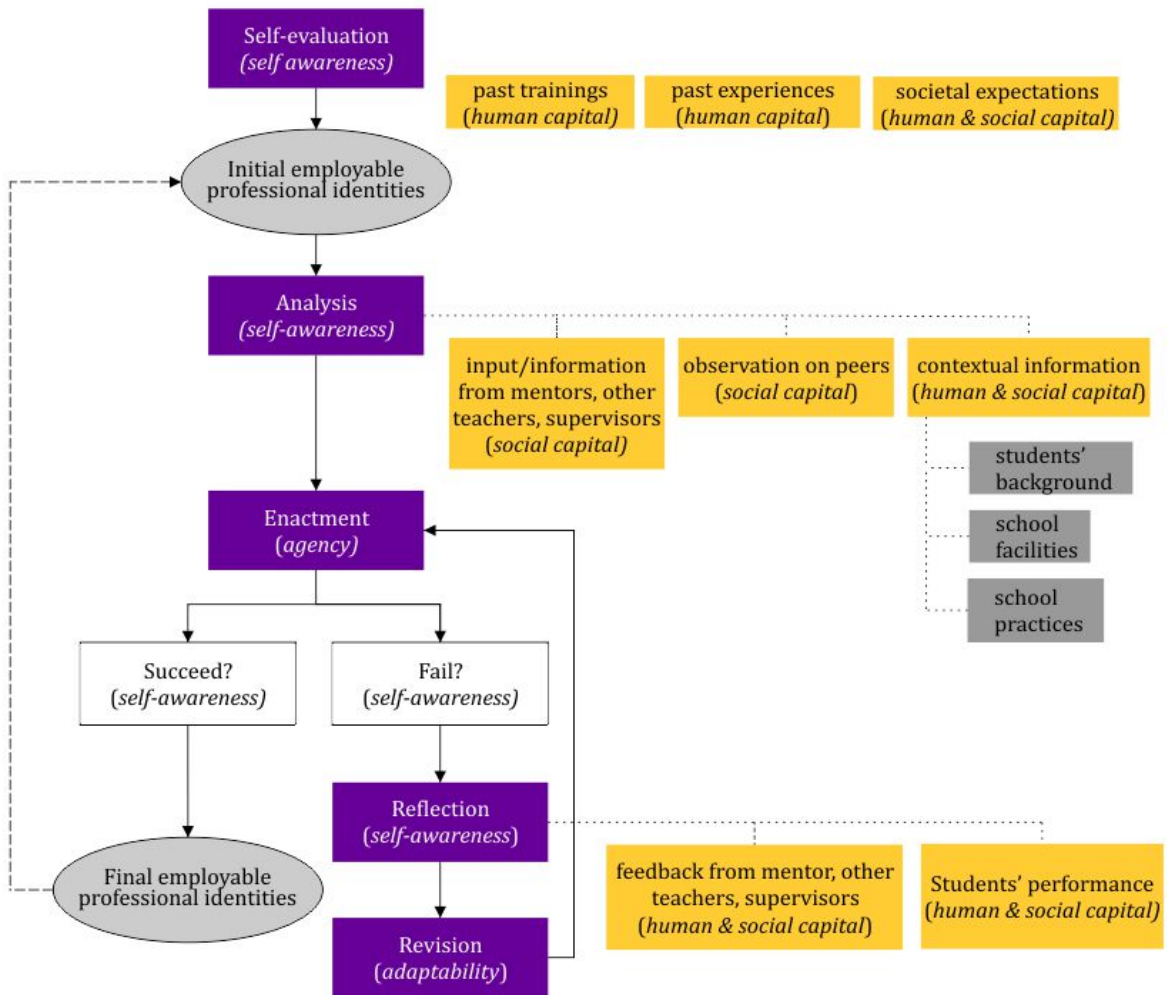
Lintang's and Tasya's journey resonates with common characteristics of teacher professional identity (Beijaard et al., 2004): that the formation of teacher's professional identities is a process, which a person reflects on the interaction between him and his context, and exercises his agency in selecting multiple identities appropriate to his context. The next section discusses this process, focusing on Beijaard et al.'s view.

In the process of crafting the constituents of professional identities, the pre-service teachers in this study go through the first step of *self-evaluating their initial employable professional identities* by reflecting on their past training in the ELE

program, their past experiences in teaching (for Tasya, in her capacity as a private tutor), and the societal expectations of what it means to be a professional. This showcases their self-awareness of who they are and what they want, their "knowing-why competences" (Defillippi & Arthur, 1994).

The step may result in the realization that they have, or do not have, sufficient human capital (Hillage & Pollard, 1998) to enact certain identities. For instance, Lintang realizes initially that she has no knowledge and skills in handling the students and classroom management, whereas in the case of creating lesson plans, creating materials, and using technology for teaching, she feels that she has prior knowledge and skills from her past training on ELE, and is thus able to enact these identities. Tasya realizes that she has knowledge of handling students due to her past experience as a private tutor, and draws techniques of teaching and the use of technology from her prior training in the ELE program. They also consider the expectations from the society of what constitutes a good teacher, as part of bringing to bear their social capital.

In the second step, *analyzing the teaching practicum sites' context*, they take into account inputs and information from the mentors, other teachers, and supervisors, observe their peers and gather contextual information. They use their social capital or "knowing-whom competencies" (Defillippi & Arthur, 1994) to relate to the schools' stakeholders, their peers, and their students. They also bring to bear their human capital on the contextual information such as the students' background and the school's facilities. This information is then used as the point of reference. This step underlines the importance of the interaction between the context and the person in crafting identities (Beijaard et al., 2004).

For instance, in dealing with the students, Lintang gains knowledge from the homeroom teachers and the mentor regarding the nature of special needs students in the school, and tips on how to handle them. This also applies in the case of Tasya, in which she refers to the teacher's experiences and the suggestions from the mentor as a reference for her decision to select certain strategies or teaching techniques for managing troublesome students in the classroom.

In the case of creating lesson plans and materials, Lintang uses the samples provided by the mentor and the homeroom teachers, and existing materials from the local association of English teachers, as points of reference. In using technology

for teaching, Lintang observes the real facilities provided in the school as the basis for her decision to use a certain technology. A similar approach is applied by Tasya, in which her decision to use technology is due to her understanding of the students' background and the mentor's experiences on the practicalities of using certain technology.

After evaluating their initial identities and analyzing the teaching practicum situation, they juxtaposed their initial identities and the information that they gained from the stakeholders *to decide on the enactment of the identities*. This is when they exercise their agency (Beijaard et al., 2004). When the enactment is deemed successful, the result is the confirmation of final identities. For instance, when dealing with students, Lintang's understanding of the nature of special needs students, and the tips offered by the mentor and the homeroom teachers, influences her enactment of classroom management. She tries to be more patient with her students despite her emotional reaction in dealing with them, and decided on several strategies to win over the students and have them follow her teaching.

When they consider themselves to have failed in enacting certain identities, they will *reflect on the enactment* by referring to feedback from the mentors, other teachers, and supervisors, as well as the performance of their students. They then attempt to enact the revised competence in the actual teaching until they consider the enactment to have succeeded. These reflections illustrate their self-awareness of how they want to succeed, and their adaptability (their willingness and ability to change) (Forrier et al., 2009).

In Tasya's case, she admitted that her strategy to take the students outside is a 'failure' by considering her mentor's reasoning of why such a strategy would not work. From then on, Tasya decides to accept her mentor's evaluation of her developing identity, by choosing teaching techniques that the mentor suggested as her strongest competence, rather than following her knowledge of the teaching techniques in which she was trained, during the ELE program. In the use of technology for teaching, both Lintang and Tasya's success in enacting this identity is largely due to their ability to adapt to the realities of the school, in which the limited facilities required them to choose less advanced technology. Their initial competence from the HEI was more diverse than the actual competence that they

enacted in the school. It is interesting to note that Lintang and Tasya's reference to their success in enacting these identities resides in the school context more often than the HEI, suggesting a disconnection of ideas and practices between the school and HE.

It should be noted that the term 'final' identities does not signify the end of the process. When the pre-service teachers are placed in a different workplace context, these identities will continue to undergo a process of reinvention, depending on the contextual factors of the new job. As Beijaard et al. (2004) conclude, the process of identity formation often produces multiple identities, employable in specific job situations.

Lintang's and Tasya's process of crafting the constituents of professional identities can be seen as the manifestation of the micro-level dimension of employable teacher professional identities. The recognition of being professional comes from the individual reflection of what it means to be a professional self. This process is highly individual, involving taking stock of one's existing knowledge and skills from previous training, evaluating them against the realities and the stakeholders in the teaching practicum site, making conscious decisions to enact them, adapting, adjusting, and revising the enactments, reflecting on the success of the enactments and, finally, recognizing the state of the professional personae.

6.4 The Reference Points and Recognition of Professional Personae by Others

The critical incidents that Lintang and Tasya recount also illuminate their reference points, for recognizing their professional identities. These reference points correspond with Beijaard et al.'s (2004) emphasis on the importance of interaction between a person and his context in this process. By using the context as reference points, they seek to juxtapose their perception of their professional self with the stakeholders' perceptions of their professionalism. Their success or failure in projecting their professional identities in the field comes mostly through the recognition of other influential stakeholders in the immediate vicinity of the practicum setting: the society, their students, mentor, homeroom teachers, headmistress, HE supervisor, and peers. The recognition manifests in several

different ways. This section discusses how their professional identities are being evaluated against these stakeholders' perceptions.

Their first point of reference is *society*, as they discuss the expectations of the good teacher within society. In the case of Lintang, she proposes that expectations from society are of teachers who have good attitudes and behavior that allow the teacher to become a role model to the students, a good citizen. This reference point does not come from the regulations at the macro-level of discourse. Rather, Lintang uses her own knowledge from living in society and her training in the ELE program to recognize her professional identities.

Their second point of reference is their *students*, as they both state that they want to be able to meet the needs of their students, or to have the students understand the lesson. Both Lintang and Tasya regard the teaching practicum as a way of getting to know more about the realities of students, and use this knowledge to develop strategies to handle them in the classroom and meet the goals of their teaching. As illustrated in the critical incidents, when Lintang describes what constitutes a good teacher and when both she and Tasya describe their experiences in handling the students, they both expected that the teaching practicum would provide firsthand information on the nature of the students and on the various ways of handling them, as well as being a 'laboratory' to apply teaching strategies, on the road to becoming a professional teacher.

The third point of reference is their *mentor*. As both Lintang and Tasya recount the critical incidents, they often refer to the mentor's practices as a model for their professional conduct and as a judge of their developing identities. The importance of the mentor is reflected in how they even go so far as to value the comments, the feedback, and the evaluation of the mentor over those given by the homeroom teachers or HE supervisor, and how many of their decisions are based on the mentor's stance on certain issues. For instance, Lintang only submitted the lesson plans that the mentor considered good for the final grade of the teaching practicum; Tasya decided to use the direct method in her teaching, although it is against her evaluation of what may work for her students.

The recognition from *the homeroom teachers and the headmistress* constitutes another point of reference for Lintang as she states explicitly that in dealing with students, she has to present the best version of her professional persona in front of

the other teachers and the headmistress. The homeroom teachers' recognition is also referred to in crafting her identity in creating lesson plans and in classroom management, although such recognition is not on a par with the mentor's recognition. She also realizes the influence of the headmistress on her success during the teaching practicum, illustrated by how she negotiated her way out of the problem of providing a parting gift to the school.

The *HE supervisor* is also an influential figure for Lintang in recognizing her success in enacting her professional identities as an employable teacher. She reflects on the comments, the feedback, and the evaluation of her supervisor in her enactments. However, it is important to note that she opted to pay more attention to the mentor than the HE supervisor, realizing that her mentor constitutes a more influential force in deciding her teaching practicum grade.

When faced with conflicting signals from the mentor, the homeroom teachers, and the HE supervisor, Lintang resolves to compare her performance against her *peers* in the teaching practicum program. The strategy of comparison highlights the importance of her peers in recognition of her professional persona. By comparing herself to her peers, Lintang reflects on her success in enacting certain constituents of her professional identities. Tasya also compares herself with her peers and considers giving assessments as her strength as a competent teacher because her peers usually do not enact this identity.

Interestingly, Lintang and Tasya did not consider it pertinent to refer to the ideals of professional identities as depicted in the macro- or meso-discourse level. This is illustrated in the total absence of any regulations being mentioned in their interviews. Although there are instances of incidents or thoughts that bear resemblance or echo the sentiments of the higher discourse levels (e.g., the attitudes of a good teacher, or student-oriented teaching), the source of these references has come from their own personal experiences of a course that they took in the ELE program, the general expectation of the society of a good teacher, or the evaluation of the stakeholders in the micro-level.

6.5 Pragmatic Choices of Professional Personae Enactment

The choices that Lintang and Tasya make during her teaching practicum, about which professional personae they enact, are highly pragmatic and contextual. The

choices are leaning toward the professional personae that will best present their identities before the stakeholders in the practicum and thus ensure their success in passing the practicum with good grades. The structure of the practicum, which gives more authority to the school in assessment-associated practices than the HEI, clearly influences their choice of personae to present.

This is reflected, for instance, when Lintang recounted her process of developing the ability to create lesson plans. Her choice to comply with the homeroom teachers' wishes at the beginning of the teaching practicum, in the absence of her mentor, is strategic, as the homeroom teachers acted as her immediate superiors in the school, and played a role in evaluating her professional persona. However, as soon as the mentor was back from maternity leave, her allegiance shifts to the mentor, realizing that the power to evaluate her performance resides in the mentor's hands. She decides that she will only submit the lesson plans approved by the mentor to secure her chance of getting good grades from the mentor as the decision-maker.

In the case of Tasya, her decision to use both English and Indonesian language as the language of instruction is also out of fear of getting a bad grade in the teaching practicum. Her decision is both strategic and pragmatic, as this strategy enables her to meet the mentor's order to use more English and her goal of making the students understand her lesson. These are more significant to her than her supervisor's suggestions.

The next chapter will discuss the answers to my research questions, specifically the interaction of the three discourse levels in exploring professional identities, and the complexities of the identity-crafting process at the micro-level of discourse.

Chapter 7.   Discussion

The review of literature led me to a conceptual framework for analyzing the employable teacher professional identities, which was as follows:
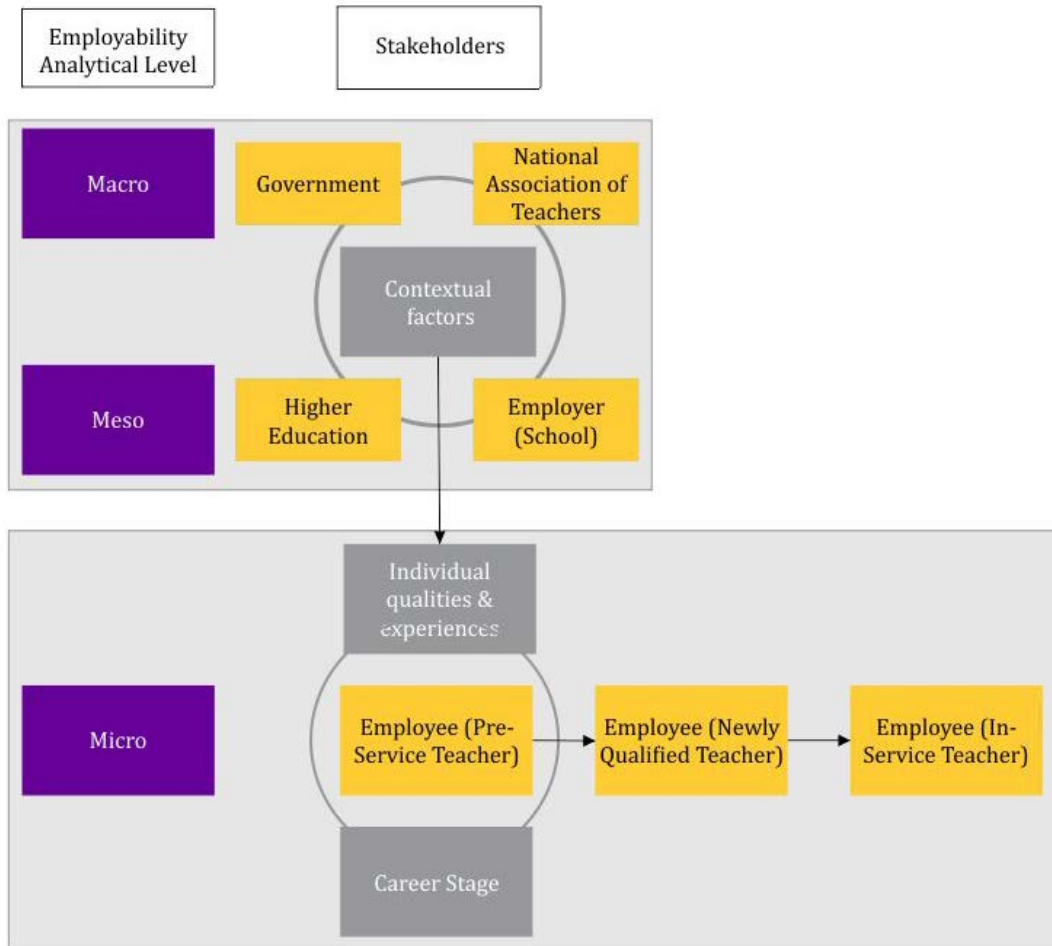
This conceptual framework is then interpreted into two research questions, namely:

1. What are the constituents of identities that make an individual professional, and thus employable, in the profession of teaching, as depicted by the stakeholders in the macro- and meso-level of discourse?

2. How do individual teachers identify themselves to be employable professional teachers at the micro-level of discourse?

To address these questions, in the previous chapters, I have reported the analysis of the findings from three discourse levels – macro-, meso- and micro- - on teacher

professional identities and employability. This discussion chapter aims now to present the answers to the research questions.

For the first research question, I will discuss the interaction of the three discourse levels on the issue of authority in defining the construct of professional identities, the different views of employability, and teacher professional identities across the discourse levels. For the second research question, the focus is on the process of crafting identities at the micro-level, comprising the complexity of the process and the agency of the pre-service teachers in making pragmatic and strategic choices of which personae to present to the stakeholders in schools.

7.1 Research Question 1: The Discourses of Employable Teacher Professional Identities across Discourse Levels

The discourse levels of employable teacher professional identities encompass the macro-, meso-, and micro-levels, which together form what can be described, by the theory of practice architectures, as the system of teacher professional development in Indonesia. In this practice architecture (Kemmis, 2019, p. 13), the practices of teacher professional development consist of particular activities (doings) comprehensible in terms of particular ideas and talk (sayings) and with the people involved being in particular kinds of relationships (relatings). The combination of doings, sayings, and relatings is motivated by the ends and purposes of the practices, i.e. to craft professional identities.

At the macro-level, the practices of professional development revolve around the discussion of authority in defining the construct of professional identities (relatings), of the different views on the employability of a professional teacher (sayings), and the specific constituents of teacher professional identities in the macro- and meso-level discourses (sayings). These three themes will be discussed in turn.

7.1.1 The Authority in Defining the Construct of Professional Identities

As chapter 2 described, at the macro-level of discourse, governments across the globe create policies which aim both to answer the problem of unemployment, and provide standardization of competences of the workforce (see Andrews and Higson, 2008; Forrier et al., 2015; Rae, 2007; A. Taylor, 1998; Xiong and Lim,

2015). In the case of Indonesia, the creation of the Indonesian Qualification Framework (IQF) in 2012 is consistent with the practice of other countries. The objective of reducing unemployment in Indonesia is first addressed by discourse at the macro-level of policy, through which a regulatory structure is created that serves as a national 'meta-architecture' for practices at the meso- and micro-levels.

Similar to the UK and German cases, where government policies in employability since the 1990s have been directed to enhance the skills and the mobility of workers to better allocate the workforce (Haasler, 2013), IQF was created in the spirit of solving problems of employment in Indonesia. Namely: (1) undersupply or oversupply of the workforce in certain professions; (2) standardization of graduate qualification across HE; and (3) the need to develop a system of work qualification that meets the demands of several international conventions that Indonesia has ratified in the efforts to anticipate globalization (pp. 2-4, MORTHE 2015, IQF Socialization Document 001: Indonesia Qualification Framework). It is expected that the IQF system will encourage the development of skills in workers, facilitate the mobility of students and the workforce, and improve access to lifelong learning and training (ibid, p. 3).

As stated in its implementation strategies, IQF as a Presidential Regulation provides a legal basis to enforce the employment system as a mechanism to prepare the workforce for employment in Indonesia (p. 2, MORTHE 2015, IQF Socialization Document 003: IQF National Implementation Strategies). As a legal document, IQF has the power to enforce the stakeholders of workforce employment (HEs, workforce training centers, professional associations, employers, and individuals) to adhere to its stipulations, creating the practice architectures of workforce employment training from the supply side of the job market (ibid, p. 2). Within the IQF, the Indonesian government adopts the evaluative state model of state steering (Gornitzka & Maassen, 2000; Van Vught, 1995; Yokoyama & Meek, 2010), steering the stakeholders in the practice architectures of employment through the use of policy instruments, and setting the general standards of employability. Then, the formulation of the specific standards of the professions, and the process of how these standards are interpreted by educational institutions and cultivated in the workforce, are decided by two

parties: a) the employers and the national professional associations, and (b) educational institutions (formal, non-formal, and informal).

As the employment landscape is increasingly neoliberal in nature, in which the labor market dictates the requirements of professional identities, the employers certainly have the upper hand over other stakeholders in the labor market. In the specific case of the teacher labor market, a review of research in the US and developing countries conducted by Vegas (2007) show that reforms that give more authority to schools to make decisions have important effects on the professional identities of the teachers, as well as their teaching performance. This underlines the schools' importance, as the employers of teachers, to have a voice in the practice architectures of teacher employment.

In the case of teacher employment, it is then expected that the job market (the schools as the employers and national association of teachers) drives the specifics of the standards of teacher qualification and competences. However, analysis of MOEC 2014 on HE Standards shows that the government relies heavily on the national association of study programs to stipulate teachers' competences, rather than the schools as the employers. Within these identities, the association's role is limited to deciding on the knowledge and subject-specific skills (MOEC 2014, Article 7, Paragraph 3, letter a and b).

The government, via MORTHE regulation 55/2017 on Standards of Teacher Education, also vests each HE study program with the authority to create the curriculum, carry out the program, and evaluate its graduates (Article 39). HE-vested authority is also reflected in the appointment of some universities to administer the evaluation of the in-service teachers' qualification and professional training for the in-service teachers (via MOEC Decree 2013 on teacher certification program) and to manage the pre-service teacher education programs (under MORTHE 2017 on Teacher Education Standards).

The cultural-discursive arrangements in the macro-level documents may have prohibited the inclusion of the 'employer's voice' in the practices. The reliance on the national association of study programs and HE study program may imply that the voice of the employers is at best implicit, and may be formally missing altogether, at the meso-level of discourse, depending on the decisions of the HEI in designing the practice architectures of their training. Analysis of the ELE program

curriculum (at the meso-level) shows that the study program does recognize the voice of employers and alumni, as shown in its stages of curriculum development. The document claims that the program used alumni tracing and meetings with the stakeholders to seek input, but this is not substantiated explicitly by references to specific identities that the employers expect from the graduates. It has to be admitted, though, that these efforts could arguably inform the study program of the professional identities expected by the labor market (Harvey, 2000; Andrew & Higson, 2008, Yorke, 2004, 2009) It also indicates the ELE program's recognition of the importance of contextual factors in the process of developing teacher professional identities (Duff & Uchida, 1997).

As the IQF mandates that the professional qualification of a teacher is firstly determined by successful completion of training in HE, it is pertinent for a pre-service teacher to be able to meet the standards of constituents of professional identities in the form of graduate profiles and learning outcomes laid out in the curriculum. According to the cultural-discursive and social-political arrangements specified in the macro-level documents, HE has the power to decide on the assessments of the standards and in granting the professional qualification, which is expressed in the expected identities imposed to the pre-service teachers, along with the specific courses that the pre-service teachers must take and pass to achieve the recognition of being a professional teacher.

However, the authority of HE is, allegedly, being shared with the schools when the pre-service teachers take the teaching practicum program, at least as reflected in the analysis of the teaching practicum handbook. Employability research argues that employment-based training and experiences can provide a better and easier context for developing employability rather than a formal curriculum setting (Andrews & Higson, 2008; Rae, 2007; Tymon, 2013; Yorke, 2004). Therefore, in developing employable teacher professional identities, the teaching practicum program in the schools is seen as a setting outside the formal curriculum that can provide the pre-service teachers with on-the-job experiences and complement the formal training. HE is responsible for developing the pre-service teachers' knowledge through courses, and the school is where this knowledge is put into practice through the teaching practicum activities. Hence, the HEI and school can be seen as two different sites of practice, one a site where the pre-service teachers

receive theories on how to teach and the other where they experience and observe the field's practices (Allen, 2009; Zeichner, 2010).

The separation between these sites often leads to a "disconnection" (Sjølie, 2017) of sayings, doings, and relatings in the practice architectures. In Indonesia, this disconnection is reflected in how the power of the HEI is less discernible once the pre-service teachers are placed in the context of the schools during the teaching practicum program. Although the practicum handbook reflects the shared authority of HE and schools, when pre-service teachers undergo training in the school, the schools' stakeholders play an immanent role in dictating and influencing the development of certain constituents of professional identities. The supervisors, who represent the ELE program, often take a back seat in the process, leaving the mentors to partake actively in developing the construct of professional identities and making decisions in the day-to-day practices of the practicum.

The findings from the school's meso-level discourse show that in day-to-day teaching activities, several stakeholders play a role in making decisions in the school, and influence the pre-service teachers in their decisions regarding which professional identities they enact in their teaching. From the perspective of practice architectures theory, these stakeholders may be influential in enabling or constraining the process of crafting professional identities. In addition to the mentors, these stakeholders are the local education office, the local association of English teachers, the headmasters, other teachers, the students, and the parents.

The local education office, for instance, decides on which subjects to be included in the school as a 'local' subject, and thus influences the scheduling of the subject in the school, which later on, influences the pre-service teachers in creating lesson plans to meet the objectives for the day. The local association of English teachers plays a role in deciding the content of subject knowledge by creating and developing the textbook used in the local schools, thus dictating the material resources to be used by the pre-service teachers in the actual teaching.

The headmaster is recognized as a powerful stakeholder in the school as s/he is the one who makes decisions on various day-to-day teaching- and social-related practices in the school and the professional development of the teachers in the school. These decisions provide the talks, sayings, and ideas about how certain practices are enabled or constrained, as well as dictating the material-economic

arrangements of the practices. This amplifies the social-political arrangements that the headmasters create, which affect all stakeholders in the schools. Other school teachers sometimes contribute to evaluating and assessing the pre-service teachers in the teaching practicum program. This reflects the social-political relationship between the other teachers in the schools with the pre-service teachers. Parents sometimes tell the pre-service teachers in the school how they want their children to be treated, enabling or constraining the practices that the pre-service teacher can use with the students. Consideration of students' background plays a major role in influencing the way the pre-service teachers run their classes, reflecting various enabling or constraining aspects that the pre-service teachers need to consider in teaching, which eventually, affect their selection of which professional identities to enact or to display.

As much as the process of developing these identities remains personal and individual, contextual factors influence the pragmatic choices of the pre-service teachers in depicting and/or enacting certain identities. The interaction between a person and a context is, in fact, important in developing teacher professional identities. A teacher may go through a process of negotiating, constructing, enacting, and transforming constructs of professional identities (Miller, 2009) in the form of knowledge, attitudes, beliefs, and culture through participation in the discourse (Trent, 2014), structure (Beijaard et al., 2004) and practices (Wenger, 1998) as well as contextual factors (Duff & Uchida, 1997), be these social, cultural, or political (Varghese et al., 2005). All of these are present in the school and experienced by my participants, and they often become decisive factors in their pragmatic considerations of which professional identities to showcase to the stakeholders, to gain recognition of being a professional.

The fact that in the interview the pre-service teachers make no reference to any formal list of constituents of professional identities, as laid out in the government regulations and in the curriculum, signifies the move away from the normative power of the government and the HEI to define what constitutes a professional, employable teacher and amplifies the soft power of the mentors and the schools as the employers in the micro-level discourse. In contrast to the normalized means that the government and the HEI use in providing arrangements in the architecture of teacher professional development (e.g., by developing a curriculum and a

practicum handbook that conform with government regulations, which leads to a professional qualification that is legally recognized in the hiring process), the mentors and the schools opt for less coercive ways in providing arrangements in the architecture of teaching practicum (e.g., providing advices and suggestions for pre-service teachers leading to expected identities or practices). What has been stipulated at the macro-level in the form of government policies, and at the meso-level in the form of the curriculum and teaching practicum handbook, seems to be acutely lost, as the pre-service teachers consider what is in their immediate surroundings in the day-to-day activities of the schools to be more relevant to their teaching situations.

In these practice architectures, the sayings and relatings at the macro- and meso-levels of discourse can be considered weaker in enabling or constraining the doings than the micro-level discourse. The enactment of the identities that the pre-service teachers attempted is very much made possible or impossible by the feedback (sayings) from and the relationships with the school's stakeholders (relatings) that comes from the semantic, physical, and social space in the schools (Mahon, Kemmis, Francisco, & Lloyd-Zantiotis, 2017). This finding suggests that the soft power approach that the mentors and the school's stakeholders use is not necessarily weak or carries less power than the normative power that the government and HEI have. Rather, if the project of the practice (the ends and the purposes that motivate the practice) is to craft certain teachers' professional identities, the soft power approach that the mentors and the school's stakeholders use has more significant influences in meeting the project of the practice.

It is in the schools, among the realities of the day-to-day teaching practices, that the pre-service teachers ponder and reflect on their self-interpretation of what it is to be a professional teacher. In addition to self-interpretation, the regard that the pre-service teachers have toward the schools' stakeholders is a means of seeking validation from the employers that they are being professional. The pre-service teachers use the stakeholders as a mirror to offer validation of whether they meet the stakeholders' standards of being a professional.

7.1.2 Different Views of Employability of a Professional Teacher

As established in chapter 2, employability can be viewed both as a product and a process. As a product, to be an employable worker is to be recognized as suitable for a profession (Yorke, 2004) and hence to have an increased opportunity to get or maintain a job in that profession. In the view of employability as a product, prior research attempts to establish a list of constituents of professional identities that meet the expectations, needs, and standards of the employers. Within this perspective, the focus is on the stakeholders at the macro- and meso-levels and how these stakeholders recognize a person's professionalism, on the way to getting or maintaining a job.

In the view of employability as a process, research is instead focused on the individuals at the meso- and micro-levels, and their process of crafting professional identities (Vanhercke et al., 2014). Within this perspective, the individual journey of developing professional identities and the contextual factors that may affect this journey are being scrutinized. Brown et al. (2003) regard contextual factors as a 'relative dimension' of employability, in which the availability of jobs in the internal (within the company) or external (outside the company) labor market, and the needs of the employers, determine whether an individual will get or maintain a job. Thijssen et al. (2008) regard these factors as 'contextual conditions,' and they involve various contextual factors that influence an individual's future labor market opportunities. These are the factors over which individuals have very little control yet must still adapt to.

In Indonesia's teacher employment system, the macro-level regulations adopt the perspective that professional identities are both a product and a process. However, the presentation of each constituent of identities as a list suggests a product-oriented perspective. The learning outcomes of teacher education programs are presented in separate categories, and within these categories are lists of statements about what attitudes, knowledge, skills, and competences a professional teacher (a graduate of the programs) must display.

The presentation of identities as a list of statements is problematic. The product-oriented approach of the regulations, with this checklist of minimum criteria to being recognized as a professional, may be challenging for the pre-service teachers,

as they are required to be excellent in all aspects. The list leaves no room for a more realistic take of their professional identities and an acknowledgement that like all identities, these are dynamic and in a state of flux (Darvin & Norton, 2015; Norton, 2013). Furthermore, the checklist may create pressure on the pre-service teachers to tick all boxes in the list of competences, rather than developing a holistic but more personal professional 'self'. As Turner-Bisset (2013) argues, teaching cannot be seen merely as "a list of skills, qualities, aptitudes and dispositions " (p. 143), and that "ticking a box when this has been demonstrated the requisite number of times" (p. 143) does not answer the question of achieving the skill or acquiring a quality of being an expert teacher. There is a complex process of reflecting on the individual constituents of professional identities and how they interact with one another, so as to craft a professional 'self'.

As the macro-level regulations offer more power on the HE than the schools in interpreting the professional identities, the HEI is relatively free to choose which constituents they want to instill in the pre-service teachers. However, being legal documents, the HEI lies in between serving the ideals of the regulations, and their faculty members' subjective tendencies in interpreting the documents.

Through the analysis of documents at the meso-level, it is shown that the ELE program follows the approach of the regulations in the macro-discourse level, in which it adopts the perspective of employability as both a product and a process. The curriculum follows closely the presentation format for the constituents of professional identities at the macro- level documents, and reflects the product-oriented nature of the curriculum, by providing a list of selected competences from the regulations and adding other competences that it deems important to be enacted by its graduates. The curriculum's process-orientation is reflected in the description of the stages in developing the curriculum and adopting the view of Harmer (2004, 2007) as justification for translating the learning outcomes into courses.

The teaching practicum handbook is more process-oriented, as it is a guide to the day-to-day processes of the practicum program. Within these processes, the teaching practicum handbook recognizes the supervisors' and the mentors' role in setting the standards of passing the teaching practicum program, and providing activities for the pre-service teachers, which involve the individual and contextual

process of developing their professional identities. However, it is interesting to note that, contrary to the detailed specific guidelines provided in the handbook for the pre-service teachers to develop their professional identities at the operational level, in the end, the teaching practicum program is treated as a course with simplistic assessments, consisting of rubrics used to evaluate the performance of the pre-service teachers.

The simplistic approach of the rubrics may lead to the problem of "reductionism" (Roberts, 2016) as it may lead the pre-service teachers, mentors, and supervisors to focus on obvious low order teaching objectives over higher-order learning, and the rubrics may be too detailed but inflexible in practice. Another problem with using the rubrics to assess the pre-service teachers' professional identities is bias and inconsistency (Roberts, 2016). Mentors and supervisors may use their own beliefs and tend not to share these among one another in their evaluations.

With the rubrics to evaluate the pre-service teachers provided in the teaching practicum handbook, at the meso-level discourse of the teaching practicum program, the document should be the basis for the supervisors and the mentors in the field to interpret the constituents of teacher professional identities. However, the supervisors' and the mentors' interpretation is largely personal and contextual, depending on their beliefs of what constituents of the professional identities that they expect from the pre-service teachers and the realities in the teaching practicum sites. This is manifested in how sparingly the supervisors and the mentors mention the teaching practicum handbook, only doing so when the subject of assessing the pre-service teachers arises in the interviews. The expectations of what is 'professional' and the realities of the field are interactive. The supervisors and the mentors often juxtapose their expectations of certain constituents of professional identities with various issues in the field, and qualify their expectations to adjust to the field's situation and condition.

At the micro-level of discourse, the employability of a pre-service teacher is a process that is dynamic and complex. The dynamic nature of the process is shown by how the contextual factors in the schools constantly influence the pragmatic decisions that the pre-service teachers take, regarding which professional identities they enact before the stakeholders in the school. As figure 6.1 illustrated, the decision-making process is complex. It involves a series of self-evaluative

activities, focused on their initial state of professional identity, and based on their history, past experiences in teaching, the training they receive in the ELE program and societal expectations. They analyze the situation and realities in the school, using information from the stakeholders in the schools, and common practices in the schools; they then experiment with the enactment of constituents of professional identities; reflect on this enactment using their perception of how the stakeholders viewed their enactment; and if the enactment was not successful, they revise it. Within each step, they constantly reflect on their enactment of professional identities by seeking validation from the stakeholders in the school to finally arrive on what they perceive as a professional 'self'. In this sense, their professional identity as a product is both their perception of what is a 'professional' self and the validation of the stakeholders of what professional identities that the pre-service teachers enact in the field.

Thus, there is a move from seeing employability as a product at the macro-level toward a more process-oriented perspective of employability at the meso and micro-level of teacher employment. This move is consistent with the adoption of the evaluative state model (Neave, 1988, 1998; Yokoyama & Meek, 2010), in which the government sets the general standards and leaves the process of meeting the standards to the institutions in the lower level of authority, such as the HEIs and employers. In the move from the product-oriented toward the process-oriented perspective of employability, the HEI plays a role in interpreting the product of employability that the government defines, into a process to develop such a product, through instilling the knowledge that the pre-service teachers should possess.

This finding is consistent with the study of Andrews and Higson (2008) that specifically put higher education (in their case, business schools in Europe) as the responsible party for ensuring that 'demands' from the employers, regarding certain employable graduate identities, be met. However, when knowledge is being applied in the employment context, in this case, the schools, stakeholders may have a different interpretation of employability as a product, and thus may lead the pre-service teachers into a process with a different focus, when it comes to the constituents of professional identities that the pre-service teachers will produce. Cranmer (2006) has pointed out in his UK study that although the

university, through its academics and staff, put their best intentions and efforts to enhance the employability of their students, the outcomes were mixed, and thus the HEIs need to provide structured work experiences with potential employers and to involve them in designing courses in HEs.

The different interpretation of professional identities in the HEIs and the schools begs a critical question of the system of teacher employment: how far the ideals of teacher professional identities at the macro-level of discourse are developed at the meso- and micro-levels. The constituents of teacher professional identities include the employability components of human capital, social capital, self-awareness, and adaptability (Defillippi & Arthur, 1994; Forrier & Sels, 2003b; Forrier et al., 2009, 2015; Fugate et al., 2004; Hillage & Pollard, 1998; Pool & Sewell, 2007). The documents at the macro-level and the ELE curriculum at the meso-level did state these components as a list, but the focus was more on human capital – the attitudes, knowledge, skills and competences that a person possesses, in order to meet the expected performance in his occupation (Fugate et al., 2004). Little emphasis was given to the social capital, adaptability and self-awareness of the person.

To go even further, as the process of crafting employable professional identities is highly complex, dynamic, and personal, the outcomes of the process may be contextualized and individual, depending on the contexts and the individual journey that each pre-service teacher goes through. In this sense, social capital or an individual's connection to other people in his job network (Forrier et al., 2009) and the "knowing-whom competencies" (Defillippi & Arthur, 1994) play a role in influencing the employability of the pre-service teachers. The influences of the social network are psychological (Kelchtermans, 2018) and structural (Alsup, 2018; Tsui, 2007) as the hierarchical relationship between the pre-service teachers and the stakeholders in the system may affect their success in crafting a professional self. As illustrated in Dyer's (2018) study on graduate early years practitioners, there is an indication of power imbalance in the practice settings, in the form of organizational control over practices, the physical working environment, or policies and rules that regulate practices. These could cause the practitioners to opt for compliance to these arrangements rather than challenging them or negotiating their own identity and role.

The relationships are reflected in the meso-level discourses, the teaching practicum handbook and the interviews with the supervisors and the mentors, where each of them recognized the power of the school and its stakeholders (mentors, headmasters, other teachers, students, parents, local education office) in deciding various aspects in the day-to-day teaching practices and social practices. The incident of Elly's maternity leave illustrates acutely the power of the headmistress and the other teachers over the mentor and the supervisor in deciding on the scheduling, the mentoring, the lesson plan format, the daily teaching practices, and the assessments. Elly (mentor), Anggi (supervisor), Lintang and her peers (pre-service teachers) lacked control over these and had little choice but to comply.

Within this engagement with other stakeholders in a social network, the pre-service teachers reflect on their professional selves (Fugate et al., 2004; Izadinia, 2015, 2018), developing self-awareness or the "knowing-why competences (Defillippi & Arthur, 1994) so they can have the self-efficacy to execute tasks (Lamote & Engels, 2010) and project an ideal professional self (Urzúa & Vásquez, 2008) to the stakeholders to gain professional acknowledgment (Hillage & Pollard, 1998). At the micro-level, the emphasis of the teaching practicum handbook on reflective activities, the recognition from and the reference points of the stakeholders regarding their success or failure in enacting certain identities provide arrangements for crafting self-awareness of practice.

However, in navigating the process of crafting the professional identities, pre-service teachers may need to develop more than just the human capital, social capital, and self-awareness of their professional self. They will also need the competence to adapt to the contexts where s/he is employed rather than simply meeting the government regulations or HE curriculum requirements to gain professional recognition. According to Forrier et al. (2009), adaptability is the competence to be able and willing to change oneself to respond to changes in a job's nature and environment. This competence involves various aspects of teacher professional life such as new policies (Correa et al., 2015), institutional demands (Pillen et al., 2013), competing perspectives, expectations, and roles (Beijaard et al., 2004), and diverse students (Goodnough, 2010).

The policy change that was the headmistress' decision, during the mentor's maternity leave, to assign other teachers as the pre-service teachers' mentors, influenced them to strategically adapt their lesson plan format to one which would ensure approval and better grades, either from the substitutes or the actual mentor, when she returned. Institutional demands, such as for parting gifts to the school, provide the pre-service teachers with the abilities to negotiate with the headmistress and the mentor about a more affordable gift, while at the same time adhering with the ELE program's rule of not giving gifts. They managed to adapt to the competing expectations of different stakeholders by complying, negotiating, or adjusting their personae to assure that their practices were recognized and accepted in the schools, and at the end to ensure that they received good grades. Students' diverse backgrounds became the source of many adaptations of teaching methods, approaches, strategies and skills that they employed to craft their identities of a "good" teacher: one that can meet the goals of teaching.

These aspects of professional life may make teachers change their beliefs, theories, understandings, teaching methods, approaches, strategies, instructions, and skills (Correa et al., 2015; Goodnough, 2010; Grima-Farrell, 2015; Hong, 2010; Pillen et al., 2013). Depending on the level of willingness to change, these aspects of working conditions as teachers can create tensions between the constant changes and their professional identities. The tensions have been reflected in the process of crafting identities as shown in Figure 6.1.

7.1.3 The Constituents of Employable Teacher Professional Identities in the Macro- and Meso-Discourse Level

It has been established in the macro-level discourse and regulations that the construct of an 'employable' teacher stresses the role that a teacher plays in relation to their students. The main task of a teacher is transferring knowledge, information, skills and moral values to the students. This task is in line with the aim of Indonesia's national education, i.e. to develop the potentials of the students to become a person who believes in God and is religious, has morality, is healthy, knowledgeable, skillful, creative, independent, and becomes a democratic and responsible citizen (Law No. 20 of 2013 on National Education System, Article 3).

In the HE's meso-level discourse, the construct of an ideal teacher as a role model in all aspects of students' life is broken down in a more detailed, albeit more selective way. Not all constituents of professional identities in the macro-discourse level are covered in the curriculum, but when certain constituents are selected, there is a move to describe these in detail. The curriculum also includes some constituents of professional identities that reflect the HEI's specific ideals, which can be regarded as a move to add a unique competitive edge to its graduates. The teaching practicum handbook as a guide for the day-to-day activities in school provides the detailed operationalization of how to develop the constituents of professional identities in the field.

However, as it has been noted in the previous discussion of the process in crafting the identities, the supervisors and the mentors of the teaching practicum program have made their own interpretations of the curriculum and the teaching practicum handbook. Thus, the ideal expectations of the constituents of teacher professional identities undergo further specification and qualification, largely based on their personal beliefs and experiences in the field as well as the realities of the schools, and thereby painting a limited, personal, and contextual discourse of what it means to be a professional, competent teacher. Hence, the discourse of employable teacher professional identities in the meso-level in the field depicts a teacher who is not only involved in his individual process of crafting his professional identities, but also is constantly aware of the power struggle among different stakeholders at the school level in deciding what is relevant and appropriate in the context of the schools. The perspective remains that a teacher must assume the role of a model and a guide for his students, as is prominent in the government regulations and the HE documents, but many of the specifics of this role are dependent on the schools' contextual realities, and those of their stakeholders.

In detail, consistent with the construct of an ideal teacher in macro-level discourse, a teacher's role at the meso-level is defined relative to students, with almost all decisions in teaching practices are oriented toward students. The expectation of a teacher to be 'better' than the students is pertinent in the ELE program curriculum, as the graduates of the ELE program are expected to be a role model of a citizen and an English language user. At the same time, a teacher is expected to guide his students in the learning context. As the idea of learning that is promoted in the

curriculum is focused on the students, the teacher must pay attention to the various types and backgrounds of students with different characteristics, make decisions regarding the learning process, and guide the students in this process to ensure successful learning.

Regarding the specific constituents of professional identities, Turner-Bisset (2013) proposes the model of knowledge bases, in which expert teaching involves constituents of professional identities of knowledge, processes, skills, beliefs, values, and attitudes (p. 10). Turner-Bisset proposes that these constituents can be first considered separately, to explicate with clarity how they should be manifested in actual teaching. However, they also need to be linked and interact with one another in the complex process, invisible in teaching: planning, evaluation, and reflection phases (p. 143) to produce quality teaching (p. 157).

In this regard, the presentation of constituents of professional identities in the macro- and meso-level documents as separate, individual constituents is an effort to describe in clarity each of the constituents, and these constituents will be later used in the invisible complex process of teaching that the pre-service teachers experience. This will be presented in detail with the discussion of research question 2, later in this chapter.

The macro-level regulations agree that the constituents of a teacher's professional identities are expressed as the learning outcomes that HE graduates must achieve, and these learning outcomes are the basis of recognizing their qualification in the profession, with HEIs as the responsible stakeholders when recognizing this qualification. Standardization of competences is not a foreign concept and is common practice in some countries. For instance, the UK government published a document that outlines the standards for teachers' work, which becomes the basis of recognizing a teacher's qualified status, based on his teaching competence and personal and professional conduct (UK Department for Education, 2011).

Consistent with the emerging themes in the macro-level documents, the list of expected abilities in curriculum at meso-level discourse consists of statements that reflect the notion of an "employable" teacher as the product of a training programme, who is able to apply the knowledge and the skills to his work, specifically teaching; to solve problems through analysis; to make decisions; to communicate in English, and to research. The graduates' ability to engage with

these elements of practice has been translated into the detailed day-to-day activities and assessments for the pre-service teachers, which consist of individual processes and contextual-related processes.

However, in the meso-level discourse of the teaching practicum program, these macro-level definitions of the employable teacher are further interpreted based on the beliefs and ideals of individual supervisors and mentors. Although the handbook of the practicum is specific in determining the expected teaching practices and the associated constituents of professional identities at the operational level, these practices and identities are qualified by the supervisors and the mentors so as to simplify the process of assessing the pre-service teachers into an operational rubric. This signifies the nature of the teaching practicum program as one of the courses in the ELE program, which at the end of the day, requires the supervisors and the mentors to come up with a tangible grade, reflecting the status of the pre-service teachers as competent teachers, as an entry on a degree transcript. The grade is the manifestation or *product* of the practicum, not the *process* that the pre-service teachers go through.

To make matters more realistic, the schools, through the stakeholders, have the authority to decide which practices are to be implemented and imposed onto the pre-service teachers. These practices include day-to-day teaching activities, social-related activities, and assessments. In the field, reference to the macro-level regulations and the meso-level curriculum is largely absent from the discourse, and the handbook of teaching practicum was referred to only minimally.

This begs the question of how what is expected of the pre-service teachers in the macro- and meso-levels of discourse can be translated into practices in the field. There is a gap between the ideas in the existing documents, and those of the mentors and the supervisors, and the gap can be regarded in the practice architectures as the arrangement that potentially makes the practices possible or impossible (Kemmis, 2019). As it has been reiterated in other parts of this thesis, what the government and the HE institution expect from the pre-service teachers may carry normative and legal power, but the expectations may be lost in the system as the expectations come from the stakeholders rather than these legal documents.

To further complicate matters, such a gap also reflects the disconnection (Sjølie, 2017) between the theoretical ideas and the practical ideas; and between the supervisors in the HE practice site and the mentors in the school practice site. Such disconnection may influence the collaboration between the mentors and the supervisors in the process of crafting professional identities. A review by Glazer and Hannafin (2006) on teacher's beliefs and their impact in terms of the willingness and interest to interact in teacher professional development show that differences on beliefs can promote diversity in understanding. At the same time, the nature of collaboration may be influenced by other factors, such as the organization, leadership, and context of the collaboration. The danger of differences in beliefs among the stakeholders may also inhibit collaboration, because of the differences in concepts of instruction even when they use the same terminology (Carr, 2002) , as well as the complication of reforming instructional practices in the school context (Rogers, 1999).

In the case of my research, the differences of beliefs between the mentors and the supervisors may influence the mentoring that they provide to the pre-service teachers. Of the list of expected constituents of professional identities, the supervisors state four expectations of:

> (1) being able to directly transfer the theories that the pre-service teachers gained in the ELE program into their teaching practicum,
> (2) being able to use technology in teaching,
> (3) having the passion of being a teacher, and
> (4) having the competence of using English.

The mentors state four expectations of:

> (1) being able to understand the characteristics of the students in order to be able to deal with the students and handle the class,
> (2) being able to use technology for teaching,
> (3) being able to make and apply a lesson plan in class by delivering the materials well in order to make students understand, and
> (4) having certain personal qualities.

The only similarity in their expectations is in being able to use technology for teaching, and even when they use this same terminology (Carr, 2002), they focus on different aspects. The supervisors focused on the simple and practical use of

technology, whereas the mentors focused on the relevance and effectiveness of the technology for teaching. This translates to their differences in assessing the pre-service teachers and the pre-service teachers' choice of technology. In both schools, the technology is either very limitedly used or even not used at all, because the mentors discouraged it, although they had positive beliefs on the relevance and effectiveness of technology for teaching. There is a gap in the mentor's positive belief and the actual instructional practices of technology use in the school, and thus no changes of practices is applied (Rogers, 1999).

Another problem is with the reduction of the ideals at the macro- and meso-levels, which is not only an account of differences in beliefs, but is also due to the contextual factors in the school sites and the different views of the supervisors and mentors in prioritizing which constituents will become the focus of their mentoring. As predicted, the difference in viewing prioritized constituents may come from the difference in conceptualizing expectations, which come from different understandings and experiences of the school practice site.

Of the list of expected constituents of professional identities, the supervisors of the teaching practicum program state only four (see above). The focus on four specific constituents is obviously a great reduction. The reduction is not only in terms of the number, but also in the operationalization of the constituents of identities in the field, in which the mentors are qualified. The four expected constituents in general echo expectations at the macro- and meso-levels, but they are very specific and contextualized, as the supervisors juxtapose these expected constituents with the nature of the target students, the motivation of the pre-service teacher for doing the teaching practicum, previous and current experiences in supervising, the realities in the school, and relationships among the stakeholders in the school, which cause the supervisors to qualify their expectations of the pre-service teachers.

The mentors of the teaching practicum program also only state four expected constituents of professional identities (see above). A similar qualifying process occurs among the mentors, in which they juxtapose their expectations to the condition and nature of the students, their beliefs of the importance of certain personal qualities and what constitutes a good teacher, the established practice of creating lesson plans, and the realities of technology used in the schools, as well as

the power of other stakeholders in deciding various issues in the context of the schools.

From the mentors and the supervisors, it is understood that contextual factors in the HEI and the schools become the decisive factors in their reduction of constituents of professional identities to focus on in the mentoring. The contextual factors then make up for the various arrangements that either enable or prohibit them in mentoring the pre-service teachers to craft certain constituents of professional identities.

As understood through the lens of practice architectures, disconnections between levels are more discernible as we move from the macro- to the meso-level of discourse. Firstly, there are discrepancies in the perspective of employability, moving from the product-oriented view at the macro-level, to a more process-oriented view at the meso-level of discourse. The different views have caused a different focus on the employability components at the different levels, where the macro-level orients more to the human capital of the pre-service teachers, while the meso-level focuses more on social capital, self-awareness, and adaptability.

Secondly, it has been noted that the macro-level documents provide the cultural-discursive and social-political arrangements in which the government vests more authority in teacher training programs to the HEIs than the schools. The HE-vested authority has led to the lack of inclusion of the 'employers' voice' in the meso-level documents and opens the way to a more 'soft power' approach used by the school's stakeholders as reflected in the act of directly or indirectly exploiting the power they have in assessing the pre-service teachers (e.g. 'do the data entry or you'll be downgraded'). In realities, this soft power carries more significant influences to the pre-service teachers than the normative power of the HEI in crafting professional identities.

Thirdly, the disconnection also occurs at the meso-level of discourse, as reflected in the different perspectives on the constituents of employable teacher professional identities between the HE and the schools. The difference of views between the supervisors and mentors leads to the difference in the provisions of cultural-discursive, material-economic, and social-political arrangements, which influences the practices of the pre-service teachers in crafting identities at the micro-level (e.g. 'you fail if you don't follow the mentor's suggestions').

7.2 Research Question 2: The Process of Identifying Oneself as an Employable Professional Teacher at the Micro-Level of Discourse

The second research question addresses the process of crafting the constituents of teacher professional identities at the micro-level. My conceptual framework has established that the process occurs at the individual and personal level of a pre-service teacher. The development of professional identities according to the past research in teacher identities suggest that this process is complex, dynamic, and multifaceted, often in conflict, and constantly shifting across both space and time (Trent, 2014; Varghese et al., 2005). It involves reflection, negotiation, construction, enactment, transformation and reconstruction of knowledge and experiences (Connelly & Clandinin, 1999; Miller, 2009; Varghese et al., 2005). A teacher who is developing his professional identities may assume more than one sub-identity, and these sub-identities are interacting with one another depending on the contexts of their teaching practices. Such interaction may not always be harmonious (Beijard et al., 2004) and may result in identities changing.

Consistent with the review of research in teacher professional identities by Beijaard et al. (2004), the data in my research illustrate four common characteristics of teacher professional identity: (1) teacher's professional identities as a process; (2) the importance of interaction between a person and his context in this process; (3) the importance of teacher's agency in the formation of his professional identities; and (4) multiple identities as the outcomes of the process of identity formation. These will be discussed in turn in the next sections.

7.2.1 The Process of Crafting Professional Identities

Firstly, teacher's professional identities are seen as an ongoing dynamic process of reflecting, negotiating, constructing, enacting, reconstructing knowledge and experiences, and transforming their identities (Connelly & Clandinin, 1999; Miller, 2009; Turner-Bisset, 2013; Varghese et al., 2005). This is a process whereby a teacher understands or perceives himself as a professional in relation to employment (Burns and Bell, 2011; Lamote and Engels, 2010). My data show how the pre-service teachers went through several steps before they finally came to the final version of their professional identities as expert teachers. The process echoes

the interaction of various knowledge bases in the invisible portion of teaching, which involves the planning, evaluating, and reflection phases of teaching (Turner-Bisset, 2013). The pre-service teachers evaluate and reflect on the "amalgam of knowledge bases" (Turner-Bisset, 2013), to use them to the fullest to produce quality teaching, and further reflect on their teaching practices to craft a sense of 'professional self'.

Figure 7.1 illustrates the process that the pre-service teachers in my research went through, and each step will be discussed in turn.

At the first step, *self-evaluation of their initial state of competence*, sources of reflection may come from the human capital and social capital (Forrier et al., 2009) that they have gained from their past training in the ELE program, their past experiences in teaching, possibly in their capacity as a private tutor, and the societal expectations of what being a professional means. In this step, they may realize that they have no knowledge and skills required to enact certain practices, or that they may have a certain degree of experience with the practice. They also surface curiosities about the 'unknown' or less familiar and a sense that, possibly, real learning lies ahead. The self-evaluation involves their self-awareness or "knowing why competences" (Defillippi and Arthur, 1994); awareness of who they are and what they want. For example, Tasya is aware that she has knowledge of handling the students from her experience as a private tutor, and has learned some teaching techniques and technology from her prior training on the ELE program.

Figure 7.1 The Process of Developing Employable Teacher Professional Identities
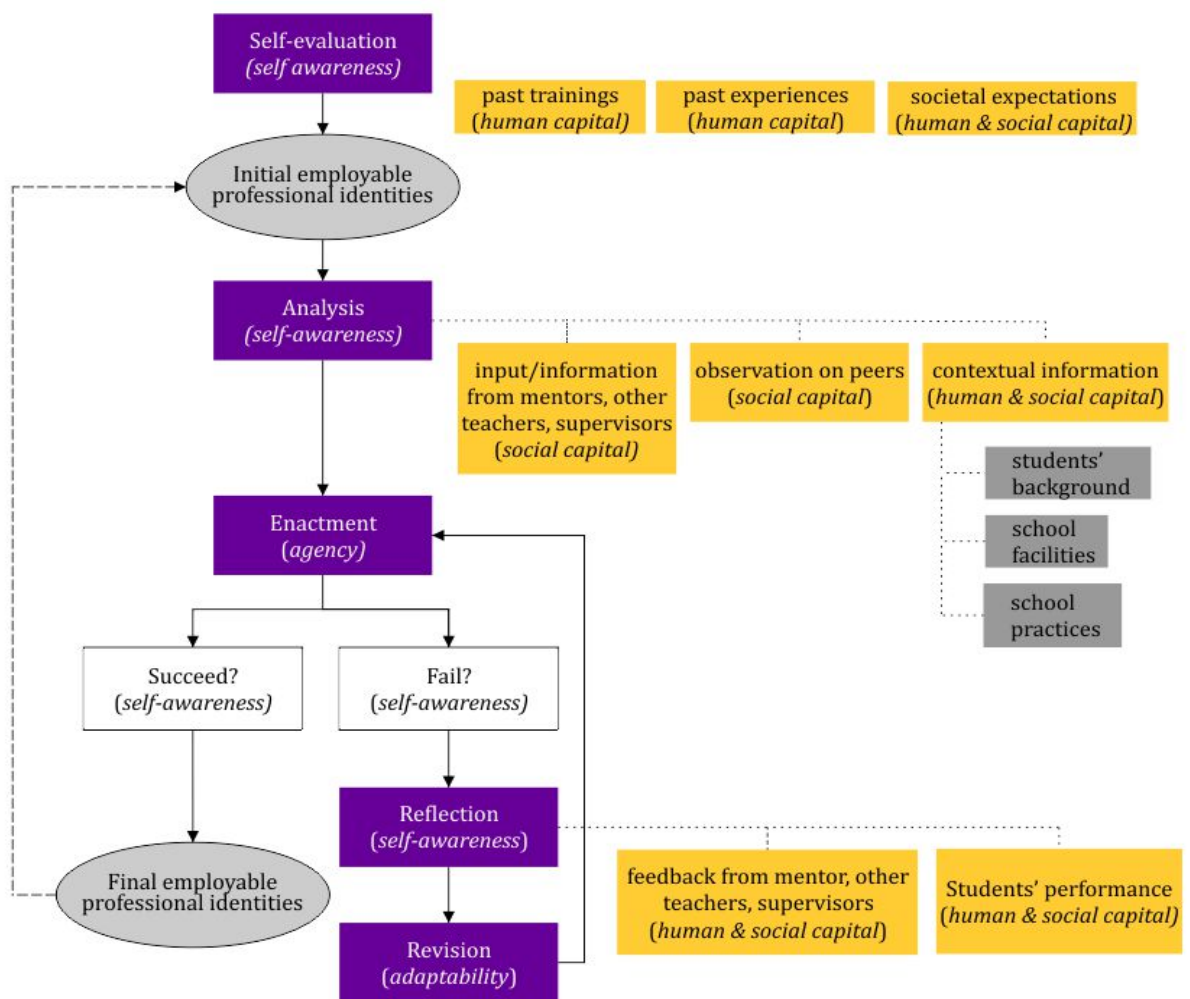
In the second step, *analyzing the practicum sites' contextual situation*, they analyze the contexts of the schools by putting into consideration the input/information that they obtain from the mentors, other teachers, and supervisors, the observation of their peers, and other contextual information in the schools such as the students' background, school facilities and the practices that they are directed to or are modeled by the stakeholders. In this step, they employ their self-awareness (Defillippi and Arthur, 1994), human capital and social capital (Forrier et al., 2009). For example, Lintang uses her social capital in getting information from the homeroom teachers on special needs students, and employs self-awareness when reflecting on her skills (human capital) with handling them.

The results of the two prior steps are then juxtaposed. They make use of their initial state of competences and the contextual information *to decide on the*

enactment of the competence. This is the step in which they exercise their agency (Beijaard et al., 2004) in actual teaching.

Upon enacting the competence, they evaluate their enactment through a series of *reflections* on feedback from the mentors, other teachers, supervisors, and their students' performance, which showcases their self-awareness (Defillippi and Arthur, 1994). This step can be highly complex and dynamic, requiring them to deal with and find solutions to contradictory signals from the stakeholders, and selecting which professional personae will offer more benefits for them in the final assessment of their performance.

Within this step, pre-service teachers are often torn between different references and recognition of professionalism. Similar to Sjølie's (2017) study, an analysis of the semantic space of the pre-service teachers' learning practices, the pre-service teachers draw upon different sets of discursive resources from different stakeholders in the communities that they relate to, when discussing the process of crafting their professional identities. However, while the participants in Sjølie's study (2017) used three communities - academia, the school, and the student community - to talk about the process, my research participants add society as another community from which they draw resources to craft the persona of a professional teacher. For instance, Lintang's depiction of a good teacher refers to the behavior and attitudes that the society expects from a teacher.

Their success or failure in projecting their professional identities mostly comes from their reflection by influential stakeholders in the immediate vicinity of the practice architectures of their employment: the society, their students, mentors, homeroom teachers, the headmistress, HE supervisors, and peers. Similar to the participants in Dyer and Taylor's (2012) research, they rely on others to confirm their performance in the practices. This is in line with the second common characteristic of the teacher professional identity stated by Beijaard et al. (2004), that the interaction between the person and the context is important in the process of developing teacher professional identities. The sayings and relatings with the stakeholders in the teaching practicum context become the reference in their narratives to the practice architectures that enable or prohibit the enactment of professional identities. Eventually, these are taken into account by their reflection when deciding which professional identities to enact.

The next section will discuss the reference points, when reflecting which professional identities to enact, or which enactment is recognized as the reflection of a professional self.

7.2.2 The Reference Points and Recognition of Professional Identities

The reference points and recognition manifest in several different ways, and the following sections will discuss how professional identities are being evaluated against these stakeholders' criteria or views.

The first point of reference is society. The referencing of society manifests in how the pre-service teachers discuss the expectation of society regarding what constitutes a "good teacher". The discursive resources that the pre-service teachers use in this reference come from their personal experience living in society and their past training on the ELE program. These sayings and relatings prohibit certain doings, in the form of attitudes and behavior that do not follow the society's and the HE community's social values regarding what constitutes a good teacher. This reference also pinpoints the awareness of the pre-service teachers of knowledge of educational ends, purposes, and values; awareness that teaching carries some moral dimension or purpose, producing morally right and responsible citizens (Turner-Bisset, 2013). Thus, they see it as important to be a role model for the students and instilling 'good social values' through teaching, as manifestations of being a professional teacher.

Their second point of reference is their student community. The referencing of this community comes in two ways. Firstly, they may look at students' achievement as their point of reference as to whether they have already enacted the competence well. When the students respond well to their teaching, this may become a signal that they are competent. As Beauchamp & Thomas (2009) suggest, learners' characteristics are one of the variables that may shape the teacher's professional identities, and this can influence teachers in deciding their teaching practices. The reference to students' achievements can also be seen as the interaction of several knowledge bases that a teacher has: knowledge of students, knowledge/models of teaching, curriculum knowledge, and general pedagogical knowledge (Turner-Bisset, 2013), used to the fullest to produce successful actual teaching. As they carefully reflect on the students' information, they juxtapose the information

against their knowledge of what techniques to teach them, the materials that are suitable for the subject, and the strategies to handle them in the classroom and to meet the goals of their teaching. The knowledge bases serve as the cultural-discursive and material-economic arrangements of the practice architectures of the practicum program, which influence the pre-service teachers' decision to enact certain teaching practices. The successful enactment of all knowledge bases relevant to students indirectly influences the way the pre-service teachers see themselves as professional teachers because they are able to meet the goal of teaching, as reflected in the achievements of the students.

Secondly, the ability to meet the needs of the students in the enactment of the competence may also be correlated to the pre-service teachers' wish to be perceived as a competent teacher, able to meet the needs of their students. This act of wanting to look professional in front of the students is related to their inferior position of being pre-service teachers in the schools, and thus they express the need to be regarded as superior, and holding power over the students. This power relationship between the pre-service teachers and the students constitute social-political arrangements within the practice architectures. If the pre-service teacher wants to be regarded as a figure of authority by the students, they have to ensure that they display and enact the competences that will meet the needs of the students. Within the student community, there is also the influence of parents. However, the power of the parents in directing their children's learning is dimmed by the power of the next stakeholder in the school community: the mentors.

The third point of reference is their mentors. The referencing of mentors comes in two ways. Firstly, the mentors may specifically evaluate their enactment of certain competences and then provide feedback, suggestions, or criticism of their way of enactment, thus becoming sources for potential revising of the enactment. Secondly, they can observe their mentors as models in enacting certain competences, and again, use them as a source of revision.

The reference to and recognition of the mentors constitutes the knowledge of educational contexts (Turner-Bisset, 2013) that the pre-service teachers must consider in enacting the competence. This knowledge – the operation of soft power, the use of social capital, the need for adaptability – are manifested at the micro-level but not acknowledged by meso- and macro-level discourse. The

knowledge provides the cultural-discursive arrangements of the sayings on certain aspects of teaching that will become decisive factors when making certain teaching approaches aspects possible or impossible to enact. As the pre-service teachers may not yet have sufficient experience and resourcefulness to be able to enact the competences, the reference to mentors suggests that the way a mentor works is essential for building resourcefulness and autonomy, rather seeing practice as a yardstick of competences that they simply have to fulfill for evaluation.

At the same time, the mentors' sayings about certain aspects of teaching become the standards for recognizing the professional identities. This reflects the social-political arrangements in the practice architectures of the practicum. In this case, the mentors' power is very strong in directing the revisions of competence enactment. As the pre-service teachers in my research described, even when the mentors' direction is not in line with their prior knowledge or beliefs, they will automatically comply or adapt. The reasons for compliance or adaptation are often linked with the power of the mentors in deciding their final grade in the teaching practicum, which is one of the most important courses in the ELE program for them to pass and thereby acquire the qualification of a competent teacher. It may be safely assumed that adaptability, as an essential component of employability, is driven by the micro-level discourse and not fully recognized in the Indonesian meso- and macro-level discourse.

The fourth point of reference is the homeroom teachers and the schools' headmistress, which involves their knowledge of the educational context. The referencing of these stakeholders in school comes in two ways. Firstly, the pre-service teachers want to present the best version of their professional personae in front of these stakeholders. This act of wanting to be recognized by the stakeholders in the school is influenced by their inferior position in the schools as a pre-service teacher. They worry that not pleasing the stakeholders in the school may influence how they are treated on a day-to-day basis, or may affect the image of all pre-service teachers from the ELE program, in the present time and the future. Secondly, they consider the power of the stakeholders in the schools in deciding on their final grade of the teaching practicum. This is especially apparent in the case where the homeroom teachers and the headmistress take part in the assessments due to the mentor's absence. When the mentor is absent, the pre-

service teachers rely on the feedback, suggestions, and criticism of the homeroom teachers in revising their enactment of certain competences. The reference to the homeroom teacher and the headmistress constitutes the school environment's influence, the school authorities, and other teachers that Beauchamp & Thomas (2009) suggest as significant variables, in contexts that shape teacher professional identities.

To develop the discussion further, the relationships between the pre-service teachers and the other teachers and headmistress reflect the political aspects of the development of teacher professional identities. This is in line with Zembylas & Chubbuck (2018) who argue that the social operation of power, discourses and social structure are instrumental in shaping teacher professional identities. Similar arguments are also made by Flores and Day (2006) and Gandana and Parr (2013) who through their studies highlight the importance of contextual variables and structural influences. As the headmistress and the senior teachers hold power in the day-to-day activities in the schools, the power is translated into the discourses behind certain knowledge and practices in the schools that are internalized and imposed on the pre-service teachers. These discursive-cultural, material-economic, and social-political arrangements influence the crafting of certain knowledge, practices, and competences with the aim of being accepted as a professional by those in power in the schools.

The fifth point of reference is the HE supervisors. Like the mentors, the supervisors may directly evaluate the pre-service teachers' performance in enacting certain competences and provide feedback, suggestions, and criticism that can become the source of revising these enactments. However, the references to the HE supervisors are relatively more distant than to the mentors or to the school stakeholders, as the power of the HE supervisors to decide on the final grade of the teaching practicum is not as influential as the stakeholders in the schools.

The references to the supervisors are often in conflict with references to the mentors, particularly regarding whether the pre-service teachers have reached a satisfactory level of enacting certain competences. It may be interpreted that in the case of the teaching practicum, there could be a disconnection between what is theoretical and practical in the program in the level of sayings. Thus the

discursive-cultural arrangements of the practices lean toward what is more practical in the field, rather than the ideas of the HEI site, that are more theoretical.

The mentors' and the supervisors' conflicting signals make the pre-service teachers refer to a strategy of comparing their enactment of certain competences among their peers. By reflecting on the peers' performance, either through direct observation or the mentor's assurance, the pre-service teachers evaluate their professional identities and use this as a source when revising their enactment of certain competences. The social-political arrangements influence the reference to peers in the relationship with the peers and the mentors. A pre-service teacher may consider the practice of peers to be inferior to his own. Once the mentor approves of this consideration and recognizes his competence's superiority, the pre-service teacher takes this as a reference to enact the competence, and an indirect recognition of his professional identities.

The practice architectures that shape the pre-service teachers' process in crafting their professional identities touch various communities in their vicinity in their semantic and social scape; academia, the school, the student community, and society. However, within these communities, the greater weight of consideration is placed on stakeholders' meso-level discourse than documents in the macro- and meso-levels. In a sense, there seems to be a series of disconnections from the top to the lower levels, as the higher level documents' sayings in the macro-discourse level are getting less discernible in the lower level of meso- and micro- level of discourse as the relatings in the lower level are more powerful in dictating the doings. This move is a logical consequence of the Indonesian government's evaluative state steering approach that gives authority to the institutions that execute the regulations in the field. However, the disconnection between the institutions in the field, in this case HE vs. the schools, needs to be considered in the policy making, by giving more voice to the schools, as these turn out to be the institutions that hold actual power in the field.

The next section will discuss the step of reflecting and revising the competences, in order to showcase the importance of agency of the pre-service teachers; their tendency to make pragmatic choices in presenting the professional personae before the stakeholders; and the multiple identities that they assume at the end of the process.

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7.2.3 Pragmatic Choices of Professional Personae

As shown in Figure 7.1, in the final step, the pre-service teachers revise their enactment of certain competences and present a final version of their professional personae. This is where their agency is most apparent (Beijaard et al. 2004) in the process of developing teacher professional identities. The choices that the pre-service teachers made during the teaching practicum in regards to which professional personae they would enact before the stakeholders are highly pragmatic, as they deliberately select the best competences which represent their professional self to the stakeholders to ensure their success in passing the teaching practicum program with good grades. The pre-service teachers may not personally believe in or agree with aspects of their professional identities, but strategically, these suit the preference of the stakeholders and the context of the schools. This step is the invisible part of being a teacher as individual teachers reflect on the knowledge bases that they draw on in their actual teaching (Turner-Bisset, 2013).

At the end of the process of developing employable teacher professional identities, they may have multiple identities (Beijaard et al., 2004); the one that they personally believe as an employable, professional self in accordance to the 'product' view, and the one that they deem as workable in the context of their employment in the eyes of the stakeholders of the schools in accordance to the 'process' view. As Brooke (1994) puts it, being a professional teacher is what is found to be relevant by others in the profession and what the teachers value themselves. These identities may not be always in agreement with each other (Beijaard et al., 2004), but they 'work' in their context of their current employment and for their goal in the current employment. Often, the professional identities that work in the context are more important than their personal beliefs about their professional self, because strategically, these help them in meeting their goals in the current employment. What is being employable, at the end of the process, is to be able to satisfy the expectations of the stakeholders of the employment (to get a job) and to follow the practices in the context of the employment (to keep a job).

The pragmatic moves that the pre-service teachers take, in prioritizing professional identities that conform to expectations and practices, may change depending on the place of employment. If this changes, the set of professional identities that the pre-service teachers enact may change. This confirms the

conclusions of prior research that noted how teacher professional identities may constantly shift across both time and space (Trent, 2014; Varghese et al., 2005). Similar to the participants' experiences in a study by Trent (2014), a pre-service teacher is often aware of the different professional identities that they need to present to different stakeholders, either to the HEIs or to the schools.

The process of crafting professional identities is indeed very individual as the pre-service teachers have the agency to reflect, negotiate, and decide on their professional identities. However, in employability, a hefty bulk of the decision on their professional identities is influenced by the practice architectures in the workplace community, as recognition of being a professional teacher comes from that community, and conforming to the community will bring personal benefits.

Chapter 8.   Conclusion and Contribution

This chapter presents a summary of the findings of my research findings and discusses its implications, contributions and limitations, as well as potential future research in the field of employability and teacher professional identities.

My research has aimed to understand employable teacher professional identities, a term describing the identities that a teacher crafts in order to become and to be recognized as a professional. In order to understand this term, I map and explore the discourses of employable teacher professional identities at the macro-, meso- and micro-levels of discourse in the Indonesian context, from the perspectives of the government, national association of English Language Education study programs, HE, schools, and individual pre-service teachers. Through analyzing data in the form of documents and interview transcripts, the perspectives of the stakeholders are analyzed thematically, and later on, discussed using the lenses of practice architectures to understand the practices of crafting the employable professional identities and the discursive-cultural, material-economic, and social-political arrangements (Kemmis, 2019) that enable or inhibit the practices.

8.1 Key Findings and Conclusion of the Research

8.1.1. The Disconnections of Authority

The discourse levels of employable teacher professional identities encompass the macro-, meso-, and micro-levels. Together, these form what can be described by the theory of practice architectures as the system of teacher professional development in Indonesia. The system provides discursive-cultural, material-economic, and social-political arrangements that enable or constraint the practices involved in crafting these identities (Kemmis, 2019).

In this system, the Indonesian government adopts a neoliberal approach, the evaluative state model (Yokoyama & Meek, 2010), in which the state steers, controls and influences the societal actors in certain public sectors to decide and act according to the objectives of the government. In this case, creating a workforce and solving the problem of unemployment using instruments that the government has provided (Gornitzka & Maassen, 2000; Van Vught, 1995).

The authority to define the construct of employable teacher identities is then a manifestation of the social-political and discursive-cultural arrangements in the system. The government and the national association of English Language Education study programs stipulate the construct and constituents of these identities, setting these as objectives for the societal actors – HE and employers – through legal means. The HEIs and the employers are then assigned by the government and the national association to decide on the specifics of the identities, and to act on crafting the identities. The stipulation of the construct of identities and its constituents in the documents of the government and HE serves as a discursive-cultural arrangement, setting and limiting the sayings of identities, whereas the relatings between the government, the national association, HE, and employers serve as the social-political arrangements that set and limit the power of actors in the system.

Although the Indonesian government recognizes and includes the employers (the schools) in the system, data analysis found that the employers' voice is less discernible in the semantic space of the HE documents. The social-political arrangements of the practice architectures in the documents of the macro- and meso-levels showcase a disconnection (Sjølie, 2017) of authority in defining the constructs of employable teacher professional identities, between the government and HE, in regards to the inclusion of the schools' voice.

The importance of including this voice in the construct of employable teacher professional identities is even more prominent in the analysis of the interviews with the supervisors and mentors. The authority of the HE in defining the construct is less discernible in the schools. As the HE and the schools are seen as two different sets of practices, there is a disconnection between the construct of professional identities. HE is more theory-oriented, and the schools are more practice-oriented. In the field, the sayings, doings, and relatings of the mentors are considered to be authoritative, and thus the construct of employable teacher professional identities is left in the hands of the mentors.

To conclude, there are two disconnections in the practice architectures of the Indonesian teacher employment system, in terms of authority in defining the construct of employable teacher professional identities. The first disconnection is between normative power of the government and HE, and the soft power of the

schools as the employers of the pre-service teachers. The second disconnection is in the construct of identities between the HE and the school. The HE-vested authority as stipulated in the macro-level documents has led to the lack of inclusion of 'employer's voice' in the meso-level documents and opens the way to a more 'soft power' approach used by the school's stakeholders as reflected in the act of directly or indirectly exploiting the power they have in assessing the pre-service teachers in the micro-discourse level, which carries more influences in the process of crafting identities.

8.1.2 Product vs. Process-Oriented Employability View

There are discrepancies in the perspective of employability which move from the product-oriented view at the macro-level to a more process-oriented view at the meso-level, its documents and stakeholders.

The disconnection in the practice architectures of the Indonesian teacher employment system continues in the view of employability as reflected in the findings. Employability can be viewed both as a product, a list of constituents of professional identities that meet the expectations, needs, and standards of the employers so that a person is employed (Brown et al., 2003; Thijssen et al., 2008); and as the process of crafting these constituents of professional identities (Forrier & Sels, 2003b; Vanhercke et al., 2014).

In the practice architectures of teacher employment in Indonesia, there is a disconnection between the different views of employability within the three discourse levels. At the macro-level, the government and the national association, in principle, adopt both the perspective of employability as a product and a process. However, in the semantic space of the regulations, the presentation of the constituents of professional identities tends to be product-oriented, appearing as a list. At the meso-level, the approach of HE in presenting the identities tends to be a mix of product and process, with the curriculum echoing the government's listing of identities while the teaching practicum handbook focuses on the process of crafting the identities. In the meso-level of the teaching practicum and in the micro-level of the pre-service teachers, the view is more process-oriented. The different views have caused different focus on employability components at each level: macro-level documents orient more on the human capital of the pre-service

teachers, while the meso-level documents and stakeholders focus more on social capital, self-awareness, and adaptability.

When the stakeholders in the system are not on the same page, one of the ramification is in the issue of standardizing the identities of a professional teacher. Attempts to standardize teachers' professional identities will probably never materialize, as the stakeholders in the system may have different ideas of the standards. In addition, the disconnection of views can be seen as a logical consequence of adopting the evaluative state model in the system, in which the views of employability follow the move of general to more specific constituents of identities and thus from product- to process-oriented view. However, considering the highly complex, dynamic, and personal nature of crafting employable professional identities, the process that each individual goes through may be contextualized and individualized, depending on his place of employment, and thus making it problematic in finding the common standards of professional identities that are applicable to all teachers.

Therefore, the practice architecture of the teacher employment system needs to be more process-oriented and focus not just on human capital, social capital and self-awareness of their professional self. The individual needs the competence to adapt to the changes and expectations in the nature and environment of his job (Forrier et al., 2009). It is through this adaptability that the pre-service teachers displayed agency (Beijaard et al, 2004); thus, there is a discrepancy between the macro- and meso-level discourse (which does not acknowledge the role of the employers explicitly) and the ways the PSTs *must* develop their employable professional identity at the micro-level.

8.1.3 The Disconnections of Constituents of Identities and Practices

In describing the constituents of employable teacher professional identities in the macro- and meso-level discourse, the documents focus on the construct of a competent teacher and what constituents are expected from a professional teacher. The focus is on the role that a teacher plays in relation to students, in which the teacher has the primary task of transferring knowledge, information, skills and moral values to the students. This is in line with the aims of Indonesia's national vision for education, i.e. to develop the potentials of the students to

become a person who believes in God and is religious, has morality, is healthy, knowledgeable, skillful, creative, independent, and becomes a democratic and responsible citizen.

Within the education system, this primary task is broken down to more detailed, yet selective learning outcomes as the indicators for constituents of professional identities, with additional constituents that reflect the ideals of specific HE institutions. The constituents of professional identities that the documents describe consist of attitudes, knowledge, and skills, as the product of HE training, and of competences in which these knowledge, skills, and attitudes are put into actionable tasks as a display of accumulated working experiences.

The analysis of the interviews with the mentors and the supervisors of the teaching practicum program paints a reductionist stance. They personally interpret the constituents based on their beliefs, ideals, and experiences in the field. The constituents from macro-level documents are largely missing during the interviews, which draw references instead from the HEI and the school context, leading to decisions about which constituents to focus on when mentoring the pre-service teachers.

There are two disconnections that manifest in the data: (1) the gap of theoretical ideas and the practical ideas between the HE site and the mentors in the school site about which constituents of professional identities to focus on, and (2) the difference in practices between these sites that again may influence the process of crafting identities in the micro-level discourse of the pre-service teachers. The different views of the supervisors and mentors lead to the different provisions of cultural-discursive, material-economic, and social-political arrangements, which influence the practices of the pre-service teachers in crafting identities at the micro-level.

8.1.4 The Process of Crafting Professional Identities

The process of crafting one's identity as an employable, professional teacher is complex, dynamic and multifaceted, often in conflict, and constantly shifting across both space and time, involving reflection, negotiation, construction, enactment, transformation and reconstruction of knowledge and experiences, which may result in teachers assuming more than one sub-identity, or changes in identities

(Beijaard et al., 2004; Connelly & Clandinin, 1999; Miller, 2009; Trent, 2014; Turner-Bisset, 2013; Varghese et al., 2005).

The process of developing employable teacher professional identities in the pre-service teachers consists of the steps of (1) reflecting on their initial state of identity, using past training and experiences as well as societal expectations; (2) analyzing the contextual situation and realities in the teaching practicum sites by taking into account input/information from mentors, other teachers, and supervisors, observing their peers, and information on students' background, school facilities, and school practices; (3) enacting the competence in the context; (4) reflecting on the enactment of the competence, judging its success or failure against references to feedback from the mentor, other teachers, the supervisor, and students' performance; (5) negotiating their knowledge and experiences by revising the details of their enactment, to finally (6) transforming their professional identities into a persona that is presentable to the different stakeholders.

Within these steps, the pre-service teachers reflect, negotiate, construct, enact, transform and reconstruct their knowledge and experiences, by referring to other stakeholders' recognition as the indicator of their success or failure in crafting these professional identities. They draw upon different sets of discursive resources from different communities of stakeholders: academia, the school, the student community, and society, within their immediate vicinity of practice architectures. The sayings and relatings with the stakeholders in the context of the teaching practicum become the reference points in their narratives of the practice architectures, which enable or prohibit the enactment of professional identities, and eventually are taken into account in their reflection and crafting of professional identities that can be presented to the stakeholders. This is in line with the second common characteristics of teacher professional identity of Beijaard et al. (2004): that the interaction between the person and the contexts is important in the process of developing teacher professional identities.

8.1.5 The Reference Points and Recognition of Professional Identities

The reference and recognition manifests in different ways from several communities within the vicinity of the field, as opposed to from the documents: the

society, the student community, the school community (mentors, homeroom teachers, headmasters), and the HEI (supervisors). In a sense, there seems to be a series of disconnections from the top to the lower levels, as the sayings of the higher level documents is getting less discernible in the lower level as the relatings in the lower level is more powerful in dictating the doings. These sayings and relatings prohibit certain doings in the process of crafting professional identities.

Recognition of professional identities emerges as an awareness of ideas in the communities about the construct of being professional, which may be either ideal, theoretical, or practical. This is shown on their consideration of the expectations of the society of a good teacher, theories from past training, and practices from their past experiences or the stakeholders' experiences and advice. The recognition also comes from the direct affirmation or negation of their enactment of the professional identities. This is reflected in the feedback of the mentors, the homeroom teachers, the headmasters and the supervisors. Another form of recognition is also reflected in the doings of others, in this case peers and the students, either in comparing their professional identities to the peers or in evaluating their students' achievements as an indication or validation of their success in crafting their professional identities.

8.1.6 The Pragmatic Choices of Professional Personae

The choice of the professional personae that the pre-service teachers present to the stakeholders is highly pragmatic. They choose personae that ensure their success in passing the teaching practicum program with good grades, and thus show their agency (Beijaard et al., 2004). In deliberating this choice, they position themselves in the HE community via their role of a student of the ELE program, but to pass the practicum, they rely on their success in the school community. Thus, it is important to please the stakeholders in the schools by assuming professional identities of which the stakeholders approve.

The professional identities approved by the school community are not necessarily the ones that they agree on, but are the identities that are deemed to be relevant by the others in their immediate field (Brooke, 1994), and thus in the profession. Therefore, these identities may change both across space and time (Trent, 2014;

Varghese et al., 2005) depending on their place of employment and the stage of their career.

To conclude, the process of crafting professional identities is very individual and personal. Within this process, the individual has the agency to reflect, negotiate and decide on what constitutes a professional self. In the matter of employability, the influence of the stakeholders in setting the practice architectures in the workplace is a substantial influence when crafting certain professional personae, perceived as expected by the stakeholders, to ensure that the individual gains personal benefits. The pragmatic choice reflects the pre-service teachers' awareness of soft power of the stakeholders, agency, and adaptability, even if these factors are not reflected formally through policy, curriculum, or assessments in the practice architectures within which they are working.

8.2 Contributions of the Research and Its Implications

The findings of my research suggest two main contributions to knowledge. The first arises from the area of research into employability and teacher professional identities. The second is a more practical contribution.

8.2.1 Contribution to the Literature of Employability and Teacher Professional Identities

My research uses an initial conceptual framework that views the construct of employable teacher professional identities from the literature in both employability and teacher professional identities, and thus it may be of interest for other academics who research the issue of conceptualizations of professional and employable teacher identities.

My research also analyzed the construct in three levels of discourses: the macro-, meso-, and micro-levels. It is important to view the issue from all discourse levels, because much of the literature in employability and teacher professional identities is taking place in one or other of these separate discourse levels. My research has shown how a focus on only one of these levels will fail to reveal the disconnections between them; specifically, the ways in which key aspects of employability, particularly agency and adaptability, would go unseen by research that considers employability as only a product.

While research in employability often looks at the labor market and the problems with unemployment in the national level; the attempts of the HE institutions in solving the problems of unemployment; the expectations of the employers of the workforce; or the qualities of job seekers, few studies look at these as parts of a system, with a set of practice architectures. This is similar to the research in teacher professional identities. Here, studies focus on the micro-level discourse of individual teachers and their process of crafting identities and seeing the influences of contextual factors at the meso-level on the individuals; or, studies are made of the standardization of teacher professional identities that occurs in the macro-level. But few studies look at the issue of professional identities as a problem that encompasses different discourse levels and the interaction among the levels. My research therefore is an attempt to research the three discourse levels by applying the theory of practice architectures, particularly in terms of how they interact with each other in viewing the issue of employability of a teacher in one stage of a career, and how teacher professional identities are viewed as one of the most important factors in being employed or maintaining a job.

Viewing the practicum setting as a practice architecture has helped describe and explain the process of developing employable professional identities as occurring across the three discourse levels, albeit with frequent disconnections of ideas and practices across these levels of discourse. The approach reveals how the arrangements in one practice site enable or constrain practices in that specific site, but also allows for the analysis of interaction between multiple sites or levels, and thus can provide a more expanded view of how the sites or levels are interacting with and influencing one another.

There is also more potential in the practice architecture theory to explore the relationship between soft and formal power, or what, how and when elements of practice/identify become normative. This is potentially an area for further work beyond the thesis

8.2.2 Practical Contributions

As my research looks at three discourse levels of employable teacher professional identities, the practical contribution of my research lies with policy making for the issues of teacher employment, and how to craft professional identities that can

improve the employability of teachers in getting or maintaining their job. These insights from my research may not only be applicable to actors and agencies in the context of Indonesia, but also to those in different national contexts.

As my research looks at multiple discourse levels, it offers a closer look at how policies in the macro-level discourse are implemented in the meso- and micro-levels. When the government adopts the model of state steering in regulating an important sector to meet the national objectives in that sector, the model needs to be evaluated critically to ensure that the model and the practice architectures can enable the expected practices to occur, and thus, the policy making and planning are evidence-driven.

My research criticizes the disconnections across levels that suggest how the policies, in some ways, are not translated and implemented with full success. What happens in the field is not as intended, due to the missing voices of certain stakeholders in the field and the tendency to ignore the realities in the field, such as the importance of teacher's agency (Beijaard et al., 2004) in crafting identities and teachers' social capital, self-awareness, and adaptability (Forrier et al., 2009; Defillippi and Arthur, 1994) as essential components of employability. There is a neglect of these at the macro-level, and hence within the practice architectures. As a result, the school stakeholders influence the pre-service teachers more through soft power. This calls for inclusion of stakeholders in the field and the use of research data of the practices at the lower level of discourses as useful and meaningful insights for policy making and planning.

The findings of my research may also useful for the HE institutions in the process of developing training programs that are more employment-oriented. The seemingly powerful position of HE institutions in the Indonesian system of teacher employment needs to be exercised with caution, as it was found in my study that their power is weaker when compared to the employers' expectations. Therefore, this calls for partnership between HE institutions as the institutions that are responsible for developing the employable teacher professional identities, and the schools as the employers of teachers, in terms of putting them on the same page on the construct of constituents of the identities and in designing practice architectures that promote the constituents of the identities that are relevant at both practice sites.

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8.3 Limitations of the Research and the Potential Future Research

The first limitation of my research is in the difficulties of conflating the constructs of employability and teacher professional identities, particularly in pinning the constituents of employable teacher professional identities as the literature focuses on different constructs: being 'employable' and being 'professional'. Being employable does involve the process of crafting of the "skills, competences, and personal attributes" (See Artess, Mellors-Bourne, Hooley, & Mellors-Bourne, 2017) that meet the job requirements imposed by the employers, suggesting that the individual must have certain identities that the employers consider as 'professional' and thus the possession of such professional identities may increase his opportunity of getting a job. However, being professional does not necessarily land him a job, because what the government, the HE, and the individuals view as 'professional' identities may not be the same as what the employers consider to be required or needed for employment. As my research has found, each stakeholder at different levels painted different expectations of professional identities and different focuses of which identities to craft, and thus disconnections of sayings, relatings, and doings occurred across levels of discourse. These disconnections have been successfully discussed in my research.

However, the consequences of these disconnections may have not been explored fully at each level of discourse, due to the limitations in the application of the theory of practice architectures and the use of methodological approaches in my research. This denotes the second limitation of my research. As the theory of practice architectures was used only in analyzing the connections among levels, it has not been explored in depth at each level of discourse, thus it may miss the identification of arrangements that enable or inhibit practices of crafting professional identities at each level. The methods of generating data that focused on the depiction of professional identities, and thus the sayings of the stakeholders, rather than the relatings and doings in each level, could also prohibit my research in fully exploring the construct of 'being professional' in each level that corresponds to the construct of 'being employable'. In addition, as much as the thematic analyses on the documents and interview transcripts are capable of answering my research questions, there is room to improve the research in terms

of expanding the scope of documents and the interviews to include more voices from the stakeholders in the system of teachers' employment in Indonesia.

At the macro- level of discourse, for example, the data generation came primarily from document analysis that focused on the sayings that the documents depict on professional identities, without looking at the specific architecture of practices (the relatings and/or the doings) that the documents created for the process of crafting the professional identities at other levels and the arrangements that the documents provided to enable and inhibit practices that would enhance the opportunities for an individual to get a job. As the authority to decide whether an individual is employable or not lies on the hand of the employers, my research did not look specifically at the inclusion of the voices of the employers in the documents.

The issue of inclusion of employers' voices may be sought through interviews with policy makers, ministry officials, and national association of schools. This is a methodological approach that I did not explore in my research due to the deliberate decision to limit the scope of my research as to make the research feasible. However, this limitation may open an opportunity for future research at the macro-level of discourse, particularly in the process of developing standards of professional identities for teachers that focuses more on employer- than government-oriented identities.

At the meso-discourse level of the HEI, my research focused on the depiction of professional identities that are expected from the pre-service teachers during the teaching practicum program, rather than the practices in HEI in crafting such identities. The document analysis on the ELE curriculum and the interviews with the supervisors of the teaching practicum program did shed a light on the general strategies employed by the program in the process of crafting identities, but it did not sufficiently explore the influences of HEI in the pre-service students' engagement and work toward developing their professional identities. The exploration of HEI influences in the process is even more significant to be researched as interviews with the pre-service teachers did reveal the influences of past training and experiences at the HEI. These influences, for instance, may be evident at the micro level of discourse in the issue of their adaptability to the practicum context, their efforts to maintain their commitment level to include

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students with special needs in their teaching, or their use of target language in the classroom.

The limitations in the exploration of HEI influences on the process of crafting professional identities might have been addressed by strengthening the design of the research through the inclusion of interview questions posed to the lecturers, the practicum supervisors, and the pre-service teachers that probe on the processes, critical incidents, or other relatings and doings within the HE courses. At the same time, this opens the potential of conducting a future research that is specifically located at the meso-level of discourse of HE on its influences to teachers' professional identities. Another potential future that is exciting to explore at the meso-level of discourse is on the collaboration between HEIs and schools in designing and running a teaching practicum program, as my research results indicate disconnections between HEIs and schools in the teaching practicum program.

Another avenue of future research that is worth considering is expanding the scope of the research to other HEIs and schools to provide a richer picture of how the macro-level policies in employable teacher professional identities are implemented in the meso- and micro-level Indonesia. This is a feat that can be tackled in future research and requires collaboration with other researchers, considering the vastness of Indonesia in both the geographical and cultural sense.

8.4 My Personal Reflection on the Process of Doing the Research

This research originally was driven by my role as a lecturer and a member of staff in a HE institution that was confronted by problems in the field, with regard to its teaching practicum program. At the end of this process of doing the research, I have become more aware of the complex problems of crafting professional identities that my students and my colleagues face in the field, at the meso- and micro-level, and how such problems cannot be viewed in the vacuum of macro-level discourse. As I have never been involved in the management of the teaching practicum program, by conducting this research, I hope to gain access to the management and offer this research as a stepping stone to improve the program, particularly by building a stronger, more meaningful, and more useful partnership between the ELE program and the schools.

Through the use of the theory of practice architectures, I learn that there are arrangements that make practices possible or impossible to occur. This becomes my personal note in working as a teacher educator, striving to provide arrangements that can be more beneficial for my students in the process of crafting their professional identities. At the same time, the awareness of arrangements in the practice architectures needs to be shared with colleagues and partners from HE institutions and schools, if we want to ensure that the process of crafting professional identities produces teachers who view themselves as a professional and who are recognized as professional by the stakeholders in their job.

This research at the beginning has been inspired by a student who came to me and complained of being asked to do this or that in his teaching practicum school. Having done the research, I might now say to him, "you know, those things might not teach you to teach, but they're really important when it comes to teaching you to *become a teacher*."

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Appendix 1. The Process of Document Selection

The steps in selecting documents of government policies are as follow:

1. Preparing an MSExcel file for database with columns for meta data (type of regulation, issuing body, year, number, title, amendment/in effect, reasons for inclusion/not, addition reason for inclusion.

2. Searching and selecting the government regulations then inputting the results to the MSExcel database.

    a. The Ministry of Education and Culture website (Data retrieved from http://jdih.kemdikbud.go.id/new/public/produkhukum/ on 9 April 2018)

        i. From the official website of the ministry of education and culture under the Bureau of Law and Organization, all law products are being listed, consisting of law, government regulation, presidential regulations, presidential decrees, presidential instructions, ministerial regulations, ministerial decrees, ministerial instructions, etc. Total documents listed are 1277 entries

        ii. From the total documents listed, the documents are filtered using the query word "*guru*" (teacher) resulting in 210 entries.

        iii. From the results of the first filtering, a manual reading on the title of the documents is conducted, focusing on the words "*guru*" (teacher), "*sertifikasi guru*" (teacher certification), "*jabatan fungsional*" (functional position), and "*kompetensi guru*" (teacher competences), resulting in 49 documents.

        iv. All selected documents are stored in the corresponding folder.

        v. From the results of the second filtering, a manual reading on the contents of the documents is conducted, resulting on 15 documents.

        vi. Reasons for selecting these 15 documents are created and inputted in the MSExcel database.

b. The Ministry of Research, Technology, and Higher Education website (data retrieved from http://jdih.ristekdikti.go.id/daftar-produk-hukum/ on 9 April 2018)

    i. From the official website of the ministry of research, technology, and higher education under the Bureau of Law and Organization, all law products are being listed, consisting of law, government regulation, presidential regulations, presidential decrees, presidential instructions, ministerial regulations, ministerial decrees, ministerial instructions, etc. Total documents listed are 2,953 entries.

    ii. From the total documents listed, the documents are filtered using the query word "*guru*" (teacher) resulting in 52 entries.

    iii. All selected documents are stored in the corresponding folder.

    iv. From the results of the second filtering, a manual reading on the contents of the documents is conducted, resulting on 1 documents.

    v. From the total documents listed, the documents are filtered using the query word "*kualifikasi*" (qualification), "*kompetensi*" (competences), "*sertifikasi*" (certification), and "*tenaga kerja*" (workforce) resulting in 4 entries.

    vi. All selected documents are stored in the corresponding folder.

    vii. From the results of the second filtering, a manual reading on the contents of the documents is conducted, resulting on 1 documents.

    viii. Reasons for selecting these 2 documents are created and inputted in the MSExcel database.

c. The Ministry of Law and Human Rights website (data retrieved from http://peraturan.go.id/uu.html on 9 April 2018)

    i. From the official website of the ministry of law and human rights, all law products are being listed, consisting of law, government regulation, presidential regulations, presidential decrees, presidential instructions, ministerial regulations,

ministerial decrees, ministerial instructions, etc. manual query of the word "*guru*" (teachers) results in 427 entries. All selected documents are stored in the corresponding folder. From the results of the first filtering, a manual reading on the contents of the documents is conducted, resulting on 2 documents.

ii. From the official website of the ministry of law and human rights, all law products are being listed, consisting of law, government regulation, presidential regulations, presidential decrees, presidential instructions, ministerial regulations, ministerial decrees, ministerial instructions, etc. manual query of the word "*ketenagakerjaan*" (workforce) results in 24 entries. All selected documents are stored in the corresponding folder. From the results of the first filtering, a manual reading on the contents of the documents is conducted, resulting on 6 documents.

iii. From the official website of the ministry of law and human rights, all law products are being listed, consisting of law, government regulation, presidential regulations, presidential decrees, presidential instructions, ministerial regulations, ministerial decrees, ministerial instructions, etc. manual query of the word "*kompetensi'* (competences), "*kualifikasi*" (qualification), "*sertifikasi*" (certification), "*tenaga kerja*" (workforce) result in 346 entries. All selected documents are stored in the corresponding folder. From the results of the first filtering, a manual reading on the contents of the documents is conducted, resulting on 12 documents. From the results of the second filtering, a manual reading on the contents of the documents is conducted, resulting on 1 documents.

iv. Reasons for selecting these 9 documents are created and inputted in the MSExcel database.

3. In the MSExcel database, the documents are sorted with two filters: included/not and issuing body.

4. All documents that are included are copied into one folder.
5. Prepare the documents for analysis by reading each document carefully with the focus on the parts in the documents that are relevant with the keyword of teacher professional identities (individual characteristics of teachers), employability of a teacher (a way of selection, qualification, certification for a job) and relationship (who are the stakeholders, what are the nature of the relationship).

Appendix 2. Documents Selected for the Analysis and the Reasons of Selection

Discourse Analytical Level	Stakeholder	Document Selected	Relevance with research purpose and problems	Suitability with the construct of 'employable teacher professional identities'	Authenticity, Credibility, Accuracy, Representativeness
Macro-Discourse Level	Government	Law Number 14 of 2005 on Teachers and Lecturers (President of the Republic of Indonesia, 2005)	The regulation specifically stipulates on the matters of teachers, including employability and identities of employable teachers.	Several articles of the regulation describes the construct of a teacher, the requirements of being recognized as a teacher.	Downloaded from the website of the Ministry of Education and Culture (https://jdih.kemdikbud.go.id/arsip/UU_Tahun2005_nomor014.pdf), this document is the highest level regulation on teachers.
		Government Regulation Number 74 of 2008 on Teachers (President of the Republic of Indonesia, 2008)	The regulation is the description of teachers' qualifications, rights, responsibilities, and remuneration which is the focus of this research.	Article 2-3 of this regulation describes the competencies that a teacher must have.	Downloaded from the website of the Ministry of Education and Culture, (http://jdih.kemdikbud.go.id/new/public/assets/uploads/dokumen/PP_tahun2008_nomor74 (Guru).pdf), this document provides stipulations on teachers in kindergarten to senior high school level in Indonesia.

Discourse Analytical Level	Stakeholder	Document Selected	Relevance with research purpose and problems	Suitability with the construct of 'employable teacher professional identities'	Authenticity, Credibility, Accuracy, Representativeness
		Presidential Decree Number 8 of 2012 on Indonesian National Qualification Framework (IQF) and its socialization documents (Ministry of Research Technology and Higher Education of the Republic of Indonesia, 2015a, 2015c, 2015b; President of the Republic of Indonesia, 2012)	The title of the Decree is IQF, which is the problem posed in this research.	The appendix of the decree states clearly the identity expected from each level	Downloaded from the sub-website of the Ministry of Research, Technology and Higher Education (http://kkni-kemenristekdikti.org/asset/pdf/perpres_no_8_tahun_2012_ttg_kkni.pdf), this document is the highest level regulation on IQF.
		Regulation of the Minister of National Education (MONE) 16/2007 on Standards of Academic Qualification and Competencies of Teachers (Minister of National Education of the Republic of Indonesia, 2007)	The regulation specifically stipulates the standards applicable to teachers in terms of qualification and competencies	The appendix lists in details the specific competencies of teachers	Downloaded from the website of the Ministry

Discourse Analytical Level	Stakeholder	Document Selected	Relevance with research purpose and problems	Suitability with the construct of 'employable teacher professional identities'	Authenticity, Credibility, Accuracy, Representativeness
		Regulation of the Minister of Education and Culture (MOEC) 49/2014 and Regulation of the Minister of Research, Technology, and Higher Education (MORTHE) 44/2015 (both documents are identical) on National Standards of Higher Education (Minister of Education and Culture of the Republic of Indonesia, 2014; Minister of Research Technology and Higher Education, 2015)	The regulation describes the learning outcomes of graduates of higher education and the standards of teaching learning practices.	The appendix list the details of the specific learning outcomes for HE graduates.	Downloaded from the website of the Ministry
		Regulation of the Minister of Research, Technology and Higher Education (MOTHE) 55/2017 on Standards of Teacher Education (Minister of Research Technology and Higher Education, 2017)	The regulation describes the learning outcomes of graduates of teacher education program and professional education program.	The appendix lists in details the specific learning outcomes of teachers.	Downloaded from the website of the Ministry

Discourse Analytical Level	Stakeholder	Document Selected	Relevance with research purpose and problems	Suitability with the construct of 'employable teacher professional identities'	Authenticity, Credibility, Accuracy, Representativeness
Meso-Discourse Level	National Association of English Language Education Study Programs (Asosiasi Program Studi Pendidikan Bahasa Inggris/APSPBI)	Graduate Profiles and learning outcomes of APSPBI, 2014 (Asosiasi Program Studi Pendidikan Bahasa Inggris, 2014)	The document is the result of a meeting to develop learning outcomes of graduates of EFL teacher training programs in Indonesia as a response to IQF initiative during 12-13 June 2014.	The document lists the graduate profiles, parameters, and learning outcomes of EFL teacher training program.	Obtained from the previous head of ELE UKSW as one of the attendants of the meeting, this document is the basis of ELE curriculum.
	English Language Education Study Program	ELE curriculum document, 2016 (Program Studi Pendidikan Bahasa Inggris, 2016)	The document is the main reference for preparing the students of ELE program to become EFL teachers and a response to the government initiative in IQF.	The document specifies the graduate profile and competencies that are expected as the result of the application of the curriculum.	Obtained from the current head of the ELE program and was presented to the government during the process of accreditation of the study program.

Discourse Analytical Level	Stakeholder	Document Selected	Relevance with research purpose and problems	Suitability with the construct of 'employable teacher professional identities'	Authenticity, Credibility, Accuracy, Representativeness
		Teaching Practicum Handbook	The document is the main reference for students who are in the teaching practicum of activities they are expected to perform and what are evaluated during the practicum.	The document lists the practices that the students have to perform during their teaching experiences.	Obtained from the coordinator of the practicum program and has become the reference handbook in 2016.

Appendix 3. Interview Questions

For Supervisors and Mentors

1. Can you describe what competences the program/the school/you expects from the student-teacher during the practicum?
2. What are the teaching practices the program/the school/you expects from the student-teacher during the practicum?
3. What teaching knowledge does the program/the school/you expects from the student-teacher during the practicum?
4. What beliefs does the practicum try to build in the student-teacher?

For the Pre-Service Teachers

1. Please tell me your name, your age, and the year you are now in.
2. What motivates you to enroll in ELE program after you graduated from senior high school?
3. When did you start having the idea to be an English teacher?
4. Tell me more about the development of your teacher's identity until this stage of your teacher training?
5. How does university courses contribute to the development of your identity as an English teacher?
6. How would you apply your knowledge you have gained during university study in the next stage of your teaching career?
7. In terms of competences, skills, and experiences, what do you expect that you will gain during the teaching practicum?
8. In terms of competences, skills, and experiences, did you get what you expect from the teaching practicum?
9. Please tell me your experience in teaching students in school contexts.
10. What is your goal in teaching?
11. What did you do to achieve your goal?
12. What were some challenges did you face in your teaching practicum?
13. What were your strategies in managing those challenges?
14. Were there anything that you wish to do differently during the teaching practicum?

15. Can you describe how you see yourself as an English teacher in relation to the school, the mentor teacher, and the practicum supervisor?

16. How do you think the school, the mentor teacher, and the practicum supervisor see you as an English teacher?

17. How did the teaching practicum contribute in your development as an English teacher?

18. What competences, skills and experiences as an English teacher that (will) differentiate you from other teachers?

19. Do you still want to be an English teacher after you graduate? Why or why not?

20. What do you think about the use of technology for teaching and learning?

21. Tell me about your experience in using technology during your university study.

22. Tell me about your experience in using technology during your teaching practicum.

23. Why do you select this [lesson plan/material/AVA] for your portfolio submission?

24. As I have explained in the research information, I'm interested in your experiences and practices in using technology for teaching during practicum. I would like you to answer some questions on this instance of technology use in your [lesson plan/material/AVA]. Let's see this part.

25. What do you plan to do in this part?

26. Why do you use technology in this part?

27. What technology do you use in this part?

[Questions #1, 3, 4, 5, 6, 10, 12, 13, and 15 were taken from Riyanti (2017)]

Appendix 4. Participation Information Sheet

Exploring Indonesian Pre-Service Teachers' Experiences and Practices
in Using Technology for Teaching

Participant Information Sheet – PRACTICUM SUPERVISOR

You are being invited to take part in a research for a Doctoral degree at The University of Manchester, Manchester, United Kingdom. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

Who will conduct the research?

Neny Isharyanti, Manchester Institute of Education, the School of Environment, Education, and Development

What is the purpose of the research?

The research aims to investigate the experiences and practices of English language in the teaching practicum program in Indonesia.

Why have I been chosen?

You have been chosen because you may provide information on how the curriculum of English Language Education program is enacted in day-to-day teaching learning activities of the program and in teaching practicum.

What would I be asked to do if I took part?

You will be involved in a 45 minutes interview in which your answers will be audiorecorded.

The researcher will give you one main question with six follow-up questions. The question will be on the expectations of the practicum program that you supervise on the students' competences.

What happens to the data collected?

The data collected from the interview will be analyzed and used as a substantial part of the dissertation and future publications of the research project.

How is confidentiality maintained?

Your confidentiality will be maintained by identifying you using the position that you held in the study program in any files or documents in the research. The data

from the audio recording of the interview will be stored and kept secure at The University of Manchester's secure servers for 10 (years). After that duration, the recordings will be deleted. You will be able to access the data anytime through written request to the researcher.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw up to a time of publication without giving a reason and without detriment to yourself.

Will I be paid for participating in the research?

There is no compensation in participating in the research.

What is the duration of the research?

The interview will conducted within a 1x45 minute duration. Additional interview will be conducted when necessary and with your agreement.

Where will the research be conducted?

The interview will be conducted in your office during your office hour.

Will the outcomes of the research be published?

The outcomes of the research will be published as a dissertation, subsequent journal articles, and possibly presentations in conferences or within the Indonesian government or respective study programs.

Who has reviewed the research project?

University of Manchester Research Ethics Committee has been reviewed and approved this research project through Ethics Approval No. 2017-2570-3860.

What if something goes wrong?

If you need any help or advice after the data collection, you may contact the researcher using these details:

Neny Isharyanti
Email: neny.isharyanti@postgrad.manchester.ac.uk
WhatsApp: +62 857 4000 1857

What if I want to make a complaint?

Minor complaints

If you have a minor complaint then you need to contact the researcher(s) in the first instance, please contact **NENY ISHARYANTI,** by emailing: neny.isharyanti@postgrad.manchester.ac.uk.

Formal Complaints

If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact the Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674 or 275 2046.

What Do I Do Now?

If you have any queries about the study or if you are interested in taking part then please contact **NENY ISHARYANTI,** by emailing: neny.isharyanti@postgrad.manchester.ac.uk.

This Project Has Been Approved by the University of Manchester's Research Ethics Committee 2017-2570-3860.

*Exploring Indonesian Pre-Service Teachers' Experiences and Practices
in Using Technology for Teaching*

Participant Information Sheet – MENTOR TEACHERS

You are being invited to take part in a research for a Doctoral degree at The University of Manchester, Manchester, United Kingdom. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

Who will conduct the research?

Neny Isharyanti, Manchester Institute of Education, the School of Environment, Education, and Development

What is the purpose of the research?

The research aims to investigate the experiences and practices of English language in the teaching practicum program in Indonesia.

Why have I been chosen?

You have been chosen because you may provide information on how teachers apply their competences in using technology for teaching and have the experiences of mentoring other teachers in their professional development.

What would I be asked to do if I took part?

You will be involved in a 45 minutes interview in which your answers will be audiorecorded.

The researcher will give you two main questions with six follow-up questions. The first question will be on school's policies and/or practices. The second question will be on the he question will be on the expectations of the school where the practicum program is conducted on the students' competences.

What happens to the data collected?

The data collected from the interview will be analyzed and used as a substantial part of the dissertation and future publications of the research project.

How is confidentiality maintained?

Your confidentiality will be maintained by identifying you using the position that you held in the study program in any files or documents in the research. The data from the audio recording of the interview will be stored and kept secure at The University of Manchester's secure servers for 10 (years). After that duration, the

recordings will be deleted. You will be able to access the data anytime through written request to the researcher.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw up to a time of publication without giving a reason and without detriment to yourself.

Will I be paid for participating in the research?

There is no compensation in participating in the research.

What is the duration of the research?

The interview will conducted within a 1x45 minute duration. Additional interview will be conducted when necessary and with your agreement.

Where will the research be conducted?

The interview will be conducted in your office during your office hour.

Will the outcomes of the research be published?

The outcomes of the research will be published as a dissertation, subsequent journal articles, and possibly presentations in conferences or within the Indonesian government or respective study programs.

Who has reviewed the research project?

University of Manchester Research Ethics Committee has been reviewed and approved this research project through Ethics Approval No. 2017-2570-3860.

What if something goes wrong?

If you need any help or advice after the data collection, you may contact the researcher using these details:

Neny Isharyanti
Email: neny.isharyanti@postgrad.manchester.ac.uk
WhatsApp: +62 857 4000 1857

What if I want to make a complaint?

Minor complaints

If you have a minor complaint then you need to contact the researcher(s) in the first instance, please contact **NENY ISHARYANTI,** by emailing: neny.isharyanti@postgrad.manchester.ac.uk.

<u>Formal Complaints</u>

If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact the Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674 or 275 2046.

What Do I Do Now?

If you have any queries about the study or if you are interested in taking part then please contact **NENY ISHARYANTI,** by emailing: neny.isharyanti@postgrad.manchester.ac.uk.

This Project Has Been Approved by the University of Manchester's Research Ethics Committee 2017-2570-3860.

Exploring Indonesian Pre-Service Teachers' Experiences and Practices
in Using Technology for Teaching

Participant Information Sheet – PRE-SERVICE TEACHERS

You are being invited to take part in a research for a Doctoral degree at The University of Manchester, Manchester, United Kingdom. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

Who will conduct the research?

Neny Isharyanti, Manchester Institute of Education, the School of Environment, Education, and Development

What is the purpose of the research?

The research aims to investigate the experiences and practices of English language in the teaching practicum program in Indonesia.

Why have I been chosen?

You have been chosen because you may provide information on the teaching experiences and practices of pre-service EFL teachers during teaching practicum program in your journey to form your professional identities.

What would I be asked to do if I took part?

You will go through a training session and an interview session. You will also be asked to provide teaching artefacts for the training session and an interview session.

The procedure for the training session and the interview session is as follows:

1. One week before the training session, the researcher will ask you to select teaching artefacts that you intend to use in your teaching portfolio via email. The teaching artefacts consist of:
    a. 2 lesson plans
    b. 2 materials
    c. 2 Audio Visual Aids (only when available)

One set of each artefact will be used for training, while the other set is used for the interview session.

2. Three days before the training session, the researcher will select instances in the teaching artefacts as stimuli for the interview.
3. During the training session, the researcher will familiarize you with the procedure of the interview using stimulated recall techniques. The training

session is also for piloting the recall steps and the instructions for the interview session.

The training session structure is as follow:

- a. 10 minutes – confirmation of your understanding of the research and consent to be involved in the data collection process
- b. 5 minutes – instructions of the recall procedure
- c. 10 minutes –general questions on the teaching artefacts
- d. 20 minutes – recall for the lesson plan
- e. 10 minutes – break
- f. 20 minutes – recall for the material
- g. 10 minutes – break
- h. 20 minutes – recall for the AVA (if available)
- i. Total time = 105 minutes

4. Revising the recall steps and instructions for the interview session.
5. Conducting the interview session. Unless there are revisions, the structure will be similar to the training session.

For the recall, the researcher will give you two questions with six follow-up questions. The first question will be on the rationales for selecting the teaching artefacts. The second question will be on the rationales of using technology in certain teaching artefacts.

What happens to the data collected?

The data collected from the interview will be analyzed and used as a substantial part of the dissertation and future publications of the research project.

How is confidentiality maintained?

Your confidentiality will be maintained by identifying you using the position that you held in the study program in any files or documents in the research. The data from the audio recording of the interview will be stored and kept secure at The University of Manchester's secure servers for 10 (years). After that duration, the recordings will be deleted. You will be able to access the data anytime through written request to the researcher.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw up to a time of publication without giving a reason and without detriment to yourself.

Will I be paid for participating in the research?

There is no compensation in participating in the research.

What is the duration of the research?

The research will be conducted in two sessions, each last for 105 minutes with two ten minutes break in between.

Where will the research be conducted?

The interview will be conducted in my office at the campus of Universitas Kristen Satya Wacana during office hour.

Will the outcomes of the research be published?

The outcomes of the research will be published as a dissertation, subsequent journal articles, and possibly presentations in conferences or within the Indonesian government or respective study programs.

Who has reviewed the research project?

University of Manchester Research Ethics Committee has been reviewed and approved this research project through Ethics Approval No. 2017-2570-3860.

What if something goes wrong?

If you need any help or advice after the data collection, you may contact the researcher using these details:

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If you have any queries about the study or if you are interested in taking part then please contact **NENY ISHARYANTI,** by emailing: neny.isharyanti@postgrad.manchester.ac.uk.

This Project Has Been Approved by the University of Manchester's Research Ethics Committee 2017-2570-3860.

Appendix 5. The Outline of ELE Curriculum

Title of the sections	Short description of the content
The stages of the curriculum development	The stages that the study program did in developing the curriculum of ELE
General description of the study program	The description of the study program, the lecturers, the learning activities, and the language of instruction in the study program
A. Subject knowledge of the study program	The study program's statements of what constitutes an effective teacher and the subject knowledge and experiences that a teacher must have.
B. The excellence of the study program	The statements of the excellent features that the study program offered.
References in developing the curriculum	The list of regulations, documents, academic publications, and inputs that the study program used in developing the curriculum.
Graduate profiles	The list of roles/professions that the graduates of the study program can assume followed by the description of what the study program called the 'abilities' of the graduates according to Presidential 2012 IQF Level 6
Learning Outcomes	The statements of learning outcomes under the category labels of 'attitudes,' 'knowledge mastery,' 'specific skills' and 'general skills'
List of main review and courses	A table of 'main review' (the derivation of subject knowledge), the depth coverage of the main review based on Bloom's taxonomy, and the courses' names.
The structure of courses and the number of credits	A table of the courses' list in the chronological order of academic years and the number of credits for each course.
The link between the courses and the learning outcomes	A matrix that links specific learning outcomes to a specific course.
Semester lesson plans	An appendix of the assessment templates.

Appendix 6. The List of Expected Knowledge under Knowledge Mastery Category in ELE Curriculum

Expected Knowledge	Classification of Knowledge (Turner-Bisset, 2013)	Employability Components
Masters the theoretical concepts of English language learning pedagogy. (ELE Graduate Profile, Teacher, Knowledge Mastery; ELE Learning Outcomes #4)	General Pedagogical Knowledge, Knowledge of Learners (cognitive), Subject Knowledge (Substantive)	Human capital
Masters the principles of developmental psychology and educational psychology (ELE Learning Outcomes #5)	Knowledge of Learners (cognitive)	Human capital
Masters the concepts and techniques of developing learning program (methods and procedures), presenting, managing, and evaluating English language learning program which is educational (ELE Graduate Profile, Designer, Knowledge Mastery; (ELE Learning Outcomes #6)	General Pedagogical Knowledge, Curriculum Knowledge, Models of Teaching	Human capital
Masters the theoretical linguistics concepts as well as spoken and written communication techniques for General English in the daily, academic, and work context, equivalent to post-intermediate level (ELE Graduate Profile, Language User Model, Knowledge Mastery #1; (ELE Learning Outcomes #1)	Subject Knowledge (Substantive)	Human capital
Masters the theoretical linguistics concepts as well as spoken and written communication techniques for English for Specific Purposes in the daily, academic, and work context, equivalent to intermediate level (ELE Graduate Profile, Language User Model, Knowledge Mastery #2; (ELE Learning Outcomes #2)	Subject Knowledge (Substantive)	Human capital
Masters the theoretical concepts of Applied Linguistics, Literacy and Language Learning (ELE Graduate Profile, Policy Maker, Knowledge Mastery; (ELE Learning Outcomes #3)	Subject Knowledge (Substantive)	Human capital
Masters the basic principles of research on English language learning (ELE Graduate Profile, Researcher, Knowledge Mastery)/English language education ((ELE Learning Outcomes #7)	Subject Knowledge (Syntactic)	Human capital

Appendix 7. The List of Expected Skills in ELE Curriculum

Working Abilities (Graduate Profiles)/Specific Skills (Learning Outcomes)	Themes	Employability Components
Plans, applies, manages, and evaluates learning as well conducts revisions on the methods and the process of learning English as a foreign language according to the characteristics and the needs of students as well as the stakeholders and the standards of process and quality" (ELE Graduate Profile, Teacher, Working Abilities, #1; ELE Learning Outcomes, Specific Skills #4)	applying the skills of teaching into practice, solving problems, adapting the learning environment	Human capital, social capital
is able to apply the method and the process of studying and learning English for young learners, adult learners, and specific purposes. (ELE Graduate Profile, Teacher, Working Abilities, #2; ELE Learning Outcomes, Specific Skills #5)	applying the skills of teaching into practice, solving problems, adapting the learning environment	Human capital
is able to teach English by utilizing printed media and Information and Communication Technology to produce creative and student-centered learning. (ELE Graduate Profile, Working Abilities, #3)	utilizing resources (media, ICT), ideal learning	Human capital, social capital
is able to guide the students in the learning context. (ELE Graduate Profile, Teacher, Working Abilities, #4; ELE Learning Outcomes, Specific Skills #8)	guiding students	Social capital
is able to design materials, media, and learning methods for learning English (ELE Graduate Profile, Designer, Working Abilities)	designing learning resources	Human capital
Is fluent in spoken and written English in the daily/general, academic, and work contexts, equivalent to post-intermediate level (ELE Graduate Profile, Language User Model, Working Abilities #1; ELE Learning Outcomes, Specific Skills #1)	communicating in English	Human capital, social capital
is fluent in spoken and written English at least on one field of English for Specific Purposes, equivalent to intermediate level (ELE Graduate Profile, Language User Model, Working Abilities #2; ELE Learning Outcomes, Specific Skills #2)	communicating in English	Human capital, social capital
is able to adapt the positive culture of the target language into the culture of the mother tongue (ELE Graduate Profile, Language User Model, Working Abilities #3; ELE Learning Outcomes, Specific Skills #3)	adapting the learning environment	Adaptability

is able to identify and analyze problems in the issue of quality, relevance, or access in learning the English language, as well to present several alternative solutions as a consideration to make a decision (ELE Graduate Profile, Policy Maker, Working Abilities #1; ELE Learning Outcomes, Specific Skills #7)	solving problem, analyzing a problem, making a decision	Human capital
is able to plan and manage resources in organizing classes, the school or the educational institution under his responsibilities, and to evaluate his activities comprehensively (ELE Graduate Profile, Policy Maker, Working Abilities #2; ELE Learning Outcomes, Specific Skills #6)	managing learning resources, self-evaluation	Human capital, social capital
is able to use relevant ICT to develop the quality of education (ELE Graduate Profile, Researcher, Working Abilities #1; ELE Learning Outcomes, Specific Skills #9)	utilizing resources (ICT)	Human capital
is able to design and conduct simple research by utilizing printed media and ICT to produce a reflection on learning (ELE Graduate Profile, Researcher, Working Abilities #2; ELE Learning Outcomes, Specific Skills #10)	researching, utilizing resources (media, ICT)	Human capital
Managerial Abilities (Graduate Profiles)/General Skills (Learning Outcomes)	*Themes*	*Employability Components*
Manages learning both independently and collaboratively (ELE Graduate Profile, Teacher, Managerial Abilities; ELE Learning Outcomes, General Skills #4)	managing learning, working independently, working in groups	Human capital, social capital
Applies the logical, critical, systematic, and innovative thinking in the context of developing or implementing ICT according to his field (ELE Graduate Profile, Designer, Managerial Abilities; ELE Learning Outcomes, General Skills #1)	applying the skills into his work	Human capital
Builds and maintains a network with supervisors, colleagues, both within and outside his institution (ELE Graduate Profile, Language User Model, Managerial Abilities; ELE Learning Outcomes, General Skills #5)	networking	Social capital
Takes the right decision in the context of solving problems within his expertise based on the results of data and information analysis (ELE Graduate Profile, Policy Maker, Managerial Abilities; ELE Learning Outcomes, General Skills #3)	Making a decision, analyzing data and information, solving a problem	Human capital

Reviews the implications of developing or implementing science, technology, or arts according to his expertise based on the scientific principles, procedures, and ethics to produce solutions, ideas, designs, or art critics as well as writes the scientific description of his review in the form of a thesis or final project report (ELE Graduate Profile, Researcher, Managerial Abilities; ELE Learning Outcomes, General Skills #2)	Researching	Human capital
Responsibilities	*Themes*	*Employability Components*
Is responsible for managing learning in the classroom both independently and collaboratively (ELE Graduate Profile, Responsibilities #1)	managing the classroom, working independently, working in groups	Human capital, social capital
Is responsible for developing students. (ELE Graduate Profile, Responsibilities #2)	developing students	Human capital
Is responsible for improving the quality of English language learning (ELE Graduate Profile, Designer, Responsibilities)	improving the learning quality	Human capital
Is responsible for using the use of good and correct English language (ELE Graduate Profile, Language User Model, Responsibilities #1)	using good and correct English	Human capital
Is responsible for maintaining and preserving the local languages (ELE Graduate Profile, Language User Model, Responsibilities #2)	maintaining and preserving local languages	Human capital
Is responsible for achieving work results that involve the use of English language (ELE Graduate Profile, Policy Maker, Responsibilities #1)	supervising	Human capital
Is responsible for internalizing the spirit of independence, grit, and entrepreneurship (ELE Graduate Profile, Policy Maker, Responsibilities)	independence, grit, entrepreneurship	Human capital
Is responsible for internalizing the academic values, norms, and ethics (ELE Graduate Profile, Researcher, Responsibilities)	academic integrity	Human capital
HE-Specific General Skills	*Themes*	
is able to perform as an individual with excellent leadership abilities (ELE Learning Outcomes #6)	leadership, supervising	Social capital
is able to apply the spirit of creative minority, i.e., a minority with creativity (ELE Learning Outcomes #7)	Creativity	Human capital

Appendix 8. The Rubrics Used in the Handbook and the Description of 'Competent' for Each Aspect

Teaching Evaluation	*Indicators of 'Competent'*
Preparation & Consultation	Consult at the scheduled time; show good effort in revising the lesson plan and material
Teaching Materials	A bit too difficult or easy for the level of the students, interesting; help students in practicing the language skills; some minor errors in the material that do not cause misunderstanding.
Language Use	Good use of language; quite appropriate use of Indonesian and/ English, several mispronunciation; a bit interference with understanding
Communication Skills (incl. voice, eye contact, gestures/non-verbal cues and body movement	Voice is comfortable to listen to but inconsistent. Eye contact is made with almost all students in the middle of the class, but not with those who sit on the left/right or at the front/back rows; good movement around the classroom; a few gestures are not appropriate, but do not really affect the teaching-learning process
Lesson Presentation / Teaching Technique	Most sections are clear, but one/two explanations are difficult to understand; quite various activities; transitions are quite smooth, but the closing or introduction is not really interesting; quite good pace
Classroom Management	Teacher gives attention and opportunities to some students, but there is an improvement; teacher offers more chances for students to get involved in the lesson, and some of them respond
Use of Teaching Aids	AVA is integral, relevant, and can be seen/heard clearly by all students, quite attractive; good use of blackboard; writing is neat, organized, and clear
Mastery of the Materials	Quite good mastery of the language focus taught; sufficient knowledge about the topic
Soft Skills Evaluation	*Indicators of 'Competent'*
Collaboration	Strong team member. Acts as a leader with some encouragement. Contributes to the group activities.
Respect	Listens and accepts the opinions of others. Demonstrates both respectful and helpful behavior
Initiative	Demonstrates curiosity and interest in learning. Engages in learning activities. Demonstrates perseverance. Demonstrates resourcefulness and seeks assistance as necessary.
Work habits	Displays a positive attitude. Stays on task. Strives to meet potential. Completes tasks and meets deadlines.
Teaching Portfolio	*Indicators of 'Competent'*
Content	Clear description about his/her teaching practicum journey
Reflections	Clear description of the event that help him/her change her attitude
Artifacts	All artifacts chosen clearly represent the individual students and the progress s/he has made
Coherence	Quite coherent although there are parts where the organization can be improved.

Comprehensibility	Well-written with some minor errors, which do not disturb the understanding.
Completeness	Provide some required documents
Organization	The documents are well organized

Appendix 9. The List of Roles and Responsibilities of the Mentor Teacher

During the Teaching Practicum Program, mentor teachers at the TP sites should:

1. mentor the student teacher in his/her teaching experience.
2. become the role model for the student teacher.
3. allow student teacher to observe his/her teaching (at least twice before the student teacher teaches on his/her own).
4. decide when a student teacher should start teaching in pairs and individually.
5. assist the student teacher in developing lesson plans by giving suggestions.
6. attend and observe all teaching sessions of each student teacher.
7. provide feedback on the student teacher's development and sign his/her teaching journal.
8. discuss the assessment after each observation with each student teacher after teaching and let his/her sign the evaluation form.
9. evaluate each student teacher's teaching and people skills. Sample of the evaluation form is included in this handbook. Each mentor teacher will also receive a Grading Book where they should keep all records of grades and notes about each student teacher during the program. The grading book should be returned to the TP supervisor at the end of the program.

Appendix 10. The List of Roles and Responsibilities of the Pre-Service Teachers

During the Teaching Practicum program, each student teacher should encounter the following experiences:

1. Observe the mentor teacher (2-4 times before starting an individual teaching).
2. Observe other student teachers (4-6 times)
3. Teach 4-5 in pairs and 6-7 individual.
4. Plan and write appropriate lesson plans for the lessons.
5. Plan and design appropriate instructional materials and teaching aids to support each lesson.
6. Develop skills in selection and utilization of educational technology in classroom instruction.
7. Give evidence of the ability to evaluate students' progress.
8. Develop questioning techniques in individual, small group and total classroom situations.
9. Discuss lessons with the mentor teacher before each teaching.
10. Assist the mentor teacher in performing routine tasks in the classroom – checking attendance, housekeeping, clerical tasks, etc.
11. Assist the mentor teacher in maintaining adequate physical arrangements of the classroom for varying instructional modes during teaching.
12. Participate in special school functions (if applicable) and school activities.
13. Become familiar with the school policies and regulations.
14. Assemble a Portfolio as a neat summary of his/her reflection on his/her experiences during the Teaching Practicum Program.
15. Contribute ideas/experiences to be compiled together with those of other student teachers of the same group into one Group Reflection.