

INDONESIAN EFL INSTRUCTORS' PROFESSIONAL IDENTITY CONSTRUCTION IN THEIR NARRATIVES

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Hijjatul Qamariah *, Mária Hercz **

** Doctoral School of Education, University of Szeged*

*** University of Szeged*

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The current research explores the process of EFL instructors in Indonesian higher education institutions constructing their professional identity. Teacher Professional Identity (TPI) is described as how teachers define and integrate their professional and personal duties as teachers (Zare-ee & Ghasedi, 2014). In addition, how teachers see and think of themselves as teachers, which changes as they join different communities, interact with other people, and place themselves (and are placed by others) in different social situations, is also described as teacher professional identity (Yazan, 2018). In the Indonesian context, several studies have been conducted on the professional identity of EFL secondary school teachers (Ardi et al., 2023; Faridah et al., 2024). However, little research has been conducted on the professional identity of EFL instructors in higher education institutions. In this research, therefore, researchers expect to have a better understanding of EFL instructors' professional identity construction, and it is anticipated that this understanding will help stakeholders in higher education create a supportive environment for EFL instructors' professionalism. The narrative method was applied in this study. According to Barkhuizen (2014), narrative inquiry can reveal how social forces interact with lived and imagined experiences and provide insight into how individuals interpret and respond to them. The data was gathered through the stories the participants told during the interview. Ten participants, including five males and five females, participated in the interview. All ten instructors were recruited based on their English language education backgrounds, particularly those who have an M.Ed. and M. TESOL specialized in English language education and applied linguistics. In the interview, the researcher inquired about the participants' histories, including demographic information and educational background, the mentorship process they received, their battle with identity building, and the negotiations they made during that process. The researcher revealed how their past social conditions (sociality) in particular locations (places) and their present and future beliefs, perceptions, and feelings influence and shape their identities. The data gathered were analyzed by following the multimethod approach to narrative analysis proposed by Nasheda et al. (2019). The process involved four phases, starting from interview to transcript, storying, co-creating, and meaning phases. The research findings show that EFL instructors' professional identity construction was influenced by their interest in the English language, family supports, religious value, their enrollment at the faculty of teacher training, their family condition, working demands, colleagues' status, research publication demands, junior versus senior instructors' roles, job position, and head of the department and rector.