

Professional Teacher in the making

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Chapter 9: Professional teacher in the making – A case study of Indonesian pre-service teachers'
identity-agency in the context of ELF

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Abstract

This chapter discusses identity-agency of pre-service teachers ⁴⁹ in the context of English as a Lingua Franca in Indonesia. It explores the influencing experiences and environment to the participants in their professional identity making and how they exert their agency in pursuing the goals in their professional endeavours.

This qualitative study used case study approach spanned for five months in a teacher training university in Semarang. It involved two cohorts of pre-service teachers who completed teaching practice in high schools. Data was gathered through written narrative and semi-structured group interviews. The written narratives and transcriptions were read to identify emergent themes from their activities, classify the agency in their identity making as teachers in the context of English as a Lingua Franca and frame it using sociocultural approach to contextualise the study. The dialogical framework was used to uncover the details of values, experiences and more intimate personal viewpoints, and the ways the participants are responsible for and active in their learning.

The results show that pre-service teachers have contradictory stances on the use of English as a Foreign Language (EFL) in their classroom and the manner they use it for personal advances. They show actions to improve themselves in becoming the EFL users in the context of English as a Lingua Franca by joining international societies and interactions. However, when it comes to teaching their students, the cultural differences between the languages becomes a challenge.

Chapter 9: Professional teacher in the making – A case study of Indonesian pre-service teachers' identity-agency in the context of ELF

Introduction

In South East Asian community, there has been an unwritten agreement that the people in this region adopt English as the language for the society, and it becomes the official language in ASEAN events (Kirkpatrick, 2010). It has been established that regarding language use, the ASEAN countries are grouped into three different classifications, as elaborated in (Kachru, 1982). The first group is the inner circle countries where English has been traditionally spoken as the primary language such as Brunei, Malaysia and the Philippines. The second group is referred to as outer circle countries where English plays an institutional role and is taught officially in schools and used as a second language in countries such as Burma. Meanwhile, the third and last group is called as the expanding circle countries where English traditionally played no internal role. In this group, English is taught as a foreign language, such as in countries like Thailand and Indonesia.

Education issues are related to teachers, curriculum, teacher education, regulations and policies, particularly in Indonesia. This chapter focuses on teacher education as it is important to understand how a person becomes a professional teacher. Research in education field is abundant, starting from the multilingual identity of multilingual speakers (Zacharias, 2012), professional identity, curriculum and the intercultural communication of pre-service teachers (Gandana & Parr, 2013), or the one that focuses on the English language teaching in Indonesia (Fernandita Gusweni & Maida, 2015). In preparing the ASEAN integration, countries such as Vietnam, Cambodia have prepared their citizens to be ready for the competition. They set up a program for pre-service teachers to have proper training and skills to become teachers in the context of English as a Lingua Franca (Stroupe & Kimura, 2015). As the largest country in South East Asia, Indonesia needs to be ready for the integration and be like other countries in the region. There are significant amount of research in pre-service teacher like the work from the work of Widiati and Hayati (2015) that points out the need to combine teacher education in Indonesia with the ASEAN curriculum so that pre-service teachers can have bigger scope of teaching. However, little to no research about teacher education in the context of English as a Lingua Franca has been conducted. This present study will

fill the gaps by focusing on the development of pre-service teachers' identity and agency as future teachers in the context of English as a Lingua Franca.

The process is important to investigate because it relates to the construction of identity (Anwaruddin, 2012; Beltman, Glass, Dinham, Chalk, & Nguyen, 2015; Hall & Gay, 2011) and exertion of self-driven actions called agency, a manner individuals exert their ability to make choices, self-regulate, and pursue their goals as individuals in personal or social transformation (Ahearn, 2001; Biesta & Tedder, 2007; Duff, 2012; Hitlin & Elder, 2007) and decision making to shape their future self. It focuses on pre-service teachers as often the discrepancies between teaching theories and practices can cause problems during their training program (Korthagen & Wubbels, 1991; Parsons & Stephenson, 2005).

This chapter aims to answer the research question: How do pre-service teachers exert their agency to frame their identity as future teachers in the context of English as a Lingua Franca? The chapter explores the way pre-service teachers understand their professional identity development and how they exert their agency to shape their identity, within their roles as the future teachers in the context of English as a Lingua Franca.

It begins with the establishment of the research question and why it is necessary to research teachers, followed by the conceptual frameworks that establish the roles of identity and agency in the professional development of teachers. After this part, the methodology of the research is elaborated and followed by the explanation of findings and discussion. The next section is the conclusion and contribution of this research to teacher education.

Situating the conceptual framework

Pre-service teachers' agency in shaping their professional identity and achieving language proficiency

The process of becoming a teacher often time is long and arduous and it might even harder than what the pre-service teachers initially thought. The shaping of identity is a process that extends more than the kind of education and training a teacher has to go through, as it goes beyond the visible aspects of one's development. Identity is shaped by both internal and external factors, as Gee (2000) proposes. Furthermore, in their earlier work, Holland, Lachicotte, Skinner, and Cain

(1998) define identity as ¹² a concept that figuratively combines the intimate or personal world with the collective space of cultural forms and social relations. The works of Holland et al. contribute to the notion of how the shaping of a person's identity depends on the society where they live including the culture, society, contexts and the influence of the relationship between individuals involved within that said society.

However, another factor contributes to the shaping of one's identity, known as the concept of ¹⁴ agency. Rogers and Wetzel (2013) define agency as "socioculturally mediated capacity to act purposefully and reflectively on one's world." Furthermore, Hitlin and Elder (2007) argue that agency is a "slippery concept" because of its inconsistency regarding definition in various fields and what type of researcher uses the term. However, regardless the fact that they point out the vagueness of the concept in their work, Hitlin and Elder (2007) categorise four types of agency as existential, identity, pragmatic and life course. Both definitions emphasis the importance of society as the place where a person can grow and develop themselves, which is why the definition above places social context as an inseparable part of human development. From this point, this chapter adapts the categorisation of the identity-agency from Hitlin and Elder (2007) to explore how participants employ their abilities to define their course of learning and professional identity development.

This notion of agency is in line with the shaping of identity according to Holland et al. that the role of society is crucial in defining both identity and agency of individuals. Individual's willingness and determination to exercise their agency as they form their identity play even more crucial part as they are the one doing the acts of agency. Therefore, to achieve the formation of identity through the exercise of agency, Bandura (2001) astutely distributes four aspects ³⁸ of agency: intentionality, forethought, self-reactiveness (self-regulation), and self-reflectiveness (beliefs of efficacy). Bandura (2001) describes intentionality agency as the acts done when an individual plan future activities to achieve desired outcomes. Forethought is the agency that a person exercises when they motivate themselves to achieve a result and anticipate foreseeable future. Meanwhile, the self-reactiveness is the manner of an individual to consciously make choices and plan their actions in response to their surroundings, events, or regulation that influence their future actions. Lastly, the self-reflectiveness agency is the ability of an individual to review their actions, consider their choices and contemplate their thoughts before making future decisions. These four aspects

are influential in pre-service teacher's identity and professional development and will be used as the ground of analysis.

⁴⁵ In the context of identity and agency of pre-service teachers in the context of English as a Lingua Franca, it is necessary to establish their position. Pre-service teachers in this research are individuals who are in the transition stage from being a student to becoming a professional teacher. Their professional identity is developing along with their language proficiency. Bailey (2006) designed a quadrant that defines the category of teachers:

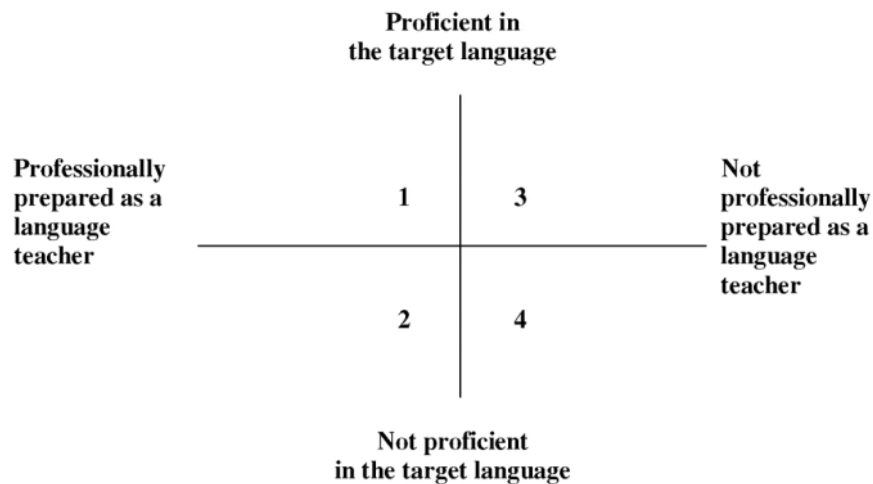


Figure 1: Continua of Target Language Proficiency and Professional Preparation (from Bailey, 2006)

There are four types of language teacher according to Bailey's quadrant: teachers who fall into Category 1 are professionally prepared as a language teacher. They join formal education providers who educate the students to become a teacher. This type of teacher is also the one who is proficient in the target language. They are required to master teaching skills during the training stages, in which the exercise of agency plays an important role. Category 2 is where teachers are enrolled in formal teacher education, but they do not possess language proficiency required for their teaching. Category 3 is for the teachers who are proficient in the target language, but they are not formally trained to become teachers. The last category of teachers falls on number 4, where they are both not proficient in the target language and are not professionally trained as language

teachers. These categorisations help to find out into which category the participants of this research fall.

The connection between the training that participants received and the things they did during the language acquisition stages are the things that become the focus of this chapter. Concerning to research on teachers and pre-service teachers, there some research focusing on identity and agency of teachers. One of the earliest researches on teacher identity comes from the work of Ball and Goodson (1985) who describe how teachers perceived their identity based on the school where they work and the political situation during the time. This means that sociocultural aspect of the research is placed as a more prominent part of the research.

The extent to which research on identity and agency on pre-service teacher development are explored, research on identity-agency of pre-service teachers in the context of English as a Lingua Franca in Indonesian has not been explored widely. The idea of lingua franca is established as “*any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option*” (Seidlhofer, 2001). There are, however, studies that focus on the use of English as lingua franca conducted in other countries such as the one from Vietnam by Oanh (2012) that discusses the use of English in the global and local contexts in the economical point of view. There is also work by Curran and Chern (2017) that elaborates the changing view of the participants about the ELF. They became more appreciative towards the varieties of World Englishes. If previously they considered that accents that are different from “the standard” English are unfavourable, they altered their view after being familiarised with the English in the context as a Lingua Franca. Both works from Litzenberg (2016) and Curran and Chern (2017) are about comparing and contrasting the use of English by native and non-native speakers in the context of English as a Lingua Franca. It is considered essential to change the perception of pre-service about English, as most speakers who are not from the inner circle or secondary circle of English consider that accents and dialects are something that should not be present when someone is speaking in English (Snow, Kamhi-Stein, & Brinton, 2006). All these research mainly discuss the perception of the neutrality of English used by people from regions such as East Asia, or Asian region in general (Oanh, 2012), although Kirkpatrick and Sussex (2012) emphasise the importance of English as a medium of communication within the lingua franca contexts.

This chapter fills the gap in the literature by focusing on the professional identity-agency of pre-service ELF teachers who will teach in high school. It will explore the experiences, opinion, the preparations, the conditions and environment that influence the participants in the developing process of their professional identity making (Bennett, 2013).

Methodology

This qualitative research used case study approach (Creswell, 2013) to give elaborated details on how pre-service teachers framed their identity as future teachers in the context of English as a Lingua Franca using identity-agency framework. Data collection was carried out by employing these steps:

Research Context

The research was conducted in a teacher training university in Semarang, Indonesia. The data was gathered through written narratives and semi-structured group interview (Creswell, 2013) from March to July 2017.

Research participants

To gain appropriate data, participants become a crucial part of this research. There were two cohorts of pre-service teachers who were in the seventh semester in a teacher training university in Semarang. They completed teaching practices and passed the subjects such as Micro Teaching, Curriculum and Material Development, Student Development and Syllabus design as the required subjects to take before the teaching practice. They were recruited using purposive sampling (Denzin & Lincoln, 2008) so that they could provide the information to answer the research problems. There were 58 participants for written narrative from Cohort A, and 60 participants from Cohort B. Meanwhile, there were eight participants for the interview stages from both cohorts.

Research Procedure

The participants were given the information sheet and consent form at the beginning of the research. The information sheet was given to make sure the participants understand what they were

into before signing the consent form. It was crucial to gain the consent from participants to give the researchers access to information and voluntary participation (Maxwell, 2013). There were 150 consent forms distributed to the pre-service teachers, 119 forms were signed and returned and 118 participants took part in the research. By giving the signed form back, the pre-service teacher agreed to participate in the research and the information they gave was used as data. Participants were not obliged to do the whole process, and they were allowed to withdraw from research participation anytime they wanted to. To maintain the anonymity of the participant's pseudonyms were used throughout the writing of this chapter. The consent and permission were also sought from the lecturers in the teacher training classes.

Data Collection

After the first phase to gain consent and participant selections, the next phase was the distribution of topics for written narrative. There were three topics of written narrative given to the participants every other week, results of data gathering are summarised in Table 1:

<Table 1>

When data collection stage through the means of the written narrative was complete, the next step was to conduct a semi-structured interview (Yin, 2014). The participants were invited to join interview, and eight of them agreed. They were divided into two groups with four participants in each group and three interviewers. The interview lasted for about two hours each. The interview was recorded and then transcribed verbatim.

Data analysis

Data analysis began by reading all the written narratives and the audio transcription. Using the sociocultural approach (Block, 2007; Hitlin & Elder, 2007; Johnson, 2015; Lasky, 2005; Lier, 2004) data were analysed to draw the context and environment where the participants grew up and lived. This approach was used to study the cultural and social aspects that helped them shape their identity and how they behaved (Wertsch, Tulviste, & Hagstrom, 1993) and to set up the setting and contextualise the study. Data then also analysed using dialogical approach (Bakhtin & Emerson, 1984; Eteläpelto, Vähäsantanen, & Hökkä, 2015; Harvey, 2015; Kalaja, Ferreira, Aro, & Ruohotie-Lyhty, 2016; Sullivan, 2012), based on emergent themes. This approach aimed to learn how a

participant perceived identity, explored personal viewpoints, individual sensibilities, and the emotions, values, and feelings (Kayi-Aydar, 2015; Kitade, 2015). This approach also revealed the relevant experience of participants in employing their identity-agency and the ways the participants were responsible for and active in their learning. This approach enabled the researchers to see the more human aspect of participants that was not seen when data was viewed only from sociocultural approach point of view. These personal human aspects could not be separated from their development such as their experience when conducting teaching practices in schools where they would be doing their work in the future and the people who played essential roles in their decision making.

The themes from the narratives were read according to the topics given in the second stage of data collection. Any pattern of interest, activities, influential people, and choices that they made were coded individually per participant. Their narratives worked as the showcase of how participants viewed their own learning and how they perceived their identity. Some efforts could be seen on how they navigated their future as teachers in ELF contexts. After this was complete, the emergent themes were then cross-referenced with other participants to see where they had similar features. The meaning of each emergent theme was then discussed. This step then was followed by analysis of the theme based on the most frequently appeared theme in the texts as well as in the interview. The four agentic features used in this research were the ones from Bandura (2001), which categorise intentionality, forethought, self-reactiveness, and self-reflectiveness. The following code is used for data categorisation:

<Table 2>

When a quote was coded (WN: T1.CA/P15) it means that data is taken from written narrative topic 1 from Cohort A participant number 15. For quotes coded (I: P1/M24) it means that the data was taken from the interview of the participant number one in minute 24.

Findings and discussions: Relationship, personal, and professional goals

The exercise of four agentic features

After collecting all the evidence and analysis, results of this research indicate that participants separated the ways they shaped and discerned their developing identities. The first is on the way

they saw themselves as an individual who was still striving and exerting their agencies to learn English for their benefit. The second one is on the way they perceived and prepared themselves to become future English teachers in ELF contexts. The records in the narrative reflected their journeys from the beginning of their learning stages, during their time in the university, and the time when they were doing their teaching practices.

There were changes of ideas and opinion on the way participants perceived English and how they used the language over time. The emergent themes that appeared in both narrative and interview showed the presence of others in the participants' decision to learn English. Table 3 presents the results of the analysis.

<Table 3>

There were indications that participants were in doubts, or unwilling to take English as their major at the beginning of their learning trajectories. This related to the people in their life whose agencies were the driving force of their decision making. Parents, teachers, or significant others particularly had a powerful influence that made participants decide to do what they say. The feeling of responsibility to the parents or teacher and a sense of familial duty made participants exercised their agency to obey them. As an active agent in their identity making, however, participants also planned and had intentions to do things to ensure that their learning was well-achieved and met the expectation of their parents or teacher and their standard. An example of this instance is quoted from the interview below:

47 *onestly, English is so hard for me, but I don't know why I am here to study English. When I was in elementary school until senior high school, I was not good in English. But with my hobby where I love to interact with foreigners by chatting, this way little by little I learned English even though my English is not good, I chose to keep trying to improve my English skills. So that's why um, yes, whether I want or not, I must master English. I actually was confused about where to go to college because my interest was in the Japanese language, but my parents forbid me to take Japanese. (I: P3/M15 - Sally)."*

Sally had to give up her interest to learn Japanese language and culture, the thing she was so passionate about. Although her primary intentionality agency was to learn Japanese, her parent's forethought agency in terms the prospect of learning Japanese was because they thought the

Japanese language had less impact and lowered her opportunity to expand herself and contribute to her future compared to that of English.

The fact that her parents determined her major brought her a rough start in the initial stages of English learning. Although she decided to obey her parents, along the way she eventually exercised her self-reactiveness agency and contributed to her learning and consciously made choices to do the activities she needed to achieve English proficiency.

Sally followed through with her decision to make herself better by joining online and offline organisations where she got the chances to interact with people using English. She went to international conferences, joined youth exchange program in Thailand where she met people from Asian regions, including the ones from Japan. This kind of meeting was a platform where she used her language skills to meet and interact with people from Japan, Thailand, Vietnam and other Asian countries.

Sally's partaking in those activities made her a part of the society where English was used as a lingua franca. This is beneficial for her achievement in her English mastery. Moreover, this also contributed to her professional identity development. As a future teacher in the context of English as a Lingua Franca who was enrolled in a formal institution which trained teachers, Sally was trained to master the necessary skills to be a teacher. In the meantime, she had proven herself to be capable of using the language in direct interactions with people from Asian region who also treated English as either foreign language or as a second language in their countries. By mastering English language, Sally proved herself and her parents that with strong determination and support; she could overcome even the most difficult hurdles. Sally is an example of how participants struggle and exert their identity-agency (Bandura, 2001) in shaping how they want to be in the future. She adapted to her parents' demands by adjusting her actions to meet their expectations. Sally's narrative is an example of the emergent themes that show how participants exercise their intentionality agency in directing their learning and achievement, how they plan their future, and what kind of personal expansion they wish to achieve through their English mastery. Having the opportunity to use English as a means of communication within the ELF contexts made her better prepared to teach because then she had the ideas of how to teach her students to use English for communication and for more than just to pass grades or graduate. These two things that Sally achieved were in line with teacher quadrant number one from Bailey (2006). Sally's narrative and

experience also in line with the work of Litzenberg (2016) who mentioned that a teacher could not teach what they do not know, therefore, Sally's experience in using English in lingua franca context to communicate with fellow English users will make her a well-prepared teacher.

When learning English in the classroom did not fulfil their needs, participants took different routes to develop their English skills and knowledge. They learned by reading more than what their lecturers asked them to do, they wrote blogs to express their thoughts and practised writing while at the same time gained an audience and made friends within the international community where they shared an interest in bands, comics, or artworks. They even gathered in events because they want to use their English because at the campus they could not do it. Their friends did not use English for daily communication, while participants needed an outlet to practice their English. Therefore, they went online and joined a community where they have shared an interest, and they could also interact using English with foreigners.

There were other ways that participants did to expand themselves. Moving out from their parents' house and living far away from their family at a young age was not something familiar in Indonesian society. Families tend to stay together, and until a child reached the age of maturity to marry, they usually did not leave home. They might go to university, but it was usually not too far from home, and they still could go home every week. The following example is a participant who exerted her agency of forethought:

"When I graduated from senior high school, I went to Pare, Kediri in Kampung Inggris. After nine months I studied there I went back to my home and continue my study in this university taking English education major. From that, I can learn everything through English and I can build my own course at home. (WN: T1.CB/ P2-Andrea)"

Joining the English course was not the only way they did. Andrea joined English courses in *Kampung Inggris* (Tour, 2010), a dwelling where every month thousands of people come to learn English. It is located in Pare, East Java. Here, most of the language centres provided training for one language skill, for example listening. So, to master other skills like reading, speaking, writing or grammar, a learner has to register to different language course centres. Furthermore, learners

were required to use English every day to communicate with their friends who came from different parts of Indonesia, and some from other countries such as Malaysia and Timor Leste.

Andrea came from Pemalang, the western part of Central Java, which meant she had to relocate to fulfill her desire to learn English and be away from her family. She was willing to step away from her comfort zone by researching Pare area when she graduated high school, and eventually went there. Andrea had this forethought that she was going to need to learn English in the future. She planned ahead of the time, and she knew what she wanted to do with her English skills. Her self-reactiveness in knowing what she needed to do had led to her manners of improving herself.

From Andrea's data, during the 9 months of her stay in Kampung Inggris, she joined multiple courses in different places.

I took different courses, and every Monday and Thursday I practiced using the vocabulary to retell stories and use the correct tenses with my friends. We did group discussion. I felt nervous and shy but I believe that if I didn't try to speak daily, I would not get better. So, I used English when I talked to my friends in the courses, in the dorm, and even when I bought something. (WN: T1.CB/ P2-Andrea)

Andrea was an active learner, she actively participate in group conversation, practice her English on a daily basis with her fellows. *Kampung Inggris* also held competitions and contests such as speech contests, writing competition and so forth. Andrea joined these activities to test her skills. She was showing her self-regulation agency, as she manage which activities she needed to improve herself and hot to prove her achievement. At the same time during her stay in *Kampung Inggris*, she demonstrated how her intentionality agency contributed to her improved English skills. She made friends and lived with people from different regions and culture to understand their view of English and how they deal with cultural differences. Andrea was immersed in English language because she thought the best way to learn a language was by living the language.

Being a person who was trained to use English in real situation provided Andrea with confidence as she became more proficient in her skills. However, as her dream to become the owner and teacher of an English course at home, she was not equipped with the skills to teach. Therefore, when she finished her trainings, she enrolled to a teacher training university so she could be properly trained to teach. Later in the semester when she participated in the research, Andrea was

a proficient user of English and a well-trained pre-service teacher, which made her fall into the first teacher Quadrant in Bailey's (2006) design. Although her identity as a teacher was not fully developed she had all the skills and knowledge required to be future teachers in the context of English as a lingua franca. She had the experience of interacting and living with people from different countries. She also developed enough confidence and welcoming attitude to accept different culture, language and way of life, which are crucial features to become a teacher in the context of English as a Lingua Franca.

The kind of action choices that Andrea did during her stay in Pare and when she studied in university shows how participants were willing to stretch themselves. They were aware of the importance of English for their future. They knew they could go far by mastering the language and the significant opportunity they could get by being good at English. As pre-service teachers, this kind of awareness in planning, then executing their plan were essential parts of their professional identity development. In case of Andrea, her exposure to international interaction provided her with an opportunity to use English where the language was treated as a medium of communication (Kirkpatrick & Sussex, 2012) which would help her to teach her students how to use English in real-life context interactions with foreigners.

Challenges within the mindset

Being pre-service teachers in a country where English is treated as a foreign language offered a challenge of its own. One of the challenges is that not everyone welcomes the presence of English in their society and learning context (Al-Seghayer, 2013). Participants' ideas about the use of English in their society are a little bit concerning as they are the learners of English:

"As a Javanese, I cannot imagine whether my indigenous language would survive in ten years to come. This sceptical thought comes with reason. In my high school time, there was a vivid urge from educational stakeholders to eliminate Javanese language from the curriculum. I see English as lingua franca as imperialism in linguistics and has undermined the rights of other languages and marginalise the survival of the indigenous language." (WN: CA.T3/P1 – Gandhi).

More people were using English because they saw more opportunities in their future if they knew how to use the language (Johnson, 2015). Unfortunately, the participants, although they were

English learners who were preparing to be English teachers, had their minds. On one side, this kind of thinking was encouraging because this meant they had a concern about preserving their indigenous language and maintaining their identity as Javanese people. This, however, contradicted with their actions to become English teachers. The idea that English culture was considered as a threat to the local language was not in-line with the reasons they chose to learn English and prepare themselves to be English teacher within the lingua franca contexts. However, regardless this emergent theme about the way participants viewed the English language; they had the forethought about the future of English. They recognised that the language was an essential part of the world's development. The self-reflective agency was exercised in this new theme. Participants were aware of their situation as an English learner and their identity as Javanese and had a concern about what would become of their mother tongue.

The contrasting identities and how they overcame this matter was an act of making their identity and choosing a decision about where they stood in this matter. Gandhi made a point of English as lingua franca as a form of imperialism, because when he saw this matter, he put his Javanese identity forward. He was expressing this thought and had this self-reflectiveness agency on the roll. This idea appeared as one of the most prominent themes in the written narrative. Strong opinion about the presence of English in within Javanese society and educational context reflected how participants in general view English language. They were worried that English would overcome their local language and culture. Participants considered that English language and culture were not in-line with that of Javanese language and culture (Zacharias, 2012). As the lingua franca in the Asian region, English treats everyone equally by allowing users to use "you" as a term of reference for everyone, regardless their social status and position. This is not the case in Javanese culture whose people still have firm respect towards elders or people in higher positions. Therefore, the Javanese language uses different register for different people depending on the position of the people towards the speaker. Participants saw this term of reference "you" disrespectful. They feared that as pre-service teachers they would be considered as a bad example to the students if they address everyone as "you".

Furthermore, from Javanese perspective whose people tend to be more closed-off, avoid confrontation and tiptoe around issues instead of addressing issues head-on, English language and culture become something intriguing and challenging because it pokes around participants' comfort

zone regarding their communication strategies (Dwiyanto, 2012; Endraswara, 2010). This cultural gap in the way participants view both languages and cultures were addressed and bridged as well by combining the best of both worlds. This is one of the most prominent features the participants' ideas and narratives.

In my school where I teach, there is a culture of salim (kiss hands) of the teacher, so I can't change it even if I use the English culture, because that's the school culture. If we're in the classroom, I make them call us not 'Bu or Pak' or something like that, but Ms, Miss, or Mister, just to learn English, although the other teachers in the school are still called Bu or Pak." (I: P6/M55 – Tony).

School context where participants conducted their teaching practices was the place where they executed the combination of these two contrasting cultures. Teachers in Indonesia are commonly addressed as “Bu” for female and “Pak” for male teachers, followed by the mention of their name. In English culture it is not common for students to kiss their teachers' hands when they greet them, but it is something that the majority of Indonesian students do every day before they start the lesson. Participants used this habit to encourage respect from their students to their teachers. They were exercising their self-reactiveness agency as teachers to combine the two languages and culture within one context; in their classroom. While obedience and respect to teachers were encouraged in this manner, it was not entirely the intention of the pre-service teachers to do so. Participants were a part of the school culture that encouraged this kind of habit, which by the other teachers were considered as a positive attitude because it showed respect to elders. Pre-service teachers did not have the power to stop this kind of habit, so they went with this school culture. However, their self-reactiveness agency also seeped through this school culture regarding their English teaching. They wanted to introduce that the manners of addressing in English culture were also acceptable. Therefore, they encouraged the use of Mr., Mrs., or Miss before their first name whenever a student was calling them. This is also a mix of English and Javanese culture. In English, using addressing of Mr., Mrs., and Miss is followed by the last name. However, in Javanese culture, there is no such thing as the last name. Therefore, participants encouraged the use the combination of the titles and their first name. It was interesting that participants were trying to introduce the English language manner and culture during their teaching practice.

Although they saw the English language as a threat to their indigenous language, they still embraced it and encouraged the students to open their minds toward the cultural differences (Kirkpatrick, 2010). This positive aspect of learning and trajectory in professional development is shown in the narrative below:

Even though we have a different culture and different values, I do think that how people are still eager to learn English is a positive sign. It means that they know that English can help their self-improvement like they can read many books and get the knowledge and also communicate with people from another country. (WN: CA.T3/P13 – Dani).

Dani was aware of how people perceived English in general. He recognised the different cultural values of English language and culture and that of Indonesian and Javanese. However, participants were confident that people were embracing the differences with open minds and knowledge that English could be beneficial for their future. This foreign language is a gate to knowledge and access to modernisation and globalisation within their learning contexts. Dani used his self-reflectiveness agency to have this kind of thought about English and exerted his intentionality agency in this. The agency led him to learn English because he understood the importance of it. Improving himself by reading many books in English was a great way to get knowledge and information. He also did not miss the benefit of knowing the foreign language where people could interact with foreigners for business, for pleasure, or for education. With long-term view about English, participants decided to choose English to become an English teacher and executed this practice in their class:

When I was teaching, I don't think that all my students understand what I say when I explain all the thing using English. That's why I need to use code-mixing. Sometimes I use English then followed by the Indonesian language to make sure that the students understand the material. Because the bottom line of the teaching is I can deliver the material well (I: P6/M80 – Theo).

Theo exercised his self-reflectiveness and intentionality agencies. Theo initially taught his students using English, but unfortunately, they failed to understand the lesson. He became aware that his technique did not work, so he modified his approach by engaging with his students using both English and bahasa Indonesia. This way, he got the chance to introduce English as the medium of instruction for teaching (Murata, 2016) without exacerbating the local language use in the classroom context, and he still could deliver the lesson.

Theo, representing participants who shared the same experiences, intentionally used the mix of languages to deliver the lesson. The participants built their professional identity by recognising the importance of English language in the classroom, and they had an awareness of their students' needs to learn the subject successfully. Students needed to be in a safe environment where they could learn a new language within that local language milieu. It might look fancy regarding using English for teaching English, but if the students failed to grasp the lesson, then the purpose of education itself would not be achieved. By mixing the language of instruction, they achieved both purposes: they deliver the lessons and accommodated their students' need by using code-mixing in their teaching to bridge the gap in their knowledge of English (Curran & Chern, 2017).

Conclusions

The presence of agency in pre-service teacher's identity making is a very crucial part of their professional development. Pre-service teachers aim to be moderately modern teachers in a fast-changing world. To achieve the skills to recognise their inner potential requires them to be perceptive towards their environment and the current trends of language development within the society where they are living, working, and learning. Considering that all participants fall into the Category 1 of teacher quadrant by Bailey (2006), they are ideal candidates to become teachers in the context of English as a Lingua Franca.

Participants need to learn the skills to adapt to the changes so they can bridge the cultural differences that might hinder them to achieve their best potential. By mixing the language and culture in their classroom practices and opening their minds towards the importance of English language, they can achieve more significant things in their teaching practices. The pre-service teachers pour their dedication to make themselves better and provide a friendly and welcoming learning environment so that their learners can embrace the foreign language and culture proudly and commit that in their daily lives and learning behaviour.

Participants who are trying to lessen the perception that the English language is inappropriate for Indonesian culture are the agents of changes. The institution where they are studying shall provide facilities that will help the pre-service teachers bridge the cultural differences by developing teaching material that is suitable to their identity and needs to study (Snow et al., 2006). Furthermore, institution shall design a curriculum that is suitable to the teaching of English in ELF

context. Kirkpatrick and Sussex (2012) proposed a curriculum where pre-service teachers are taught how include language and culture of the ASEAN countries in their teaching. The idea of Lingua Franca Approach will help pre-service teachers to get ready to teach in the context of English as a Lingua Franca in the Asian region.

Additionally, to implement the curriculum, it would be better if the pre-service teachers have more practice in the context of English as a Lingua Franca. For example, instead of inviting a native speaker to the university to teach them English, universities shall conduct a pre-service exchange program with a neighbouring country where English is used in the context of English as a Lingua Franca. Be having this kind of program; both universities will gain benefit because their pre-service teachers are plunged into a real life-experience in teaching in the context of English as a Lingua Franca. This program will develop their identity as a teacher more maturely and become more adaptable to a different teaching environment.

The implementation of this kind of program should be evaluated periodically and careful assessment is conducted to ensure that the aims of the program are achieved thoroughly. By observing the manner of the participants exercising their agency, implementing the designed curriculum, and practicing their skills in the context of English as a Lingua Franca to shape ideal teaching style and methods. This is a kind of optimism and hope that there are future teachers who care about their learners, so there will be more people interested in learning English; thus makes this profession is more than just a job (Priestley, Biesta, & Robinson, 2015).

Education of pre-service teachers in the context of English as a Lingua Franca needs to emphasize the importance of English as a means of communication and give an understanding that teaching in the context of English as a Lingua Franca does not have a cultural identity and is neutral in its nature (Baker, 2015). Although it was acceptable to stand on their original side of their identity, pre-service teachers need the training that will assist them to open their minds and be more welcoming towards other languages and culture, so that their perception of a foreign culture will not curb their need of learning English within the lingua franca contexts.

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