

**STORIES OF AN EFL TEACHER'S PROFESSIONAL IDENTITY  
DEVELOPMENT**

**A Thesis**

**The Department of English Language Education as a Partial Fulfilment of  
Requirements to Obtain the *Sarjana Pendidikan* Degree in English**



**By**

**SYARIF HERNANSYAH**

**21322054**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**FACULTY OF SOCIO-CULTURAL SCIENCES**

**ISLAMIC UNIVERSITY OF INDONESIA**

**APPROVAL SHEET**

**STORIES OF AN EFL TEACHER'S PROFESSIONAL IDENTITY DEVELOPMENT**

**By :**

**Syarif Hernansyah**

**21322054**



**Approved on Oktober 10, 2025**

**By**

**Supervisor :**

**Dr. Ista Maharsi, S.S., M.Hum.**

**NIP : 056130501**

## RATIFICATION SHEET

### STORIES OF AN EFL TEACHER'S PROFESSIONAL IDENTITY DEVELOPMENT

By

Syarif Hernansyah

Defined before the Board of Examiners on 4<sup>th</sup> November 2025 and Declared.

Board of Examiners:

Supervisor : Dr. Ista Maharsi, S.S., M.Hum.

First Examiner : Irma Windy Astuti, S.S., M.Hum.

Second Examiner : Dwiansari Ramadhani, S.S., M.App.Ling.

Yogyakarta, November 4<sup>th</sup> 2025

Department Of English Language Education

Faculty Of Socio-Cultural Sciences

Islamic University Of Indonesia

Head of Department,



**Puji Rahayu S.Pd., M.LS.T., Ph. D.**  
**NIP : 053310402**

## STATEMENT OF WORK'S ORIGINALLY

I honestly affirm that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as an academic paper should.

Yogyakarta, Oktober 2025

The Writer,



Syarif Hernansyah

21322054

## **MOTTO**

*“Life is what happens to you while you’re busy making other plans.”*

*“A dream you dream alone is only dream. A dream you dream together becomes reality.”*

**-John Lennon.**

## **DEDICATIONS**

I dedicated this thesis to myself, my mother and father, as well as all my family members who have always supported and prayed for me during the difficult times I faced while studying and writing this thesis.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirobbil al'amin. All praises to Allah SWT who is Merciful, The generous, and The powerful which there is nothing I could do without him and may peace be upon our prophet Muhammad SAW who has brought us to this bright era. I could not be more grateful for strength, patience, and health Allah has given to me to finish this thesis as a partial fulfilment of requirement to obtain the *Sarjana Pendidikan* degree in English Language Education.

Special thanks I give gratefully to my beloved parents, Sahilwan and Siti Nurkhasanah. My sister, Nanda and Adel and also my girlfriend. For everything they prayed for me, for all the support and blessings they have given me so that I can be who I am today. Furthermore, I would like to express my greatest gratitude to my best supervisor, Dr. Ista Maharsi S.S., M.Hum who has supported and instructed me in completing this thesis and I would like to give my deepest appreciation to the following people :

1. Puji Rahayu S.Pd., M.I.S.T., PhD., as the head of the English Education Department, and also my academic supervisor, who helped me since the first day of college.
2. Ista Maharsi S.S., M.Hum. as my thesis supervisor, who taught and instructed me for writing through this thesis.
3. All of the lecturers and staff of the English Education Department who helped me throughout the entire semester.

4. My group best friends, Father's Bullet family, in the English Language Education Department of Islamic University Indonesia who always accompany me through ups and down during college, I hope we can be always friends forever.

## TABLE OF CONTENTS

<b>CHAPTER I .....</b>	<b>15</b>
<b>INTRODUCTION.....</b>	<b>15</b>
1.2 Identification of Problem .....	19
1.3 Formulation of the Problem .....	19
1.4 Objective of Study .....	19
1.5 Significance of the Study .....	20
<b>CHAPTER II.....</b>	<b>21</b>
2.1 Teacher Professional Identity .....	21
2.2. Teacher identity Development in EFL context.....	23
2.3 Theoretical Framework .....	24
<b>CHAPTER III .....</b>	<b>26</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>26</b>
3.1 Research Design.....	26
3.2 Data Preparation.....	27
3.2.1. Consent form.....	27
3.2.2 Data Sources .....	27
3.3 Research Participant.....	28
3.4 Data Collection .....	29
3.5 Data Analysis .....	31
3.6 Coding and Thematizing.....	33
3.7 Trustworthiness.....	34
<b>CHAPTER IV.....</b>	<b>36</b>
<b>FINDING AND DISCUSSION .....</b>	<b>36</b>
4.1 Findings.....	36
4.1.1 Data Presentation .....	36
4.1.2.1 Ms Salia’s constructive professional identity .....	38
4.1.2.2 Ms Salia’s viewing self.....	40
4.1.2.3 Ms Salia’s sub-identities as a mentor.....	43
4.1.2.4 Ms Salia’s agency as a teacher.....	47
4.1.3 Ms. Salia’s Professional Identity development milestone (chart past, present, future).....	50
4.2 Discussion.....	51
4.2.1 Beginner Teacher Identity: Enjoyment is the starting point .....	51

4.2.2. Teacher in the profession: Switching roles across identities .....	53
4.2.3. Future Teacher Identity: Being an inspiring and exemplary teacher .....	54
<b>CHAPTER V .....</b>	<b>56</b>
<b>CONCLUSION .....</b>	<b>56</b>
<b>BIBLIOGRAPHY .....</b>	<b>58</b>
<b>Appendix 1.....</b>	<b>62</b>
<b>INTERVIEW GUIDE PROFESSIONAL IDENTITY OF DEVELOPMENT AN EFL TEACHER.....</b>	<b>62</b>
<b>Appendix 2.....</b>	<b>66</b>
<b>Ms. Salia Professional Identity in theoretical frames .....</b>	<b>66</b>
<b>Appendix 3.....</b>	<b>67</b>
<b>Interview Transcript.....</b>	<b>67</b>
<b>Appendix 4.....</b>	<b>69</b>
<b>Code and its Definition. ....</b>	<b>69</b>

## LIST OF FIGURE

<b>Figure 2.1</b> Theoretical Framework .....	25
<b>Figure 4.1</b> Ms. Sal Stories of Professional Identity Development.....	50

## LIST OF TABLES

<b>Table 2.1</b> Table of questions making .....	34
<b>Table 2.2</b> The sample of coding and its meaning.....	32
<b>Table 4.1</b> Sample of translated interview's transcript.....	43
<b>Table 4.2</b> Sample of Component, Sub-Component, and Code .....	45

## LIST OF APPENDICES

<b>Table Appendix 1</b> .....	<b>62</b>
INTERVIEW GUIDE PROFESSIONAL IDENTITY OF DEVELOPMENT AN EFL TEACHER .....	<b>62</b>
<b>Table Appendix 2</b> Ms. Salia Professional Identity in theoretical frames .....	<b>66</b>
<b>Table Appendix 3</b> Interview Transcript .....	<b>67</b>
<b>Table Appendix 4</b> Code and its Definition .....	<b>69</b>

# STORIES OF AN EFL TEACHER'S PROFESSIONAL IDENTITY

## DEVELOPMENT

By

**Syarif Hernansyah**

**21322054**

### ABSTRACT

This study explores the professional identity development of an English as a Foreign Language (EFL) teacher through a narrative inquiry approach. The research aims to understand how an EFL teacher construct, negotiates, and reflect on her professional identity across different stages of her teaching journey. The participant of this study was a female English teacher at an inclusive high school in Yogyakarta, Indonesia. Data were collected through semi-structured interviews, supported by documents and transcript, and analyzed thematically using Barkhuizen (2014) narrative framework. The findings demonstrate that the teacher's professional identity is shaped through four interrelated dimensions: an ongoing process of interpretation and reflection, the influence of personal and contextual factors, the negotiation of multiple sub-identities (as teacher, mentor, and homeroom leader), and the exercise of agency in teaching practice. The participant's stories demonstrate that enjoyment, empathy, and moral satisfaction are central to sustaining her professional growth. The study concludes that teacher identity development is a continuous, dynamic, and context-bound process influenced by individual beliefs, school culture, and social interaction. The research highlights the significance of reflective practice and institutional support in nurturing teacher identity within inclusive EFL settings

**Keywords:** *EFL teacher, professional identity, narrative inquiry, teacher development.*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Teacher identity development is a product of the continuous, dynamic, and reciprocal interactions of the in-service teacher and her/his experiences within multiple contexts during teacher education. Teacher identity development is important because it requires the integration of personal and professional aspects, helping novice teachers navigate the psychological shift as they explore and commit to their career. This development shapes how teachers understand their roles, manage challenges, and align their inner values with the teaching context, which is crucial for sustaining motivation and professional growth. Benefits include enhanced teacher efficacy, a stronger sense of belonging, and the ability to reflect on successes and failure to improve practice. Additionally, recognizing identity motives helps teacher educators and mentors support beginning teachers through critical career decisions, potentially reducing attrition by addressing both personal and contextual factors influencing commitment (Abramson & Schachter, 2024). Furthermore, many researchers seem to agree that teacher identity is multidimensional, some argue that intersectionality in the development of teacher identity should not be neglected (Xu, 2025).

The development of teacher identity refers to the process by which teachers interpret themselves as professionals based on their experiences during teacher education. This is closely related to the beliefs, meanings, and values they attach to teacher education, and influences their decisions to remain in the program or, later, in the profession (Rinne et al., 2023). Additionally, an dialogical perspective of teacher identity reflecting the dynamic of their positioning in different contexts. The study reports how participants reconstructed their identities narratively through diverse positioning during their studies and after graduation. From this perspective, the focus will be reporting on the professional development of teacher identity based on inclusive education settings. Conceptually, the inclusive education movement have been changing across national and sociocultural boundaries, shaping policies in teacher education and the development of an inclusive education in a particular context (Zen et al., 2022). Teacher professional identity is crucial in inclusive education because it influence how teachers perceive their roles, adapt to diverse student needs and implement inclusive practices effectively. However, it also helps teachers navigate challenges, maintain motivation, and create respectful, supportive classroom environment that acknowledge each student's unique qualities (Azra & Damanik, 2025).

According to Lestari et al. (2023) teacher identity development in the particularly among EFL secondary school teachers, reveal that teachers construct their identities influenced by the global English era. This indicates a complex negotiation between global and local identities in their professional practice. However, a very few studies have looked at the personal experiences of EFL teachers concerning English language experience. Additionally, according to van Heijst et al. (2025) some research also stated the benefits of identity development programs followed by EFL teachers, previous studies show that teachers' motivates competencies and views on the school and educational context play a role in their teacher professional identity development.

This current research aims to investigate the identity of a teacher high school in an EFL context. Furthermore, there are not many studies in Indonesia that look into how teachers reflect on their own work on professional identity. However, the research on teacher identity has thoroughly explored how educators perceive themselves within their professional roles and how these perceptions evolve through experiences, interactions, and contextual factors (Larasati & Mbato, 2025) Teacher identity remains underexplored due to several reasons. Firstly, the complex multidimensional and intersectional nature of teacher identity makes it challenging to study comprehensively as it involves personal, cultural, and professional identities that are fluid and interconnected. (Andrews & Wright, 2024) In addition, based on this study, it will use aspects and three dimensions of past present and future charts with narrative from participant stories. This study consistently uses the flow of these three aspects or dimensions.

Therefore, understanding teacher identity such as practices, dimensions, and roles is assumed to be able to handle contradiction between professional and personal identity construction. In an Indonesian teacher's identity context, the challenge in balancing teachers' personal and professional identities, which is not an easy or linear process. Teachers may face complexities and contradictions as their personal and professional identities might not always align or develop smoothly. Understanding the practices, dimensions, and roles of teacher identity is necessary to handle these contradictions effectively. Moreover, this gap highlights the need to explore the barriers and overlapping aspects between personal and professional identity (Adtya et al., 2022). Additionally, the gap identified is the limited understanding of how cultural factors and policies interact with standards-based induction systems in Indonesia. There is a need for more comprehensive research on how these factors influence teachers' achievement of standards and their integration into the profession, especially considering the interactions between standards, cultural norms, and leadership practices (Tatik et al., 2025).

## **1.2 Identification of Problem**

Teacher identity is challenging because one of its key issues is the opportunity for experiential learning, which is crucial for developing self-reflection, practical skills, and professional values. Furthermore, contextual and institutional differences barriers to consistent teacher identity development across diverse educational settings making identity formation uneven and fragmented. Addressing these issues is crucial for identifying support to enhance teachers' professional identity development, especially in an era of dynamic and diverse education. Thus, many studies focus on pre-service or student teachers, while the voices of practicing teachers who continually negotiate the professional roles are underexplored.

## **1.3 Formulation of the Problem**

The study aims to answer the following question:

How did an EFL high school teacher experience her professional identity development?

## **1.4 Objective of Study**

This study investigates the EFL teacher's professional identity development.

## **1.5 Significance of the Study**

In order to report a narrative analysis professional identity development of an EFL teacher, hopefully this study will give the benefits in terms of empirical ground as the following:

1. This study will give some information about perceived professional identity development of an EFL teacher.
2. This study can be one of references for further research of professional identity development of an EFL teacher.
3. This study will give support the identification of teacher's identity development for lifelong learning. Teachers who understand their professional identity are more likely to reflect, adapt, and grow in their practice.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Teacher Professional Identity

The development of a teacher's identity is an ongoing process of interpretation and reinterpretation of who one considers oneself to be and who one would like to become. There are varied theoretical approaches to teacher identity; some stress the social and cultural nature of identity, whereas others focus on its discursive and narrative nature. Most contemporary approaches, however, agree that identity is constructed in a social context and that rather than being stable and fixed it is shifting and dynamic (Beijaard et al., 2004). Teacher identity refers to "having a clearly defined self-definition, a self-definition comprised of those goals, values and beliefs which the person finds personally expressive, and to which he or she is completely committed (Pishghadam et al., 2022). To be more specific, teacher identity may be constructed through interaction in an intercultural context, for example, the culture of educational instruction and everyday experience from other teachers and students (Adtya et al., 2022)

Teacher identity is perceived to represent the beliefs, values, and goals of an individual. Therefore, identity is a personal facet that may differentiate one individual from others. Identity correspondingly affect human behaviour in their live activities. Adtya et al., (2022) stated that teacher identity is the process of the construction of self that includes individuals' daily life and dynamic process to create, construct and manage their developmental progression. The study of teacher identity has developed rapidly and received attention over the past few decades, especially in the transition from students to teacher in the early years of teaching. Teacher education programs are the first step to inculcating not only an awareness of the need to develop an identity but also how teacher see themselves as teachers, including elements related to self-efficacy, motivation, pedagogical views, perspective on relationship with

students and colleagues, emotions, commitment, professional values, and beliefs about teaching and learning and about being a teacher. (Lestari & Rosmayasari, 2023)

Professional identity is understood as the way teachers perceive and present themselves within their professional roles, shaped by their beliefs, interests, experiences, and the social, cultural, and historical expectations associated with their work (Juutilainen et al., 2024). Furthermore, the process of becoming a teacher as a process of creating an identity. She emphasizes that “many aspects that are primarily personal, such as one’s own biography, aspirations, learning history, and beliefs about education” are integrated into and fuel the development of a teacher’s identity, including “the hopes, dreams, and ideal that students bring with them to teacher education”. Existing literature has highlighted the dynamic, complex, ongoing and shifting nature of teachers’ professional identity. It has been linked to specific perspective on how teachers see themselves, such as aspects of motivation, self-efficacy, pedagogical viewpoints, attitudes toward relationship and colleagues, feelings, dedications, professional values, and beliefs about education and learning as well as teaching. (Beijaard, 2019)

## **2.2. Teacher identity Development in EFL context.**

In the EFL (English as a Foreign Language) context, teacher identity development is a dynamic and ongoing process influenced by various social, institutional, and personal factors. Teachers continuously negotiate their roles, pedagogical approaches, and cultural understanding to align with both their personal beliefs and the expectations of the educational environment. The development process involves acquiring pedagogical and subject-specific knowledge, which is often shaped by institutional training and professional communities of practice. Furthermore, teachers in EFL settings often integrate their personal experiences and cultural backgrounds into their teaching identity, which impacts their classroom performance and interaction with students. The process also requires teachers to adapt to the evolving demands of modern technology and digital learning tools, fostering a flexible and interactive professional identity. Reflection on past experiences and engagement in professional development activities are crucial for fostering a resilient and adaptable teacher in this context (Aditya et al., 2022).

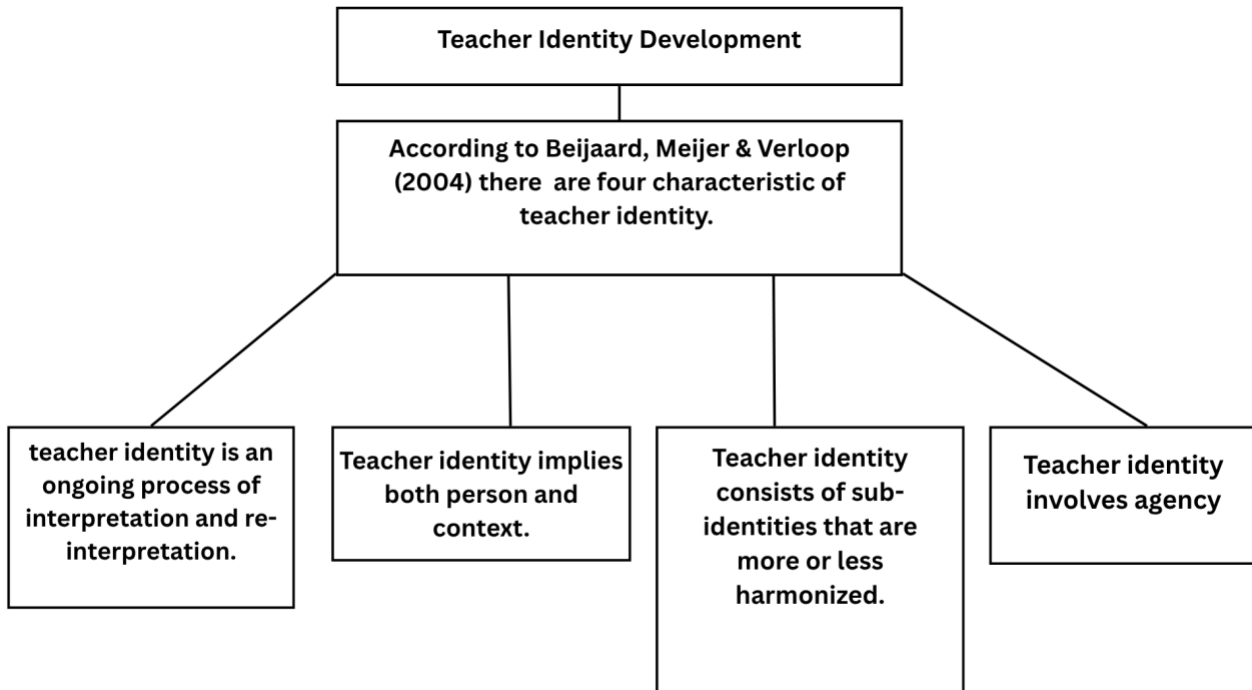
Teacher identity development in the EFL context is a dynamic and multifaceted process influenced by both internal and external factors. According to Rostami et al. (2020) in EFL settings, teachers often navigate complex identities, balancing their personal beliefs, cultural background, and the expectations of the educational environment. Research indicates that motivation and coursework selection play crucial roles in shaping teachers' professional identities, fostering a sense of development and learning that is nonlinear and individualized. Teachers in EFL contexts need to develop a positive professional self-concept, which is often linked to their motivation to improve and adapt to diverse learner needs. The process involves ongoing reflection and negotiation of multiple positions, such as their roles as language instructors, cultural mediators, and learners themselves.

Shi et al., (2025) expounded that identities represent “a relatively organized complex of thoughts, feelings, memories, and experience that a person can, more or less, durably evoke as a platform for action and response” which indicated the role of emotions in professional identity. Thus, emotion has a bearing on the expression of identity and the shaping of it.

### **2.3 Theoretical Framework**

According to Beijaard et al., (2004) there are four characteristics of teacher identity ; (1) teacher identity is an ongoing process of interpretation and reinterpretation, (2) teacher identity implies both person and contexts, (3) teacher identity consists of sub-identities that are more or less harmonized, (4) teacher identity involves agency. The concept of identity is defined in various ways in the more general literature. It seems that the concept of professional identity is also used in different ways in the domain of teaching and teacher education. In some studies, the concept of professional identity was related to teacher concept or images self. It was argued that these concepts or images self strongly determine the way teachers teach, the way they develop as teachers, and their attitude toward educational changes. The definition of a teacher's professional identity, as defined by Sachs (2005) served as a means for a teacher to create their framework of “how to be”, “how to act” and “how to understand” their work and their place within society. (Beauchamp & Thomas, 2009a)

**Figure 2.1** Theoretical Framework



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research aimed to retell the stories of an EFL teacher professional identity development. Therefore, this research was designed as a narrative study. According to Barkhuizen (2016) narrative research demonstrates the story of whether on the experience in it or the meaning of the story itself. Furthermore, narratives were textual stories that mostly discuss experiences. This study examined interaction, continuity, and situational approaches in social interaction using a narrative inquiry technique (Lestari & Rosmayasari, 2023). The setting of narrative inquiry provides a perspective to understand the prospective teachers' experiences in self-development through professional practice. In addition, the present study was carried out using an interview, this method focused on the teachers' ideas, opinions, and personal experiences (Ubaidillah et al., 2023).

## **3.2 Data Preparation**

The data preparation involves reviewing the constructs, making the consent form, and setting the research participant.

### **3.2.1. Consent form**

According to Barkhuizen et al. (2015) giving informed consent is one of the ethical rules that must be followed to in narrative research since it attempts to appropriately obtain participants' consent. For that reason, this research provides the informed consent which will be sent to the participant in order to ask the participant's approval upon the interview and observation that will be done.

### **3.2.2 Data Sources**

This study collected data from interviews and transcripts based on the participants' responses

### 3.3 Research Participant

This study involved an inclusive junior high school teacher named Ms. Salia. She is around 28 years old. The participant is dedicated and experienced in teaching in an inclusive school for two years. This participant is an English education graduate with a wealth of experience and various achievements throughout her career. Furthermore, she managed a practicum-based class as an English Language Laboratory Instructor (English Grammar for Spoken Discourse, English Grammar for Written Discourse, Introduction to Pronunciation, and Essay Writing) at Islamic University of Indonesia. After completing her professional experience, she taught at Inclusive Rise Junior High School which is located in Bantul Regency, Yogyakarta Special Region. In her first year, she taught full-time in an international social studies class. In her second year, she taught an international class (social studies) and a national class (English). Currently, she is in her third year of teaching full-time in a national English class. This participant has language skills such as mother tongue and other languages such as Indonesian and Javanese, English; IELTS Academic Overall Band 7. Participant were to selected based on according to (Zhai et al., 2024) multiple selection criteria, which include :

1. Professional Identity of a dedicated teacher : Participants must have a minimum of 3 years of teaching experience and required to have primarily personal components, such as biography, goals, learning history, and beliefs about one's education that are integrated into and underpin the development of a teacher's identity.

2. Teaching achievement : Participants have a unique and comprehensive knowledge, demonstrating their high value for study which can be proven by some credentials or recognition in education field. Moreover, building resilient and adaptable teachers requires on prior experiences as well as participation in professional identity development.

3. Willingness to become a participant : Participants be willing and able to reflect on their beliefs, values, experiences, and teaching practices.

This approach is appropriate because it allowed for the selection of participants who are specifically relevant to the research, ensuring that the information collected is comprehensive and instructive.

### **3.4 Data Collection**

This study employed semi-structured interviews to collect data. Semi-structured interviews typically use a prepared question, but also allow the interviewer to improvise their own questions (Barkhuizen, Benson & Chik, 2014). Barkhuizen et, al. (2014) clarified that the best method for gathering data for a narrative study is an open-ended interviews, structured interviews, and semi-structured interviews. Therefore, this study employed a semi-structured interview technique, in which the researcher asked participants questions based on a guideline, then elaborated on their responses by asking follow-up questions.

**Table 2.1** Table of questions making

Construct	Components	Interview Question
<p>According to Beijaard, Meijer &amp; Verloop (2004) the concept of identity is defined in various ways in the more general literature. It seems that the concept of professional identity it also used in different ways in the domain of teaching and teacher education. In some studies, the concept of professional identity was related to teacher concept or images self. There are four characteristic of teacher identity</p> <p>1. teacher identity is an ongoing process of interpretation and re interpretation:</p> <ul style="list-style-type: none"> <li>• Teacher identity is not fixed ; it evolves continuously over time.</li> <li>• Teacher construct their identity through experiences, reflections and interactions within various educational contexts</li> </ul>	<p>- On-going Process</p>	<p>- How do your past experiences continue to influence your current teaching identity?</p>
<p>2. Teacher identity implies both person and context:</p> <ul style="list-style-type: none"> <li>• identity formation is shaped by both personal factors (beliefs, values, past experiences) and contextual factors (school culture, curriculum, societal expectations).</li> <li>• A teacher’s identity is the result of how they see themselves within their teaching environment.</li> </ul>	<p>- As a person and context</p>	<p>- What teaching values do you consider important in your role as a teacher?</p>

- |   |                         |   |
|---|-------------------------|---|
| <p>3. Teacher identity consists of sub-identities that are more or less harmonized :</p> <ul style="list-style-type: none"> <li>• Teachers hold multiple sub-identities (e.g., subject expert, mentor, disciplinarian, facilitator.)</li> <li>• These sub-identities can align or conflict, and harmony between them contributes to a strong sense of professional identity.</li> </ul> | <p>- Sub-identities</p> | <p>- What roles do you see yourself playing in your school (e.g., educator, mentor, leader, curriculum designer?)</p> |
| <p>4. Teacher identity involves agency</p> <ul style="list-style-type: none"> <li>• Teachers are active agents in shaping their own identities.</li> <li>• They make conscious choices, reflect on their practice and engage in professional identity to shape who they are as teachers.</li> </ul>   | <p>- Agency</p>         | <p>- How do the roles you take on influence your sense of who you are as a teacher?</p>                               |

*This is based solely on the main interview consists of some 40 follow-up questions. For the complete list of questions, see the Appendix 1 below.*

### **3.5 Data Analysis**

After data was collected through interviews, the results were transcribed into written form. Transcription is the process of converting data from oral to written form (Barkhuizen et al., 2014). From the transcribed data, the researchers applied a data analysis method, namely thematic analysis. Thematic analysis aimed to analyze data by coding several themes that align with the research questions and objectives. According to Barkhuizen, Benson, and Chik (2014,

p. 74-77) which contains three activities : 1) repeatedly reading of the data; 2) coding and categorizing the data extracts; and 3) recognizing the thematic headings.

Beside the data code, I also coded the themes and explained the meaning as can be seen based on construct while the full version of code on the next chapter and its meaning can be seen in the appendix. It show how the code was taken from which line of the interview with certain themes and sub-themes.

**Table 2.2** The sample of coding and its meaning

<b>CODING</b>	<b>MEANING</b>
Interview/OG/OG-EVO/8	<p>Interview : a quote from a participant response</p> <p>OG- : <i>On-going Process</i></p> <p>OG-EVO : On-going was from sub themed <i>evolving</i></p> <p>8 : Based on line transcript which is in number 8</p> <p>This is interpreted as “The datum was taken from the interview with the teacher which was from sub-themed <i>evolving</i> from theme <i>On-going Process</i> in line 8”</p>

### 3.6 Coding and Thematizing

Following their grouping into sub-themes, these codes subsequently organized under four main themes that align with the research question of the study : Teacher Identity ongoing process, Teacher Identity person & context, Teacher Identity Sub-identities, Teacher Identity as Agency. This methodological approach analyzed research on teacher identity professional development stories. The following table presents themes, sub-themes, and their codes:

**Table 4.2** Sample of Themes, Sub-Themes, and Code

THEMES	SUB-THEMES	CODE
Teacher Identity On-going Process	Evolving	OG-EVO
	Constructive	OG-CON
Teacher Identity Person & Context	Beliefs	PC-BEL
	Values	PC- VAL
	Past Experiences	PC- PAS
	Contextual Factors	PC-CON
	Viewing Self & Environment	PC- VIEW
Teacher Identity Sub-identities	Mentor	SI-MEN
	Expert	SI-EXP
	Disciplinarian	SI-DIS
	Facilitator	SI-FAC
	Aligned Professional Identity	SI-AL
Teacher Identity Agency	Shaping Identities	A-SHAP
	Make Choices	A-MAK
	Reflect on their practice	A-REF
	Shape Professional Identity	A- SPI

Based on the main theory used, Ms. Salia's story fits into the theoretical framework with several themes from the main theoretical framework used. In addition, it is mentioned in the theoretical frames in Appendix 2.

### **3.7 Trustworthiness**

In this research, the study illustrated how the relationship between the researcher and participants is secured based on their credibility. According to Lincoln & Guba (1985) rely on four general criteria in their approach to trustworthiness. These are credibility, transferability, dependability, and confirmability. Furthermore, this study was based on facts obtained from questions answered by the participants. Thus, the researcher understands the multiple perspectives of each question answered by the participants. Based on four general approach of trustworthiness including several procedures as follows:

#### **Credibility**

##### **1. Prolonged Engagement**

To ensure credibility of this research, prolonged engagement was employed. This research was conducted to one observations in the classroom. Afterwards, the interview was conducted in the teacher's room for approximately 1 hour and 15 minutes divided into four interview sessions. With the researcher's involvement with this participant, at that time the researcher had already known Ms. Salia while she was still teaching as a tutor. Moreover, the researcher began to contact for her willingness to be a participant at that time.

## 2. Triangulation

This study employed multiple data sources or methods (e.g., interviews, observations, documents) to cross-verify findings. Moreover, by utilizing various data collection techniques or sources, researchers can corroborate information from different angles, enhancing credibility of the interpretations and reducing the impact of potential biases from a single method or data sources.

### **Transferability**

#### Thick Descriptions

This study presents detailed contextual information to facilitate readers in assessing the transferability of the findings, thoroughly describing the research context, participants, and methods.

### **Confirmability**

#### Member Checking

To ensure the validity of the interpretation, this study conducted a verification process by the participant. After the initial analysis, the components and narratives developed were shared with Ms Salia. This process allowed the participant to confirm that the researcher's findings accurately reflected her own experiences and perspectives on professional identity development.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the research findings and their discussion. The findings in this study represent data collected through interviews. The interview results, which are the main source of data for this study, are thus briefly explained in this discussion.

#### **4.1 Findings**

This section discussed the findings found during the interview, such as Ms. Salia's stories of an EFL teacher professional identity development and her stories about ongoing process of developing her identity as a teacher, shaping her identity and shared valuable experiences during the process of becoming a teacher. At every step of the process I used to collect and encode the data

##### **4.1.1 Data Presentation**

The interviews were fully transcribed after being recorded in Indonesian to ensure accuracy. These transcripts were then transcribed into English to make analysis and reporting of this study easier. At first written in Indonesian language, the interview transcripts were then translated into English. Following that, the analytical framework was used to thematized the data which led the discovery of 31 sub-themes and 4 major themes that reflected the participants' experience. Furthermore, I gave Ms. Salia instruction so she could get a sense of the question before the interview began. Below (table 4.1) is one of the examples of translated transcription of the interview.

**Table 4.1** Sample of translated interview's transcript

T/R	LINE	Interview	CODE
T	5	<p>Jadi belum jadi guru nih?  Oke, kalau sebelum jadi guru ini, Aku sempet kerja di Universitas Islam Indonesia juga dan itu ngajar juga tapi titelnya bukan guru. <u>Titelnya adalah language instructor, tutor semacamnya itu. Tapi ya karena ngajar juga tapi bukan guru. Sebelum itu aku juga udah pernah magang juga sebagai guru. Jadi kayak karena aku sekolahnya di pendidikan juga jadi emang diarahin jadi guru dan ternyata setelah mencoba menjadi guru dari magang, dari waktu itu PPL, dulu juga ada project-project di mana aku harus kayak kerja jadi guru juga di MAN 3 Jogja itu semuanya tuh aku kayak ngerasa, oh oke ini kerjaan yang bisa aku lakuin nih aku sanggup untuk melakuin ini for a very long time kayak gitu</u> terus, ternyata jadi guru itu tuh juga ternyata Setelah aku menjalani dulu-dulu itu, awalnya mungkin agak kaget. Tapi lama-kelamaan bisa adaptasi juga</p> <p><i>So, before becoming a teacher?</i>  <i>Okay, before becoming a teacher, I worked at the Islamic University of Indonesia, teaching as well, but not as a teacher. I was more or less a language instructor. Yes, it's true that I taught, but not as a teacher. Before that, I also interned as a teacher. So, it seems like because I went to school for education, I was naturally drawn to being a teacher. And it turns out, after trying to be a teacher, from internships, from those internships, to projects where I had to work as a teacher, like at MAN 3 Jogja, all of that, I felt, oh, okay, this is a job I can do, I can do this for a very long time, and so on. It turns out, being a teacher is something. After I went through all that, it was a bit of a shock at first. But over time, I adapted.</i></p>	OG- CON

#### **4.1.2 Ms. Salia's stories**

These are the findings of Ms. Salia's stories on teacher professional identity development such as the stories meaningful teaching experience of on-going process teacher professional identity development, the stories how her shaped their identity as a person & contexts, how she balancing role as a teacher on sub-identities and last is the reflect on her practice as a teacher agency.

##### **4.1.2.1 Ms Salia's constructive professional identity**

From all of her stories, from her journey before becoming a teacher and after becoming a teacher, this section can be described as the professional development of a dedicated and meaningful teacher identity, referring to the ongoing process in which Ms. Salia understands herself as an educator influenced by her values, beliefs, experiences, practices, and relationship in the educational environment. Moreover, this identity is not static; it evolves through reflection, interaction, and engagement with students, colleagues, and the wider educational community. Ms. Salia that was currently teaching in inclusive high school which located in Bantul Regency, Special Region of Yogyakarta. She is dedicated and had two years of teaching experience. She also shared her wealth of experience before deciding to pursue a career as a teacher. She uttered,

“Before becoming a teacher? Okay, before becoming a teacher, I worked at the Islamic University of Indonesia and taught there too, but my title wasn't teacher. My title was language instructor, a kind of tutor. But yes, I taught there too, just not as a teacher. Before that, I also did an internship as a teacher. So, since I studied education, I was naturally guided toward becoming a teacher. And after trying it out through the internship, during the PPL period, and also through various projects where I had to work as a teacher at Islamic High School at Yogyakarta, I felt like, "Oh, okay, this is a job I can do. I can handle this for a very long time." (INTERVIEW/ OG/OG-CON/5)

Based on that interview, Ms. Salia is someone who has been steadily guided toward a teaching career through both education and practice experiences. Although she initially worked as a language instructor rather than a formal teacher, her background in education and internship at Islamic High School Yogyakarta helped the students realize her capability and comfort in the teaching profession. Her journey shows a thoughtful progression into teaching, supported by hands-on experience and growing confidence in her role.

Ms. Salia has undergone various processes to date. She shared her experiences in developing her identity. Therefore, she also explained that she felt that her interest in English, which she initially only liked as a subject, combined with various natural processes and many project experiences, led her to decide to start her career as a teacher. With her current job as a teacher, she thinks that teaching is an ideal job for a woman compared to working in a corporation.

“I think it's natural because initially I was only interested in the English language, but since I entered PBI, it means that I am a language teacher and an English teacher. From initially just liking the English language, that's why I came to like being a teacher, because I went through various processes such as teaching practice and internships, and because maybe I also started to think that being a teacher is an ideal job for a woman, like that.” (INTERVIEW/OG/OG-CON/8)

Ms. Salia demonstrated a thoughtful and constructive mindset. Initially driven by a personal interest in the English language, her experience in education such as teaching practice and internships led her to develop a deeper appreciation for the teaching profession. She viewed teaching as a meaningful and suitable career, especially for women, suggesting her values

stability, purpose and perhaps societal or cultural ideals. This reflected someone who is open to growth, influenced by real-life experience, and guided by both personal interest and traditional values

Furthermore, she expressed that having beliefs about teaching is important for the formation of professional identity as a teacher. Thus, according to her, teaching is a rewarding job for her, where rewarding is not only limited to financial matters, but also fulfilling moral and mental needs. With this feeling, she feels a developing identity within herself. She expressed,

“In my opinion, teaching is a rewarding job. It’s rewarding for me because... Rewarding doesn’t have to be financially rewarding, because teachers’ salaries aren’t. But it’s rewarding in that it fulfils my moral and mental needs. So I feel more satisfied.”  
(INTERVIEW/OG/OG-CON/14)

Based on she expressed above, Ms. Salia is the type of teacher who is intrinsically motivated and finds deep personal fulfilment in teaching. Her value the moral and emotional rewards of the profession over financial gain, indicating a passion-driven, purpose-oriented approach to education. For her, teaching is more than a job and meaningful way to contribute and feel personally satisfied.

#### **4.1.2.2 Ms Salia’s viewing self**

From several stories from Ms. Salia, she reflected on the identity of a teacher and how to describe her identity as a teacher. She explained what she needed to improve in order to reflect her identity as a teacher. She explained that she wanted to be a teacher who was close to her students. It was not just a matter of being close in terms of sharing knowledge, but she

wanted to be aware of her students' conditions when they began to feel comfortable with her personality. Furthermore, she admitted that she is not the type of teacher who easily reprimands a student when faced with a problematic student. However, she has a stance that she is more comfortable invited students to discussed things. For example, when she invites discussion when something is not quite right, she prefers to advised her students on the concept of cause and effect. Ms. Salia uttered,

“I want my students to feel comfortable learning with me. I want to be that kind of teacher. I rarely get angry, rarely scold them. I never scold them. You know, it's not like that. Instead, I often engage my students in discussions. So when something isn't quite right, I usually explain it to them using cause-and-effect concepts. I ask them, “If you do this, what will happen?” I encourage them to think for themselves, to understand that everything they do has a cause, an effect, and consequences.” (INTERVIEW/PC/PC-VIEW/18)

Ms. Salia described the prioritize creating a safe and comfortable learning environment where students feel respected and heard. Rather than using authority or punishment, she encourage critical thinking through calm discussion and logical reasoning. This approach reflects a nurturing a personality, strong emotional intelligence, and a belief in guiding students to become independent, responsible thinkers.

Although Ms. Salia's personal identity has developed, she says that she rarely interacts with students outside of school. This is because she believes that her personal identity outside of school is different from her identity within the school environment. She says that if she had to do so, she would have to maintain her professionalism as a teacher outside of school because she does not want to show her bad traits in front of her students. Thus, she is the type who likes to give advice to her students at school, she does not want her personal identity as a teacher outside of school to be viewed differently when she is outside of the school environment.

In addition, she shared her initial perception of becoming a teacher, namely that she had adapted to her teaching style because she had a bank of materials and games. Besides, she had the advantage of being more creative when she entered the classroom on the spot, compared to those who had to prepare materials before entering the classroom. For example, when she entered the classroom, she had already thought about grouping students according to the teaching method she was going to use. Therefore, she felt that adapted to the experience of being a teacher was enjoyable. She expressed,

“Having a bank of games is like living and using my creativity. Sometimes, before entering the classroom, I haven’t thought about playing these games, but once I’m in the classroom, I can decide on the spot. I can say, “Okay, we’ll divide into groups like this, and the rules are like this.” So, adaptation is the first thing, and because I already have experience with adaptation, it has started to work, and so has the teacher’s perception. It has changed into the teacher I am now at my current school, and this job is enjoyable.” (INTERVIEW/PC/PC-VIEW/25)

Ms. Salia effectively engaged students by using creativity and unexpected decision-making, demonstrating a dynamic and adaptable teaching style. Her confidence and experience are demonstrated by her ability to modify plans on the fly by consulting a personal bank of games and strategies. This flexibility makes teaching more pleasurable and rewarding by improving the classroom environment and advancing the teacher’s developing professional identity.

On the other hand, Ms. Salia made a statement about the personal growth she wants to achieve in the future. She wants to grow personally to become a wiser teacher in responding to her students’ behaviour towards her. When her students act out in ways she is not yet able to respond to, she felt that she is not yet wise enough in dealt with her students’ behaviour and must act like a typical teacher. Furthermore, she wants to provide her students with a better understanding so that they can be more obedient when discussing things together. Ms. Salia stated,

“I want personal growth. I want to become a wiser teacher, wiser in responding to my students’ behaviour. Because right now, I feel like I’m still 20 years old... Yeah, 28 or 28. Sometimes I still get carried away when my students do something new. I still can’t handle it calmly. So I still overthink things and I still can’t be wise. I think too quickly, so I want to be a wiser teacher when facing my students’ new ideas. I want to be a wiser teacher in responding to my students’ recent ideas.” (INTERVIEW/PC/PC-VIEW/26)

Ms. Salia’s demonstrated a strong commitment to personal and professional growth, particularly in emotional maturity and classroom management. By recognizing her current limitations and expressing a desire to respond more wisely and calmly to students’ behaviours and ideas, Ms. Salia’s shows self-awareness and reflective mindset. Ms. Sal is the type of teacher values continuous improvement and aimed to evolve into an more composed and thoughtful educator.

#### **4.1.2.3 Ms Salia’s sub-identities as a mentor**

Discussing about Sub-Identities of Professional Identity, Ms. Salia said that she was a homeroom teacher at the school, and being a homeroom teacher meant not only teaching English, but also guiding her students to develop socially, academically, and emotionally. She teaches several classes at the school, with a maximum of 13 and 20 students respectively. Because of this, she is able to approach each student individually, getting to know them and gradually developing various aspects of their lives. She adds that she sees the potential in each of his students. She developed this potential by triggering certain things when teaching, and she believed that this approach works. As a result, some of her students are able to apply certain things, such as writing English stories on websites, and they are able to develop further in the future.

Thus, she added that being a mentor is like being a homeroom teacher. She feels satisfaction when students who previously did not understand the material become more knowledgeable, and she finds it rewarding because she feels satisfied that she has helped them develop in the way they need. She also researches students by conducting case studies in the class she teaches as a homeroom teacher. Therefore, according to her, being a homeroom teacher is tiring because there are so many things to take care of, but she finds it enjoyable because her. She expressed,

“Satisfaction is one thing. When students understand material that they didn’t understand before, that’s rewarding for me. Seeing their satisfaction gives me satisfaction too, knowing that I can develop my students according to what they need based on my research and case study discussions. That’s why I like being a homeroom teacher. Turns out being a homeroom teacher is actually quite demanding because there’s so much to handle, but it’s surprisingly rewarding in my life. Life is quite rewarding as a homeroom teacher.” (INTERVIEW/SI/SI-MEN/38)

Based on that interview, Ms. Salia was deeply committed to student development and finds personal fulfilment in helping students understand and grow. She take pride in addressing individual student needs through research and reflective practice, particularly in the demanding but rewarding role of a homeroom teacher. Ms. Salia motivation is driven by the success and satisfaction of her students, making students a compassionate and purpose driven educator.

In another discussion, Ms. Salia shared how she is able to negotiate between her sub-identities. According to her, she can adapt according to the time and circumstances. For example, during an English class, she activates her sub-identity as an English teacher and focuses on making sure her students understand the material she is teaching. By feeling that she has this sub-identity, she can switch to her sub-identity as a homeroom teacher when she wants to get to know the background knowledge of each of her students.

“The negotiation? The negotiation is that if I am among various perfections, it just happens naturally. I think I can guess according to the time and conditions. If it's English class time, I will activate my sub-identity as an English teacher, so I will focus on making sure my students understand the material I am teaching. But even though I'm still in the classroom, if suddenly there's a child who is undisciplined or something like that, I can switch my sub-identity suddenly to become the homeroom teacher, because I also have background knowledge about that child, you know.” (INTERVIEW/SI/SI-MEN/36)

Based on that interview, Ms. Salia showed a great ability to switch between subject-specific instruction and more general pastoral duties as needed, performing a variety of professional roles with ease. This adaptability, which is determined by the needs of the students, time, and context, demonstrated a high degree of situational awareness and professional maturity. Ms. Salia has a flexible and multifaced teaching identity and prioritize responsiveness over rigidity in her instruction.

On the other hand, Ms. Salia talked about the school environment and leadership based on her years of teaching. She felt that in the early years, the school environment was supportive. The principal always encouraged teachers to continue developing their capacities and abilities. Therefore, she began to feel comfortable with the school environment because it did not view seniority differently for old and new teachers. She felt that the principal at this school was like a vice principal, which made her feel that she was on the same level regardless of her position at the school. She felt that equality was important at this school, regardless of one's position. She added,

“ The school environment and leadership at my school... in the early years. I'm still in my early years, two years. It's still the early years. So far, I feel that it's still okay. My school environment is supportive. My principal is also supportive. He always encourages teachers to continue developing their capacities and abilities. And what I like about my school is that even though there are teachers who have been there for a long time, their positions are like vice principals or principals. We feel equal. We are

all on the same level. So even the principal can apologize to me if he is wrong. Like that.” (INTERVIEW/SI/SI-MEN/31)

Ms. Salia expressed gratitude for the supportive school environment and leadership, which suggested Ms. Salia was someone who recognizes and values positive experiences and contributions. Ms Salia is likely to be reflective, open to growth and appreciative of a supportive work environment. Based on this context, Ms Sal. value mutual respect, equality and collaborative culture. While also being optimistic about her development in the early stages of teaching career.

Ms. Salia explained how she negotiated between the various sub-identities she performs as a teacher. She explained that the negotiation of various identities runs naturally. Hence, she can adapt according to the time and conditions of the English lessons she teaches. She feels that she activates her sub-identities with a focus on ensuring that her students understand the material she has presented during the lesson. As a teacher at an inclusive school, she explained that the school has a very diverse student body, including students with special needs such as physical disabilities & ADHD, and so on, which she feels had a significant impact on educating the students at the school.

Another findings on her *Sub-Identities* Discussing the policies at the school that can significantly influenced Ms. Salia’s role or identity as a teacher. She talks about the curriculum at her school, which uses the IMYC (International Middle Years Curriculum). She teaches in accordance with the curriculum policies that have been implemented at the school. According to her, the curriculum sounded unfamiliar to her at first because in her first year of teaching she had to adapt to the teaching methods of the curriculum. This is because, according to her, the curriculum has a major theme and the theme connects to language arts or English, which in turn connects to social studies, math, science, and ICT. According to her, several core

subjects must relate to this big theme. According to her, English is not a language that stands alone and can connect to anything. Thus, every subject, including English and social studies, will be interconnected. She uttered,

“I use a curriculum called IMYC (International Middle Years Curriculum). So, I have to teach according to that curriculum, which is unfamiliar to me. How do I teach it? It turns out that the curriculum has themes. There are major themes, and those themes are connected to language arts or English, social studies, math, science, and ICT. From these core subjects, everything must relate to this big theme. From there, I also teach that English is not a stand-alone subject. In real life, English is not stand-alone either. English is connected to everything.” (INTERVIEW/SI/SI-MEN/30)

Ms Salia is adaptable, organized and innovative, with a focus on disciplinary learning and making connections across different subjects. Moreover, Ms. Salia are reflective, open to new challenges, and willing to learn while also promoting an integrated approach to education that helps students see connected of knowledge in real life.

#### **4.1.2.4 Ms Salia’s agency as a teacher**

As a agency of Professional Identity, Ms. Salia’s added that she has a role for influencing as a teacher who plays an important role in the lives of her students. Therefore, according to her, there are some students who find it difficult to take advice from their parents. From her perspective, there are students who do not listen to their parents' advice, but they are willing to listen to their teachers' advice. For this reason, she feels that she has an important role in making a positive impact on her students and feels that this is more important as a human being.

In another statement, this time discussing the levels of agency in Ms. Salia's teaching role, she shared her experience when she was teaching as a language instructor at the university. At that time, she viewed her teacher agency as her students simply only understanding the material she presented. Furthermore, since she began teaching at Rise High School, she has felt a sense of listening to their stories because, as a homeroom teacher at the school, she does not only view them in terms of their abilities and skills. Because of this, she also discusses with the parents of each student to understand and recognize their background as a whole person. She confirmed,

“Since I started teaching at Rise High School, I've felt that maybe it's because I'm also a homeroom teacher. As a homeroom teacher, I hear their stories. It's not just about their skills, but also discussions with their parents. From the students and the students' parents. The child's parents. So I feel like I can understand them better with that background. As a whole person, not just a child who needs to be taught. (INTERVIEW/A/A-REF/41)

Based on the interview above, Ms. Salia is probably caring, focused on the needs of the students and relationship focused. She know how important it is to view students as complete people with academic, social, and emotional needs. Ms. Salia is support student overall development and place a high importance on open communication with parents and students.

On the other hand, she shared how she was able to adapt to his role as an English teacher and homeroom teacher at the school. When she first started working as a teacher, she realized that she was only a teacher. However, as time went by, she began to realize that being a teacher was more than that. According to her, by realizing that as a teacher who was familiar with the school environment, including the characters of his students, she used her feelings to get to know her students more deeply. She shared,

“When I first started teaching, I was still like that. My agency was still limited. Okay, just a teacher, but now, as time goes by, I'm in my second year, and I've started to realize that being a teacher is more than that, especially if you become a homeroom teacher. I use my feelings more because I also have the opportunity and access to get to know my students more deeply.” (INTERVIEW/A/A-REF/46)

Ms. Salia is thoughtful, understanding and developed her knowledge of the teaching profession. Ms. Sal is realizing the value of being an attentive teacher and growing closer to her students on an emotional level. Ms. Salia is growing more committed to her work and learning to view teaching as a comprehensive duty that goes beyond just delivering lessons.

in another discussion, Ms. Salia made a statement about herself as a professional teacher, emphasizing that she has a positive impact on her students, so that one day she received good feedback from her students regarding her teaching. In other words, she felt happy when she saw good feedback from her students. This is because her students were able to improve their abilities. As her students began to appreciate her teaching style, she ensured that what she taught successfully resonated with her students.

“It has an impact on the children. A positive impact, yes. A positive impact. The voice I want to hear is when my students want to be taught by me again and they can improve their abilities because of me. Maybe it's not necessary because I'm just happy to see my students. There is one student who is quite satisfying for me because he is lazy in other subjects, but in my class, he is enthusiastic. So, I think I have succeeded in winning him over. Alright, I will continue to develop him, so that at least in other subjects or whatever, there is one thing he excels at, so that in the future he won't be confused about what he is. Helping shape their identity.” (INTERVIEW/A/A-REF/47)

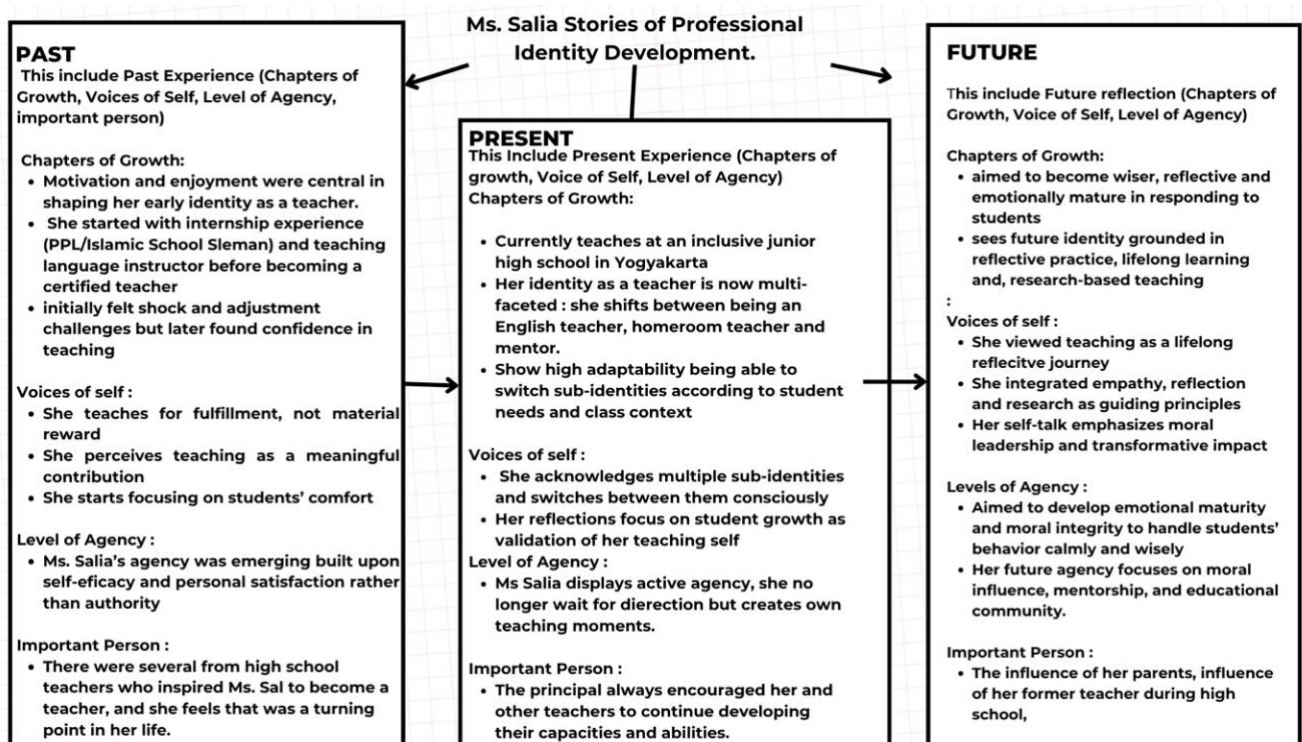
Ms. Salia aimed to make a positive impact by creating an engaging and supportive classroom environment where students feel encouraged to grow, overcome challenges, and build her identities. Ms. Salia are focused in her attempt to help every students in reaching their full potential and are reflective, acknowledging their successes for particular students

### 4.1.3 Ms. Salia’s Professional Identity development milestone (chart past, present, future)

Based on the findings and interview transcript, the narrative teacher identity professional development story is consistent with the past, present, and future. Based on the participant narratives, adjusted to the milestone of the three dimensions. However, it is already in line with developments such as chapters of growth, voices of self, levels of agency. It is illustrated in Figure 4.1 below.

#### Ms. Salia’s Professional Identity development milestone

Figure 4.1 Ms. Salia Stories of Professional Identity Development



Based on this chart, I was inspired by several studies that I used as references to break down the story of Ms. Salia’s past, present and future. According to Beijaard et al. (2000) firstly, for past formation of initial identity influenced by personal beliefs, prior learning

experiences and teacher education. Secondly, ongoing as of present professional identity in real classroom and institutional contexts (Beauchamp & Thomas, 2009). As teacher, they have projected themselves towards their future selves with a vision of growth, leadership and transformation (Kelchtermans, 2009).

## **4.2 Discussion**

This section presented an in-depth analysis of the information gathered from the interviews. The discussion outlines the participants' stories within a broader theoretical framework of professional identity development, as well as how professional identity growth has evolved based on the participants' overall stories about their experiences.

### **4.2.1 Beginner Teacher Identity: Enjoyment is the starting point**

Teacher can use identity motives as an additional tool for identity exploration by bringing them into discussion. Although most of people are unaware of their identification motives, early career teachers may be able to become more aware of a different level of motivation that they have probably not thought of by having the opportunity to reflect on these motives in writing, interviews, and discussions. Furthermore, awareness of identity motives might help early career teachers in understanding the effects that crises and difficulties have on them (Abramson & Schachter, 2024). Furthermore, beginner teacher identity often begins with positive affect and enjoyment of teaching, which can serve as a starting point for developing professional agency and resilience. This early enjoyment support engagement with learners, willingness to take on challenges, and the motivation to adapt to new contexts as a novice teacher (agency emerges as identity forms around these experiences). These facets align with the view that professional identity development in novice teachers is reinforced by positive experiences and a growth-oriented mindset (Groenewald & Arnold, 2025). Regarding

professional identity, female teachers may seek more collaboration and support throughout their careers, contributing to a positive sense of professional identity. In the context of work satisfaction, female teachers can succeed in finding a balance between work and personal life, which improves job satisfaction. Thus, in terms of work engagement, female teachers might consider the social significance and impact of the education profession, potentially motivating them to engage more deeply in their work. Moreover, teacher work engagement has a significant positive impact on job satisfaction. Individuals with high levels of work engagement demonstrate a strong identification with their work roles and are willing to dedicated time and effort to gain satisfaction from their work. (Zhang & Chang, 2024).

In other words, the initial positive feelings and satisfaction encountered by beginner teacher are essential in forming their professional identity, fostering a sense of agency and enhancing resilience. These early affirming experiences not only support engagement and adaptability but also lay the foundation for a growth-oriented mindset that sustains their development as teacher. Moreover, particularly female teachers, who have a strong sense of professional identity and recognize the social significance of their work are more likely to be highly engaged in their jobs. This engagement positively influences their job satisfaction and motivates them to adopt proactive and supportive teaching behaviours that encourage student development.

#### **4.2.2. Teacher in the profession: Switching roles across identities**

Becoming a teacher after professional experience in different kinds of practice brings both challenges and opportunities for those who choose to make this change. It involves a process of professional reflection and self-development that is essential in developing a new professional identity. Therefore, the concept that the move from professional practice to secondary school teaching creates a transition in which one's professional identity becomes unstable or changes, highlights the shift in roles across identities (Campbell et al., 2024). Teacher development is not a linear process but rather a dynamic and multifaceted interplay of these components. In particular, emotional experiences appear to be one of the key drivers of agency, influencing how teachers navigate professional challenges and reshape their professional identities, indicating their professional development. (Truong et al., 2025). More importantly, teachers' professional identity is shaped by how they understand themselves as educators and how they frame their actions in relation to students and contexts. Professional identity serves as a frame through which teachers interpret and justify their professional behaviour, rather than something they simply process. The development of professional identity progresses as training and practice shift which roles and responsibilities are emphasized, indicating switching or reweighting of identity components as one moves from student-teacher roles to practicing teacher roles. The process of switching roles is embedded in the idea that professional identity is not a fixed possession but a lens that redefines self-understanding and justification of action across different social roles and organizational contexts. Thus, external expectations and personal reasons interact, enabling dialogic switching of identity aspects (Simon, 2024).

In conclusion, professional identity in teaching is a dynamic and evolving construct shaped by personal experience, social roles, and professional contexts. As teachers transition through various stages of their careers, their identities shift and adapt, reflecting changes in responsibilities and external expectations. This movement highlights that professional identity is not static, but rather a reflective process through which teachers continuously reinterpret their roles and motivations within the profession. The transition from professional practice to secondary school teaching, therefore, involves a complex reshaping of professional identity, driven by reflection, emotional experience, and cognitive engagement. This shift is not linear but dynamic, highlighting the interplay between emotion and cognition as key influences on how teachers adapt, exercise agency, and grow in their new roles. Understanding these elements is essential for supporting effective teacher development during such career changes

#### **4.2.3. Future Teacher Identity: Being an inspiring and exemplary teacher**

Future teacher identity is likely to be defined by an ongoing, aspirational role-modelling of exemplary teaching in the “teacher of teachers” sense, supported by reflective practice and, where feasible, a close alignment between teaching and research to sustain influence in-service teachers. In looking ahead, teacher identity is likely to continue emphasizing being an inspiring and exemplary model for future teachers, often centred on the role of “teachers of teachers”. Furthermore, to sustain inspiration and exemplar status, many teachers educators cultivate a personal pedagogy that align their professional actions with the aims of teacher education, enabling them to construct a forward-looking, exemplary professional identity within complex social and institutional contexts. A forward-looking profile also suggested integrating

reflective practice, continuous professional identities, and, where possible, a visible linkage between research and teaching to demonstrated evidence based excellence for future teachers(Kaasila et al., 2025). Despite these advantages, it is essential not to lose and to ensure the development of integral, general and professional competences of future teacher. Undoubtedly, program learning outcomes will need to be evaluated, changed and improved. A number of key competences of a future teacher's work in the plane of interpersonal interaction and require the development of communication skills, reflective and empathic abilities (Yaremchuk et al., 2024). Moreover, the inspiration for a future teacher's identity centres on moral identity and being a positive, transformative role model. In inspiring teachers, the core idea is that teaching is guided by values, lifelong learning, and the impact of one's character on students and the wider community. (Ersoy et al., 2024)

In conclusion, the formation of a future teacher's professional identity must go beyond technical competencies to include strong interpersonal, reflective, and moral qualities, developing core values such as empathy, communication, dedication, and a commitment to being a positive role model is essential for teachers to leave a lasting, transformative impact on students and society. Furthermore, future teacher identity will be shaped by a commitment to serving as inspirational role models "teachers of teachers" through reflective practice, alignment of teaching with research, and ongoing professional identity. By cultivating a personal pedagogy and maintaining evidence based excellence, teacher educators can build a forward-looking, exemplary identity that meets the evolving demands of teacher education within complex institutional settings.

## **CHAPTER V**

### **CONCLUSION**

This final chapter presented the conclusions of this study, providing a brief summary of the main findings that have been collected and analysed. This chapter also provides suggestions for teachers related who are developing their identity as professionals, and future researchers based on the insights gained from this study.

This narrative inquiry aimed to retell the stories of an EFL teacher professional identity development. Based on the findings presented in this study, Ms. Salia recounted stories about her constructive professional identity, her view of herself, her sub-identity as a mentor, and her agency as a teacher. Through Ms. Salia's stories, it can be understood that Ms. Salia's stories reveal the development of her professional identity based on several aspects. Thus, Ms. Salia's stories showed that professional identity development is a continuous and reflective process shaped by personal experiences, beliefs, and teaching contexts. Her journey from a novice to a dedicated teacher highlights how enjoyment, empathy, and reflection build her sense of purpose and agency. She viewed teaching as a meaningful, morally rewarding professional and attempts to create a supportive, student-centered classroom. Moreover, her experiences reveal that an EFL teacher's professional growth through continuous education, adaptability, and a strong commitment to inspiring and guiding students.

The scope of the research was confined to a specific educational context, which may influence the extent to which the findings can be applied to other settings or populations. The focus on a single inclusive junior high school provides an in-depth understanding of the teacher identity within that environment, yet variations across institutions and regions may yield different perspective. data was primarily derived from interview, offering rich narrative insights while potentially limiting the breadth of experiential representation. The findings reflect a particular moment within a distinct socio-cultural and institutional context and should be interpreted accordingly.

Future studies could involve a larger number of participants from various educational backgrounds to provide a more comprehensive understanding of teacher professional identity development. Therefore, researchers are encouraged to include multiple data collection methods, such as classroom observations, reflective journals or document analysis to enhance data richness and triangulation. Additionally, future research could also explore different educational levels neither primary or secondary to compare how context shapes teacher identity.

## BIBLIOGRAPHY

- Abramson, L. L., & Schachter, E. P. (2024). Beginning teachers navigating identity development transitions: Identity motives and commitment to teaching. *Education Sciences*, 14(11). <https://doi.org/10.3390/educsci14111170>
- Adtya, P., Sinom, P., Kuswandono, P., & Id, K. A. (2022). Indonesian English teacher's identity: Bridging the gap between teachers' personal and professional identity. *LANGUAGE CIRCLE: Journal of language and literature*, 17(1). <http://journal.unnes.ac.id>
- Andrews, P. G., & Wright, A. L. (2024). Middle-level teacher development and identity: A review of the literature. In *Education Sciences* (Vol. 14, Issue 11). Multidisciplinary Digital Publishing Institute (MDPI). <https://doi.org/10.3390/educsci14111207>
- Azra, T., & Damanik, E. S. D. (2025). English teacher professionalism: Experience in inclusive and special needs school. *Celtic : A journal of culture, English language teaching, Literature and Linguistics*, 12(1), 458–479. <https://doi.org/10.22219/celtic.v12i1.40771>
- Beauchamp, C., & Thomas, L. (2009a). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189. <https://doi.org/10.1080/03057640902902252>
- Beauchamp, C., & Thomas, L. (2009b). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189. <https://doi.org/10.1080/03057640902902252>
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107–128. <https://doi.org/10.1016/j.tate.2003.07.001>
- Campbell, L., Cantali, D., Doig, N., Hulme, S., Kanaki, A., Robertson, S., Syme-Smith, L., & Waghorn, L. (2024). Transitioning identities in professional education: an appreciative enquiry. *Research in Post-Compulsory Education*, 29(4), 623–641. <https://doi.org/10.1080/13596748.2024.2403822>
- Ersoy, F., Ekşi, H., & Katılmış, A. (2024). The moral identity profiles of inspiring social studies teachers. *Teaching and Teacher Education*, 145. <https://doi.org/10.1016/j.tate.2024.104610>
- Groenewald, E., & Arnold, L. (2025). Teacher professional identity: agentic actions of a novice teacher in a challenging school context. *Teachers and Teaching: Theory and Practice*, 31(3), 453–470. <https://doi.org/10.1080/13540602.2024.2308890>
- Juutilainen, M., Metsäpelto, R. L., Mäensivu, M., & Poikkeus, A. M. (2024). Beginning student teachers' agency in teacher identity negotiations. *Teacher Development*, 28(2), 178–194. <https://doi.org/10.1080/13664530.2023.2299683>

- Kaasila, R., Lutovac, S., & Uitto, M. (2025). Research on teacher educators' teacher identities: critical interpretative synthesis and future directions. *European Journal of Teacher Education*, 48(2), 403–422. <https://doi.org/10.1080/02619768.2023.2181077>
- Larasati, R., & Mbato, C. L. (2025). Investigating professional identity construction of EFL teachers in informal language institutions through the lens of critical incidents. *Journal on English as a Foreign Language*, 15(1), 160–189. <https://doi.org/10.23971/jefl.v15i1.9070>
- Lestari, A. S., & Rosmayasari, R. (2023). The professional identity development of prospective teachers uses a narrative inquiry approach. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(3), 950–961. <https://doi.org/10.33650/al-tanzim.v7i3.5938>
- Pishghadam, R., Golzar, J., & Miri, M. A. (2022). A New conceptual framework for teacher identity development. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.876395>
- Rinne, I., Lundqvist, U., Johannsen, B. F., & Yildirim, A. (2023). “When you get out there, you don’t have a toolbox”. A comparative study of student teacher’s identity development in Swedish and Danish teacher education. *Teaching and Teacher Education*, 122. <https://doi.org/10.1016/j.tate.2022.103958>
- Rostami, F., Yousefi, M. H., & Amini, D. (2020). Gaining favorable identities of Iranian EFL teachers: a single case study of transition from elementary schools to universities. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1). <https://doi.org/10.1186/s40862-020-00086-y>
- Shi, H., Wang, Y., & Wang, Y. (2025). “Not waiting for the storm to pass, but dancing in the rain”: professional identity construction of efl teachers at tutoring institutions. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(1). <https://doi.org/10.1186/s40862-024-00304-x>
- Simon, E. (2024). Cultivating professional identity: The vital role of practical teaching experience for future educators. *Education Sciences*, 14(5). <https://doi.org/10.3390/educsci14050439>
- Tatik, T., Nguyen, H. T. M., & Loughland, T. (2025). Exploring factors influencing Indonesian novice teachers' achievement of teacher professional standards during induction: A cultural-historical activity theory perspective. *Teaching and Teacher Education*, 159. <https://doi.org/10.1016/j.tate.2025.105013>
- Truong, K. D., Cong-Lem, N., & Li, B. (2025). The interplay of language teachers' identity, cognition, emotion, and agency, and the role of context: A scoping review. In *Teaching and Teacher Education* (Vol. 158). Elsevier Ltd. <https://doi.org/10.1016/j.tate.2025.104967>

- Ubaidillah, M. F., Elfiyanto, S., Rifiyani, A. J., & Lee, H. Y. (2023). Indonesian EFL teachers' identity construction in a global Englishes era. *JEELS (Journal of English Education and Linguistics Studies)*, 10(1), 199–235. <https://doi.org/10.30762/jeels.v10i1.1082>
- van Heijst, I., Volman, M., & Cornelissen, F. (2025). Understanding professional identity development of second-career teachers: A longitudinal study. *Teaching and Teacher Education*, 159. <https://doi.org/10.1016/j.tate.2025.104995>
- Xu, J. (2025). Exploring language teacher identity development in a teacher professional learning programme. *Asian-Pacific Journal of Second and Foreign Language Education*, 10(1). <https://doi.org/10.1186/s40862-025-00327-y>
- Yaremchuk, N., Pinchuk, N., Kalahurka, K., & Turko, B. (2024). Formation of professional identity of future teachers under conditions of a digital educational environment. *Insight*, 12, 229–249. <https://doi.org/10.32999/2663-970X/2024-12-8>
- Zen, S., Ropo, E., & Kupila, P. (2022). International teacher education programme as a narrative space for teacher identity reconstruction. *Teaching and Teacher Education*, 109. <https://doi.org/10.1016/j.tate.2021.103527>
- Zhai, Y., Tripp, J., & Liu, X. (2024). Science teacher identity research: a scoping literature review. In *International Journal of STEM Education* (Vol. 11, Issue 1). Springer Science and Business Media Deutschland GmbH. <https://doi.org/10.1186/s40594-024-00481-8>
- Zhang, X.-M., & Chang, Y.-C. (2024). The relationship between professional identity and job satisfaction among teachers at newly established undergraduate institutions: The mediating role of work engagement. *Journal of Education and Learning*, 14(2), 125. <https://doi.org/10.5539/jel.v14n2p125>
- Lincoln & Guba (1985). A practical guideline for addressing data trustworthiness in qualitative research. In *qualitative research methods for dissertation research* (pp. 317–345). IGI Global. <https://doi.org/10.4018/979-8-3693-3069-2.ch011>
- Zhu, X., & Peng, Y. (2025). Narrative inquiry in language teaching and learning research: by Gary Barkhuizen, Phil Benson and Alice Chik, New York, Routledge, 2025, 2nd edition, 192 pp., \$59.91 (paperback), ISBN 9781-032-41128-6. *Innovation in Language Learning and Teaching*, 1–3. <https://doi.org/10.1080/17501229.2025.2531554>
- Douwe Beijaard, Nico Verloop, Jan D Vermunt, (2000). Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective, *Teaching and Teacher Education*, Volume 16, Issue 7, 2000, Pages 749-764, ISSN 0742-051X, [https://doi.org/10.1016/S0742-051X\(00\)00023-8](https://doi.org/10.1016/S0742-051X(00)00023-8).

Kelchtermans, G. (2009). Who I am in how I teach is the message: self-understanding, vulnerability and reflection. *Teachers and Teaching*, 15(2), 257–272.  
<https://doi.org/10.1080/13540600902875332>

Barkhuizen, Gary. (2016). Narrative approaches to exploring language, identity and power in language teacher education. *RELC Journal*. 47.  
10.1177/0033688216631222.

Barkhuizen, G., Benson, P. and Chick, A. (eds.) (2014) Narrative inquiry in language teaching and learning research. *ELT Journal*, 69 (2), 220-222. ([doi:10.1093/elt/ccu076](https://doi.org/10.1093/elt/ccu076)).

Beijaard, Douwe. (2019). Teacher learning as identity learning: models, practices, and topics. *Teachers and Teaching*. 25. 1-6. 10.1080/13540602.2019.1542871.

## Appendix 1

### INTERVIEW GUIDE PROFESSIONAL IDENTITY OF DEVELOPMENT AN EFL TEACHER

---

#### Interview Guide

---

1. Interviewer Name :	Syarif Hernansyah
2. Participant Name :	Salia Mailani S.Pd
3. Interview Date :	(22/09/2025)
4. Participant agrees for interview to be digitally recorded	Yes
5. Place :	Rise High School in Bantul
6. Interview length :	1:15:52

---

#### **A. Teacher reflect interview question about on-going process on teacher identity**

1. Tell your stories when you were a student teacher?
2. What did you decide to study at English Language Education?
3. Tell me about your experience of development of your teacher identity?
4. How do your past experiences continue to influence your current teaching identity?
5. What did you believe on teaching and teacher long time ago when you were a student teacher?
6. What teaching values do you consider important in your role as a teacher?
7. What is your belief regarding teaching and teacher professional identity?
8. Can you tell me about your background and what led you to become a teacher?
9. Can you tell me about your experiences during your teaching career that significantly shaped who you are as a teacher?
10. What motivates you to continue teaching, especially during challenging times?

## **B. Teacher reflect interview question as a person and school on teacher identity**

1. How would you describe your identity as a teacher?
2. What personal values or beliefs influences your teaching style the most?
3. What inspired you to become a teacher?
4. what was your first teaching experience like?
5. How does the school culture influence your sense of identity as a teacher?
6. How has your background or life experiences shaped the kind of teacher you are today?
7. How do you balance your personal identity with your professional role in the classroom?
8. How did your initial perceptions of teaching compare with the reality when you first entered the profession?
9. How would you currently describe your identity as a teacher?
10. What personal growth do you hope to achieve as an educator in the future?

### **C. Teacher reflect interview question about sub-identities on teacher identity**

1. How would you describe the culture of your school?
2. How do you adapt your teaching to meet the needs and expectations of the community?
3. Can you describe a policy that has significantly shaped your role or identity as a teacher?
4. How did the school environment or leadership in your early teaching years influence the roles you felt you had to adopt?
5. How do you balance the roles of educator, mentor, and guide in your classroom?
6. How does your current school culture support or challenge these sub-identities?
7. How do you negotiate between different sub-identities (e.g., being both a disciplinarian and a nurturer)?
8. What kind of school context or support would help you cultivate those emerging sub-identities?
9. When you first started teaching, which sub-identities (e.g., mentor, authority figure, content expert) did you most strongly relate to? Why?
10. How did the school environment or leadership in your early teaching years influence the roles you felt you had to adopt?

#### **D. Teacher reflect interview question about agency on teacher identity**

1. How do the roles you take on influence your sense of who you are as a teacher?
2. How did the school culture or leadership in your early teaching experiences support or restrict your sense of agency?
3. How would you describe your current level of agency in your teaching role?
4. How does the schools leadership policies, or culture influence your ability to act according to your professional beliefs today?
5. What kind of agency would you like to have as a teacher in the future?
6. What changes in the school context (e.g., leadership, policy, collaboration) would help enhance your professional autonomy?
7. How do you see your role evolving in terms of influencing your school community or the broader education system?
8. When you first entered the teaching profession how much agency did you feel you had in your role?
9. In what ways do you make choices or assert your professional voice in your current school context?
10. Do you feel empowered to initiate change or innovation in your classroom or school? Why or why no

## Appendix 2

### Ms. Salia Professional Identity in theoretical frames

**Table Appendix 3** Ms. Salia Professional Identity in theoretical frames

Codes	Tally
OG-CON	9 (4x discussion)
OG-EVO	5
PC-BEL	1
PC-VAL	1
PC-PAS	2
PC-CON	3
PC-VIEW	6 (5x discussion)
SI-MEN	3 (2xdiscussion)
SI-EXP	2
SI-DIS	3
SI-FAC	1
SI-AL	3
A-SHAP	2
A-MAK	3
A-REF	5 (4x discussion)
A-SPI	3

### Appendix 3

#### Interview Transcript

##### Interview Transcription

Date : September 2<sup>nd</sup>, 2025  
Time : 16:30 – 17:45  
Location : Rise High School  
Length : 1:15:52  
Participant : Salia Mailani, S.Pd.

**Table Appendix 3** Interview Transcript

T/R	LINE	Interview
R		Assalamualaikum warahmatullahi wabarakatuh. Nama aku Syarif Hernansyah. Aku dari mahasiswa pendidikan bahasa Inggris dari Universitas Islam Indonesia. Hari ini aku mau menanyakan beberapa pertanyaan tentang identitas Miss proses menjadi guru bahasa Inggris. aku juga ingin tahu lebih banyak tentang bagaimana Miss memandang diri Miss sebagai guru bahasa Inggris dan juga bagaimana mengembangkan identitas miss saat menjadi guru.
T	1	SPEAKER_00 Waalaikumsalam warahmatullahi wabarakatuh.
R		SPEAKER_01 Aku ingin tahu informasi pribadi miss yang akan aku jaga lah kerahasiaanya. Dari informasi ini akan dijaga kerahasiaanya juga informasi yang miss berikan kepada aku ini dan digunakan sebagai bahan untuk penelitian aku.
T	2	SPEAKER_00 Oke.
R		SPEAKER_01 Jika Miss memiliki pertanyaan selama percakapan Jangan ragu untuk bertanya ya, Miss.

T 3 SPEAKER\_00  
Oke,oke

R SPEAKER\_01  
Oke, Percakapan ini akan direkam ya menggunakan audio dan ditranskrip nanti Iya,  
Oke. sekarang boleh aku mulai ya.

T 4 SPEAKER\_00  
Oke,silahkan

---

**Appendix 4**  
**Code and its Definition.**

Appendix 4 Code and its Definition

CODES	DEFINITION
(INTERVIEW/ OG/OG-CON/5)	The datum was taken from the interview with the teacher which was from sub-themed <i>constructive</i> from theme <i>On-going Process</i> in line 5
(INTERVIEW/OG/OG-CON/8)	The datum was taken from the interview with the teacher which was from sub-themed <i>constructive</i> from theme <i>On-going Process</i> in line 8
(INTERVIEW/OG/OG-CON/14)	The datum was taken from the interview with the teacher which was from sub-themed <i>constructive</i> from theme <i>On-going Process</i> in line 14
(INTERVIEW/PC/PC-VIEW/18)	The datum was taken from the interview with the teacher which was from sub-themed of <i>viewing self</i> from theme <i>Person &amp; Context</i> in line 18
(INTERVIEW/PC/PC-VIEW/25)	The datum was taken from the interview with the teacher which was from sub-themed <i>viewing self</i> from theme <i>Person &amp; Context</i> in line 25
(INTERVIEW/PC/PC-VIEW/26)	The datum was taken from the interview with the teacher which was from sub-themed <i>viewing self</i> from theme <i>Person &amp; Context</i> in line 26
(INTERVIEW/SI/SI-MEN/38)	The datum was taken from the interview with the teacher which was from sub-themed <i>mentor</i> from theme <i>Sub-identities</i> in line 38
(INTERVIEW/SI/SI-MEN/36)	The datum was taken from the interview with the teacher which was from sub-themed <i>mentor</i> from theme <i>Sub-identities</i> in line 36
(INTERVIEW/SI/SI-MEN/31)	The datum was taken from the interview with the teacher which was from sub-themed <i>mentor</i> from theme <i>Sub-identities</i> in line 31

(INTERVIEW/SI/SI-MEN/30)

The datum was taken from the interview with the teacher which was from sub-themed *mentor* from theme *Sub-identities* in line 30

(INTERVIEW/A/A-REF/41)

The datum was taken from the interview with the teacher which was from sub-themed *Reflect on their practice* from theme *Agency* in line 41

(INTERVIEW/A/A-REF/46)

The datum was taken from the interview with the teacher which was from sub-themed *Reflect on their practice* from theme *Agency* in line 46

(INTERVIEW/A/A-REF/47)

The datum was taken from the interview with the teacher which was from sub-themed *Reflect on their practice* from theme *Agency* in line 47

---