

# Undergraduate Students' Perceptions on their Identity as Future EFL Teachers

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## **Abstract**

To be professional EFL teachers in the future, pre-service teachers should continuously construct their identities amid various obstacles and difficulties they confront in their working circumstances. This study attempted to investigate undergraduate students' perceptions of their identity as future teachers. One research problem was proposed in this study namely: What are the factors influencing pre-service teachers to develop their teacher identity through Micro Teaching Class? This study applied qualitative method harnessing three research instruments *i.e.*, classroom survey, students' reflections on their future teaching vocation, and interview to gather the data from Micro Teaching Class of the English Education Study Program, Sanata Dharma University, Yogyakarta. The findings indicated that most of pre-service EFL teachers studying in Micro Teaching Class were willing to nurture their identities as future educators as long as extensive supports given to them. Future researchers need to conduct more intensive studies on the relation between agency and resilience influencing pre-service EFL teachers' professional identity development.

**Keywords:** *content analysis, future teachers, identity, micro teaching class, perceptions*

## **INTRODUCTION**

Teaching is not a simple skill that can be mastered overnight by students engaging in faculty of education and teachers training. In order to be more professional and agentic teachers, pre-service teachers have to be able to be more adaptable to their current teaching surroundings in order to enable them to be more expertise in their pedagogical practices. Pennington and Richards (2016) state that pre-service teachers need to deal with many kinds of learning-teaching trajectories in their specific fields in order to enable them to be more professional educators. Due to this reason, pre-service teachers should be able to inculcate resilient and agency during engaging in their challenging vocation to determine more judicious decision in their career path. Xu (2012) argues that

pre-service teachers' resilience and agency need to be honed continuously in the teacher training and education program in order to ingrain more robust professional identities.

This major objective of teacher training and education program will not be attained successfully if pre-service teachers do not construct more robust identity as professional and compassionate educators. Mockler (2011) believes that identity is the way people establish clearer images to be discerned by others. Additionally, Day (2018) asserts that identity is an interlinked integration among the teachers' knowledge of discipline-specific fields, self-awareness, and ongoing rapports with other colleagues together with the students. Regarding all of these related definitions, professional teachers should grow stronger commitment to rehearse their identity development into its utmost to create more meaningful learning activities for students. In order to inculcate more robust identities within the teachers, they need to embrace any kinds of tensions, adversity, challenges, and impediments which may hamper their ongoing identities development. Pillen, Beijaard, and den Brok (2013) believe that the teachers will instill stronger identities when they are willing to be more persistent in discovering the most effective solutions for their personal and professional issues. In order to provide better assistance for this teacher's identity development, particularly pre-service teachers, the government and educational policy makers need to mindfully prepare more contextual educational trainings for young teachers in order to make them ready to confront many kinds of unpredictable challenges in their future teaching vocation. This argument is in line with the finding discovered by (Lomi & Mbato, 2020). They suggested that current educational programs for novice teachers should be continuously reformed in correspond with nowadays educational contexts in order to prepare them to be more professional educators in the future. Florida and Mbato (2020) also proposed the urgent need for the teachers to conduct more profound critical reflections after doing their teaching practices in order to help them to be more mindful and critical in determining further teaching actions.

Furthermore, motivation also plays a paramount role in constructing more robust identities among the teachers since tangible learning outcomes and particular educational objectives will be attained successfully by the students when the teachers are able to possess a higher degree of enjoyment in their teaching vocation. Salifu and Agbenyega (2016) believe that robust motivation will enable the teachers to conduct more qualified teaching learning processes in which the students are able to reach the ultimate goals of their learning. In addition, two kinds of motivation need to be continuously nurtured to achieve this major educational outcome fully namely internal and external motivation. Intrinsic motivation deals mostly with the teachers' inner eagerness to give their best efforts in their current teaching-learning practices. Hence, existing teaching-learning dynamics will promote some significant contributions for the teachers to continually survive in their teaching vocation. Gultekin and Erkan (2014) state that teachers' teaching motivation can be clustered into two different types namely intrinsic and extrinsic motivation. Therefore, Gultekin and Erkan (2014) argue that particular conditions of teaching-learning processes experienced by the teachers will promote tangible impacts for teachers' teaching motivation. However, intrinsic motivation cannot stand alone to sustain teachers' identities since external motivation will also bring another essential impacts for the teachers to consistently rejuvenate their identities. Gultekin and Erkan (2014) assert that external motivation will navigate the teachers to obtain some educational objectives in their specific fields. In line with this nature of external motivation, continuous moral and social supports should be addressed

continuously to the teachers in order to enable them to accomplish their teaching-learning objectives more meaningfully and ingrain more robust identities. Tehseen and Hadi (2015) argue that current working environments such as workloads, relationships with colleagues, students, and parents will determine whether the teachers attempt to survive or leave their current teaching vocation. In accordance to these aforementioned theories, Upa and Mbato (2020) also discovered that the teachers need to gain a higher degree of awareness to assist their students to be more proficient and autonomous academicians, who can significantly promote significant contributions to their societies. Further, they also suggested educational policy makers to erode a great number of administrative works endured by the teachers in order to preserve their external motivation to give their best teaching qualities in their fields.

Aligned with all of these aforementioned conceptions, there are five recent studies done by other experts in Indonesia dealing with EFL teacher identity construction and their current roles as encouragers not merely as educators. The researcher decided to recite these five prior studies on EFL teacher identity construction in order to show that there is an urgent need for EFL teachers to constantly nurture their ongoing identities development through more mutual cooperation with the government, educational stakeholders, and students. The first study was undertaken by Angelianawati (2019) She conducted a study about how EFL teachers ingrain more robust identities by showing extensive caring and attentiveness for all students to experience more enjoyable target language learning processes amongst their learners. Furthermore, Naibaho (2019) also discovered that to be able to promote proactive engagement and positive learning atmosphere in EFL classroom contexts, the teachers should transform their roles as instructors, motivators, helpers, and faithful learning companions in the presence of learners. Pardede (2019) found that most of EFL teachers had been able to promote students-centered learning approach by using Edmodo since a higher degree of enjoyment has been provoked among the learners.

In another study, Pardede (2019) also discovered that pre-service EFL teachers had successfully promoted more supportive learning dynamics for their learners undergoing blended learning since they were able to follow EFL reading materials in a better purpose by relying on the direct instructions given by the teachers and proactively engage in online learning requiring them to be more critical and creative thinkers. Ultimately, the last study conducted by Purnamasari (2019) also showed gratifying major finding corresponding to EFL teachers' professional identities. This researcher discovered that collaborative professional development enabled in-service EFL teachers in Indonesia to continuously reflect on their pedagogical practices, learn some positive teaching merits from other colleagues, and address higher reverence for their vocation. Seven prior studies have reviewed that EFL teachers' roles in this modern era are shifted dramatically to generate better enlightenment for EFL learning processes through continuous nourishment of their professional identities, agency, and integrity. However, there were only few studies conducted investigating specific factors influencing pre-service EFL teachers imagined identities as future educators. To fill this gap, an in-depth investigation was undertaken in this study to find out undergraduate students' perceptions on their imagined teacher identity as future teachers. One research problem was formulated namely: What are the factors influencing pre-service teachers to develop their teacher identity through Micro Teaching Class?

## LITERATURE REVIEW

This chapter begins with further reflections of some relevant theories related to the development of teacher identity construction. As already noted previously, teacher identity construction cannot be fostered in a short-term period, but it should be trained continuously by utilizing intensive teacher training, meaningful social supports, and stronger teaching desire from the teachers. Accordingly, this section attempts to provide three relevant theories namely identity, teacher motivation, and resilience.

### IDENTITY

Richardson and Watts (2018) state that identity is not a static, yet multidimensional concept applicable to accommodate personal and others' beliefs. Further, there are two types of identities as proposed by Richardson and Watts (2018) namely personal and social identities. Personal identities deal with how people define their beliefs into some tangible actions. While social identities deal with how people integrate their beliefs and practices to be fit in particular social circumstances and societies' expectations (Tice & Baumeister, 2001, as cited in Richardson & Watts, 2018). In an educational context, Richardson and Watts (2018) believe that identity is obtained naturally through teachers' social surroundings and current educational contexts. Therefore, particular characters possessed by the teachers are heavily determined by significant others accompanying their life-journeys and all of these traits are continuously evolved based on their current beliefs and practices. This significant shift is attributed as achieved identity since the teachers are undergoing their practices and beliefs through significant life experiences and dynamics continually (Richardson & Watts, 2018).

### FACTORS PRESERVING TEACHERS' MOTIVATION IN TEACHING

It is also important to establish, reinforce, and nurture teacher motivation since the students will be more vigorous on their learning processes when the teachers are able to show a good quality of their teaching performances consistently. Further, robust teacher motivation also breeds qualified educational policies since they possess stronger intentions to bring forward their educational institutions into more advanced levels. Salifu and Agbenyega (2016) believe that motivation plays a crucial role in promoting better learning processes since the teachers will ingrain a higher degree of enjoyment in their teaching vocation. Therefore, it is advisable to keep in mind that beginner teachers should preserve their teaching motivation in the midst of unpredictable challenges in the current teaching vocation. This attitude needs to be established at the commence of teachers' careers in order to reduce the higher dropout rates of teachers that occur every year globally. Smith and Ingersoll (2004) reported that 46% percent of American teachers decided to leave their jobs within 5 years. Spear et al., (2000) also discovered that there was an increasing amount of young teachers who left their jobs every year in the UK (as cited in Friesen and Besley, 2013). Due to this issue, it is recommended for educational stakeholders to provide social welfare, good teaching programs, and higher appreciations towards teachers in order to reduce the number of dropout teachers annually.

However, the higher attrition rate of pre-service EFL teachers does not merely deal with minimum external supports provided by the government and educational stakeholders. One current study conducted by Kharismawan and Mbato (2019) discovered that seven early career EFL teachers had been able to survive in their challenging vocation since they possessed stronger internal motivation to give their best

teaching qualities for students. Kyriacou et al., (2003) mention four core factors that demotivate the teachers and lead them to leave their works early namely excessive working loads, minimum wages, uncontrollable negative working conditions, and negative handicaps towards the teaching profession. In order to overcome all of these common educational issues, particularly in Indonesian context, educational qualities given to pre-service teachers need to be improved continuously in order to maintain their teaching motivation. This argument is aligned with the finding discovered by Kuswando (2014). The researcher discovered that pre-service teachers' motivation is heavily influenced by external and internal factors such as their perspectives of becoming the teachers and further supports given by their family members, peers, and lecturer during engaging in teaching practicum. Another important action which needs to be done by pre-service teachers is to conduct more profound reflective practices after accomplishing their teaching practicum activities. Kuswando (2014) suggested the lecturers of teacher training and education program having all pre-service teachers conduct collaborative reflective practices with their lecturers in order to identify certain strengths and weaknesses useful to maintain their teaching motivation.

### **THE IMPORTANCE OF RESILIENCE TO PRESERVE IDENTITY**

This term is closely interlinked with the teachers' perseverance when dealing with many kinds of obstacles during their teaching praxis. Gu and Day (2007) state a higher degree of resilience will allow the teacher not only to survive in their working fields amid various adversities but also fully develop their genuine identity as professional educators. To restate, resilience is not an easy element, which can be mastered swiftly by professional teachers, particularly for young teachers who have just commenced their working lives as full-time educators in schools. Zukas et al., (2003) assert that beginner teachers need to be able to deal with many kinds of stressful moments and unpredictable situations when they aim to proceed in their teaching dynamics. Put in a broader context, resilience formed in the teaching-learning processes also deals with the braveness of the teachers to take as many risks together with challenges as many as possible in order to enhance their capacities to be more qualified educators and promote significant changes to their environments.

This wider conception is harmonized with the theory of resilience in teaching proposed by (Beltman et al., 2015). They clustered three essential factors determining the continuity of teacher resilience namely capacity, process, and outcome. The first term deals with how the teachers are ready to embrace every obstacle to rehearse their personalities and capabilities. The second term relates mostly to the teachers' professional and pedagogical knowledge while experiencing many kinds of occurrences in their teaching practices through particular utilization of teaching methods. While the ultimate term talks more about the tangible results obtained by the teachers who have already possessed a higher level of resilience such as fully professional development, a stronger commitment to their works, great teaching passion, big pleasure, and laudable personalities. Florida and Mbato (2020) discovered that it is essential for both novice and experienced teachers to possess a higher degree of resilience while facing with many kinds of impediments in their teaching vocation in order to develop their professional identities to the utmost levels. Lomi and Mbato (2020) found that limited access of teaching facilities, teaching supports, and trainings will bring negative impacts on the teachers' resilient in promoting better learning processes for the students in a rural area. Therefore, they suggested that it is important for the government and other educational

stakeholders to reform existing educational policies which benefit all Indonesian teachers working in remote areas.

## **METHOD**

As mentioned earlier, this research was a qualitative study in which the researchers conducted observation to obtain the bigger pictures of the teaching phenomena experienced by undergraduate students in Micro Teaching Class. Jackson, Darlene, and Camara (2007) define qualitative study as one of the interpretive approaches utilized by the researchers to obtain clearer understanding of people's experiences. By the same token, the researchers also utilized two research instruments to collect the data namely questionnaire and pre-service teachers' reflections on their development of teacher identity construction in Class. The reflective questions were comprised of five specific questions asking about pre-service teachers' beliefs, motivation, and perceptions on the teaching vocation when becoming future teachers. These five questions were not only aimed to enable the student teachers to ponder carefully on their future vocation as educators but also help the researcher to obtain more trustworthiness out of the data gathered. Qualitative content analysis was also applied in this study to draw more meaningful meanings out of the data gathered. This method is pivotal to gather more accurate and reliable data in this study since the results will be clustered into some specific categories and analyzed carefully to yield more profound arguments for each phenomenon occurred in the specific research field.

Moretti and Alessandrini (2015) state qualitative content analysis attempts to create some specific categorizations out of spoken or written documents to make them more intertwined with each other. Furthermore, the participants of this study were English Education students of last semester engaging in Micro Teaching Class where? This class was attended by 18 English Language Education Students and it was held every Monday starting from 11:00 until 12:50 P.M. Regarding the data gathering processes, the researchers distributed the Likert-scale questionnaire consisting of 10 statements about their perceptions on their teacher identity construction as pre-service English Education students who were going to engage in educational working fields after graduating from a teacher's training and education faculty of English department. On the D-day of the data gathering, there were only 15 students who filled out the questionnaire since three other students were absent.

After obtaining the data from the questionnaire, the researchers selected two research participants randomly to fill out a simple reflection regarding teacher identity construction. Furthermore, all of the obtained data from questionnaires and interviews utilized the Indonesian language since the researchers focused more on their perceptions of the teacher identity development more profoundly. Concerning this data-gathering strategy, the researchers attempted to transcript the results of each data into English and conducted more exhaustive analysis of all of these findings by presenting the tables in the forms of percentages. Needless to say, further explanations out of the obtained data were accompanied by some excerpts stated by two interviewees to make them become more closely interlinked with each other.

## **FINDINGS AND DISCUSSION**

The following discussion attempted to answer one research problem proposed in the previous section of this study i.e. what are the factors influencing pre-service teachers to develop their teacher identity through Micro Teaching Class? Each of the finding was

supported by some relevant theories, particular findings generated from prior studies, and excerpts of the interviews to provide clearer enlightenment for the major theme of this study. Further, there were two major findings revealed in this study namely: (a) Pre-service EFL teachers are willing to construct more robust identities in the future, and (b) Pre-service EFL teachers are attempting to be more agentic towards their educational-specific fields.

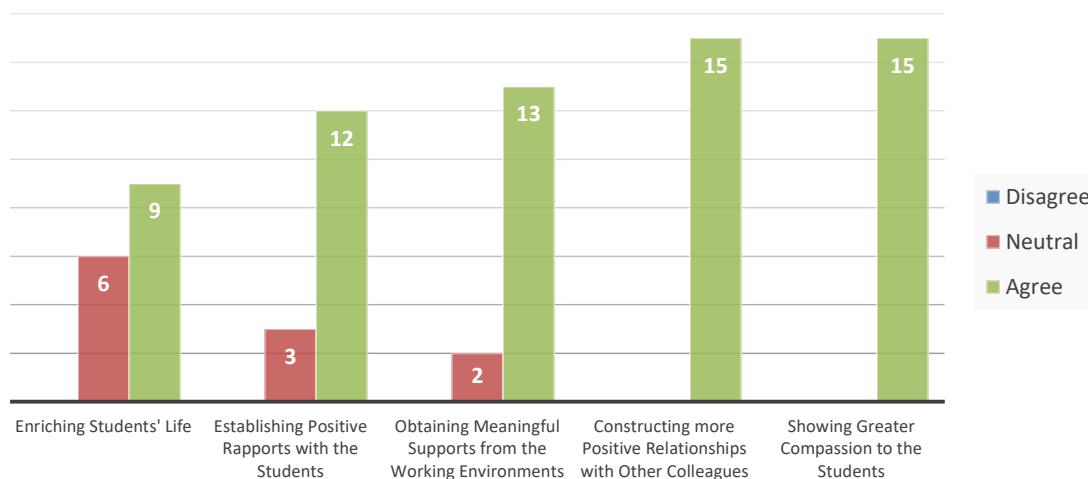


Figure 1. **Pre-Service EFL Teachers are willing to Construct more Robust Identities in the Future (85% Participants Agree)**

The first figure shows a strong determination constructed successfully by pre-service teachers to shape their identities in such a better purpose when teaching their future learners. The two highest categories can be found in the fifth and fourth findings where 15 pre-service EFL teachers had established a greater desire to create more positive social relationships with their future colleagues and cast continuous caring for learners. A higher degree of agreement towards these two findings was not surprising at all since pre-service teachers engaging in Micro Teaching Class had experienced a higher degree of enjoyment while engaging in EFL learning processes before entering teachers' education and training faculty data to support the claim. In a similar vein, these previous positive EFL learning experiences lead them to inculcate stronger beliefs in their hearts that they can imitate particular positive values shared by their EFL teachers in the past events by creating more positive relationships with other colleagues in the future working fields. These arguments are akin to two theories about teacher professional identities proposed by Alsup (2006) and Schepens et al. (2009). Alsup (2006) believes that most of the students will have stronger volitions to be qualified educators in the future when they have already experienced enjoyable and positive unforgettable moments with their prior teachers in some specific educational levels. Schepens et al., (2009) also argue that pre-service teachers will be able to establish more positive nuance in their latter working fields when they are trained to be more self-reflective and critical on their teaching practices through teaching practicums. These findings are corresponding to the two excerpts yielded by two interviewees who participated in this study. The following excerpts can be discerned as follows:

*[I really want to become an English teacher in the future because my previous English teachers in senior high are very generous, helpful, and always make jokes]* (An interview was conducted with the first interviewee).

*[I really grateful to be here in English Education Study Program because I can learn much knowledge about teaching and get much knowledge from my lecturers and friends. They are helpful for me to be a better teacher in the future]* (An interview was conducted with the second interviewee).

Furthermore, the second-highest category goes to the third finding in which 13 pre-service teachers extremely value the meaningful supports given by their colleagues, students, parents, and other educational stakeholders, particularly when they are entangled in laborious and stressful working demands and situations. This moral support is completely crucial to ingrain more robust identities within the teachers since they will not easily give up in their working circumstances while facing many kinds of unpredictable events and difficult working conditions. This argument is aligned with the findings revealed by two previous studies on the importance of trust nurtured among the educational parties. Buchanan (2015) discovered that teachers are striving to survive in their challenging vocations when other school stakeholders allow them to have mutual sharing with colleagues, parents, and headmasters regarding precise policies that are useful to be implemented to benefits all school parties.

Cornu (2013) also revealed that young teachers urgently require continuous supports from their family members, school principals, parents, and other school stakeholders to enable them to survive and thrive in their discipline-specific fields. The third highest category addressed to the second finding in which pre-service EFL teachers agreed that they enter the class not merely to transfer the knowledge but also have profound intentions to establish more positive relationships with their learners. This kind of attitude is not only aimed to promote a supportive learning atmosphere but also transform pre-service teachers' common characters to be more compassionate educators for their learners. This argument is in line with a theory enacted by Soini, Pietarinen, Toom, & Pyhältö (2015). They argued that professional empathy should be possessed fully by the teachers who are willing to educate their learners for a better purpose to understand all of their learning needs, preferences, and uniqueness more empathetically. In addition to the aforementioned conceptions, the lowest category is addressed to the first finding revealed that pre-service teachers are committed to entering teaching vocation in the future since they feel encouraged to enrich learners' lives by transmitting the knowledge and establishing laudable characters within them.

This ultimate finding is the main key element to establish true identities within the teachers since they continuously strive to show good examples for their learners not only by saying but also committing to carry out tangible actions in their daily basis as educators. This argument is closely interlinked with two specific findings discovered by two prior studies on professional learning as the teachers. The first interesting finding was discovered by Hsieh (2015). This researcher found that stronger identities and integrities should always be nurtured by the teachers since their particular behaviors will reflect their true self-images in the presence of learners. Trent (2010) also found that teachers' professional identities need to be reinforced continuously by shaping equitable school policies and supportive teaching-learning communities to empower these teachers' mental preparations while dealing with many kinds of learners emanating from different



socio-cultural backgrounds. All of these two conceptions have been corroborated by two excerpts shared by two interviewees participating in this study. Those excerpts can be seen as follows:

*[Later, I want to be a good teacher for my students by showing good characters, patience, and compassion, especially for those who are having difficulties in learning]* (An interview was conducted with the first interviewee).

*[Of course, to be a professional and compassionate teacher, I have to show my integrity by doing what I have said to my students]* (An interview was conducted with the second interviewee).

Having mentioned all of these in-depth explanations, it can be concluded that robust teacher identities can be infused fully within pre-service teachers as long as they obtain continuous moral supports from all educational stakeholders and evince their laudable teaching volition to promote significant changes to learners' lives by casting more profound compassion and establish more tight-knit relationships with them.

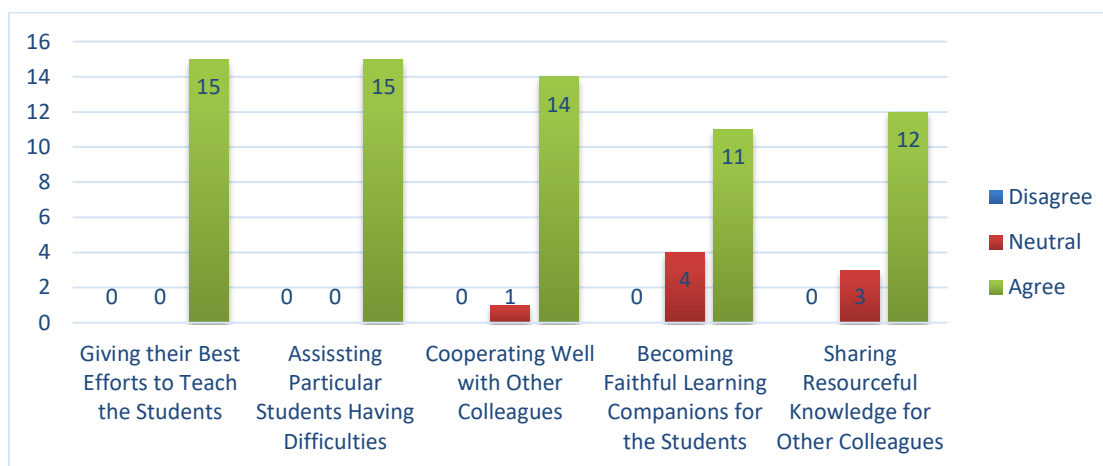


Figure 2. **Pre-Service EFL Teachers are attempting to be More Agentic Towards their Educational-Specific Fields (89% Participants Agree)**

It is indispensable for pre-service EFL teachers to be more agentic educators during engaging in their teaching practicum in order to enable them to be more resilient while dealing with many kinds of difficulties, challenges, and impediments in their future working places. Therefore, the second chart revealed about pre-service teachers' awareness to be more agentic educators for their future learners. This facet of true identity construction is paramount since the teachers do not only transform themselves to be more professional and compassionate educators but also be the agents of changes in the educational surroundings., two highest agreements can be discovered in the first two findings formed in this section in which 15 pre-service teachers intended to dedicate all of their heart, emotions, and efforts to educate their future learners by extending their intensive assistance for particular learners require special needs in learning in terms of impediments, challenges, and difficulties which can potentially put learners in stressful and hopeless situations. This ongoing mindset needs to be nurtured by pre-service EFL

teachers since they will be able to hone their professional identities, agency, and resilience into its utmost.

Thus, this positive outcome of teacher professional development can be attained when the teachers can play their main roles as educators not only as knowledge transmitters but also as motivators. These two findings shared mutual relationships with prior findings discovered by Farrell (2011). This researcher clustered three main streams that need to be fully possessed by the teachers to activate and nurture their professional identities more efficiently namely being good managers, professional images, and mutual acculturators. In the first notion, the teachers need to be the leaders who are appreciated by their learners. Thus, they need to consistently exhibit their laudable integrities and identities simultaneously in their classroom circumstances. Secondly, the teachers need to instill a profound commitment to their teaching vocation to yield more gratifying teaching-learning dynamics in some specific assigned sub-discipline fields.

Eventually, the teachers have to be able to appreciate communal diversity represented by their learners to promote more holistic learning environments for them. Additionally, the second-highest category goes to the third finding where 14 pre-service teachers believed that cooperating mutually with other teaching colleagues in their future working fields will enable them to be more agentic educators since they have shared similar teaching-learning issues and experiences empowering them to implement more qualified teaching-learning methods for their learners. This third finding is closely interlinked with two interesting findings discovered by two previous researchers conducting their studies on student teachers' professional identities construction. The first study was conducted by Izadinia (2013). This researcher found that student teachers' professional identities, agencies, confidence, and resilience will be fostered more meaningfully when positive social interdependence is amplified among them. In the same way, Schutz and Lee (2014) also revealed that mutual collaborations need to be the culture among experienced and inexperienced teachers to tackle various issues taking place in EFL classroom circumstances in a better way. These aforementioned explanations are corresponding to the excerpts of the interviews followed by two interviewees. Their excerpts can be seen as follows:

*[In Micro Teaching Class. I learned a lot from my friends how to design appropriate English materials for junior and senior high school students. Sometimes, I got much feedback given by other peers and I believe it can improve my teaching practices in the future]* (An interview was conducted with the first interviewee).

*[I really like the lecturer and the friends here. They always help me when I feel difficult in teaching. I also feel not confident enough to teach in front of the class. But, they are always being there for me]* (An interview was conducted with the second interviewee).

Moreover, the third-highest category is addressed to the fifth finding in which 12 pre-service teachers appreciate open-ended sharing among colleagues in the future. These 12 pre-service teachers strongly agree that mutual sharing is needed to be taken as a tangible action when the teachers plunge into teaching vocation in order to enable them to learn positive teaching values from each other to promote more meaningful learning for their future students. This argument is in accord with two previous findings discovered by two previous researchers namely Ruohotie-Lyhty and Moate (2016) and Taylor (2017). Ruohotie-Lyhty and Moate (2016) revealed that the successful construction of

teachers' identities and agency are heavily determined by the way they embrace their past life experiences and relate these specific prior life events with their current working fields through dialogic practices with other colleagues. Taylor (2017) also found another interesting way relevant to teacher' identities construction and agency since she revealed that teachers' renewable perspectives on the nature of teaching will allow them to hone their professional identities and agencies more effectively for they are always prompted to accept any kinds of meaningful feedback given by either their learners and colleagues for the benefits of upcoming teaching-learning practices. Most importantly, all of these major conceptions of teachers' professional identities and the agency will be meaningless when the teachers are not able to bring themselves as equal as their learners. In other words, the teachers need to transform themselves as powerful instructors, good counselors, and affective listeners to accompany their learners' learning journeys for the long-lasting periods. Therefore, a higher degree of agreement was also addressed to this lowest category of the fourth finding forming in this section to indicate that being faithful learning companions for distinctive types of learners is not an easy matter. This category was evinced since 11 pre-service teachers dedicate their agreements to this fourth category for they believed that this teachers' role transformation did not only provide betterment for EFL learning dynamics but also preserve their dedicated heart in the right educational pathways as professionals, agentic, and compassionate educators. This argument has tight-knit relationships with two prior findings discovered by Kitching, Morgan, & Leary (2009) and Ting (2008). Kitching, Morgan, & Leary (2009) found that the teachers' motivation to deliver the teaching-learning materials more clearly and meaningfully will be enhanced significantly when they discern that all learners can understand the particular lessons more profoundly and engage proactively in assigned teaching-learning activities. Similarly, Ting (2008) also discovered that robust learning communities will empower teachers' identities development and learners' growth in some specific subjects since there is an exhaustive trust, mutual responsibilities, and meaning-making sharing invested in this collaborative learning praxis. These previous delineations about teacher identity construction are relevant to the two excerpts generated by two interviewees in this study. The excerpts are seen as follows:

*[I feel very happy when my friends who pretend to be my students in Micro Teaching Class understand my explanations. I don't know, but I really proud of it as future teachers]* (An interview was conducted with the first interviewee).

*[I love teaching because there is not greater happiness rather than seeing my students feel motivated to learn, be more active, and ask many questions to me as their teacher]* (An interview was conducted with the second interviewee).

Regarding two excerpts above, the researcher also reported two interesting findings discovered by Mudra (2018) and Azizah, Nurkamto, and Drajadi (2018). Mudra (2018) discovered that teaching practicum need to equip pre-service EFL teachers to be more knowledgeable, competent, and mindful on the utilization of appropriate learning materials in some classroom environments in order to create a higher degree of enjoyment during the teaching-learning processes. Azizah, Nurkamto, and Drajadi (2018) found that pre-service EFL teachers engaging in teaching practicum have successfully improved various essential aspects in their teaching practices through continuous reflective practices since the teachers are always required to conduct more profound reflections on

their prior teaching practices in order to improve their teaching qualities in the future. In addition, Azizah, Nurkamto, and Drajadi (2018) also discovered the importance of peer-sharing among pre-service EFL teachers with the purpose of helping each other to develop their professionalism in teaching. Due to these aforementioned findings, it can be inferred that teachers can rehearse their professional identities and agency more extensively when they are inclined to create more positive social interdependence with other colleagues, be more open-minded towards various feedback given by educational stakeholders, and inculcate greater compassion in their teaching vocation. Since all of these three values impinge with each other, it is worthwhile to be suggested for EFL teachers to hone these skills since they engage in teacher training and education faculty to transform them to be more agentic teachers who have a higher sense of belonging to their learning communities in the latter event. These three values can be integrated fully in current Indonesian EFL learning contexts by integrating the utilization of technology. Pardede (2019) discovered that the integration of Edmodo in Indonesian EFL learning context enabled all EFL learners to be more excel in executing various challenging learning tasks and experience more enjoyable target language learning experiences. Pardede (2019) also found that 32 English Education students studying in Jakarta Christian University valued the use of online learning platform in their second language learning processes since they had been able to access the targeted learning materials more flexibly and hone their learning autonomy intensely.

## CONCLUSION

Overall, to be more professional, agentic, and compassionate EFL teachers, pre-service teachers need to undergo intensive and tense educational training in their study program in order to prepare their readiness to confront tangible educational worlds in the future. This study has shown that these pre-service teachers were able to ingrain strong identities while engaging in some practice teaching activities in micro teaching class. In other words, they enjoyed the teaching practices in this class due to the meaningful feedback given by their lecturer and peers. This study also provides fruitful grounds for future researchers who are attempting to conduct further studies about imagined teacher identity based on pre-service teachers' perceptions. The first suggestion is future researchers should conduct deeper investigation on EFL teachers' identity development in other teacher preparation courses like program and material development to enable the lecturers to prepare appropriate teaching-learning materials beneficial for their future identity construction.

Furthermore, the future researchers can also do more profound correlational studies about the impacts produced by agency and resilience in constructing pre-service teachers' personal identities to help them to be more professional and compassionate future educators for their students.

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