



**RESEARCH REPORT
PROGRAM OF ENGLISH DEPARTMENT**

**An Understanding of Multiple Concepts and Theories on Teachers and Their Identity
Development**

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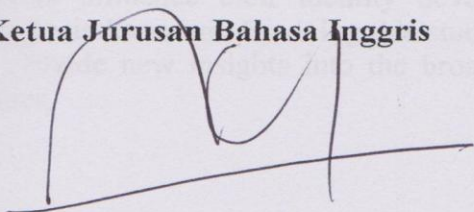
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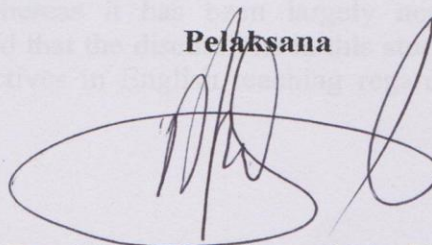
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ABSTRACT

On language teachers and their identity development in Indonesia context including in English teaching phenomenon, this study aims to analytically describe and portrays these issues in order to achieve a significant contribution to whole components who are involved in this area to enlighten their views and their potential researches. This study sets out to provide an understanding of principles and reasons why a wide range of multiples theories and notions of teachers and their identity development are crucially significant to be understood in language teacher education. This study also examine the central themes, theories and perspectives in understanding teacher, culture as discursive practice and their constructions as well as studies in relation to that matter. Data of this research was collected from a wide range of literatures in relation to the issue explored and analyzed critically in reaching the research goal.

Some key concepts were drawn from the discussion and analysis. First, the concept of an identity is dynamic, fluid and unstable depending upon various factors including the relationship of one with the world and environment. The notion of empowerment and agency are also factors that recognized for being able to strongly influence the shaping of an identity. Second, to explore and analyze language teachers and their identity formation and development, one should be taken into account the teachers' context which is enormously influential including all the related factors such as cultural and traditional beliefs and values in which they live and work. There are also two types of identities revealed from the related literatures in relation to an individual's understanding of themselves. They are assigned identity which is the identity given or imposed by others, and claimed identity that is the identity claimed for one upon himself or herself. Drawn from the distinctions, this study comes to portray that in relation to the teachers; the assigned identity is the identity given to the teachers due to their role as English teachers, and the claimed identity is the identity claimed and/or understood by the teachers regarding themselves. The third key notion of identity is identity is constructed, maintained, and negotiated, and are strongly influenced by language and discourse. Moreover, discourse and context are inseparable and hence cannot be separated from a teacher's identity development research. This study also shows that there has been considerable a large amount of western literatures to better understand teachers and factors influence their identity development whereas it has been largely neglected in Indonesia literature. By doing this study it is hoped that the discussions in this study are able to provide new insights into the broader perspectives in English teaching regarding those issues.

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