Teacher Identity Construction in English Language Teaching: Learnt from Indonesian Novice English Teacher

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Abstract. Teacher identity is one of the most vital components in the practice of language teaching and classroom nowadays. Yet, novice language teachers have no firm identity in their early teaching experience. Their identity construction process depended on their experience. The purpose of this study is to examine the identity construction of four novice Non-Native English Speaking (NNES) teachers and to have a better understanding of how much effort they made into making their voice heard as NNESTs in English language teaching. This study employed a qualitative approach with narrative study design which attempted to seek the novice non-native English teacher identity construction. Four research participants were chosen using purposive sampling to represent various teacher identities. The researchers reveal that teacher cognition, teachers' participation in communities of practice, contextual factors, teacher emotions and teacher biographies are influential in constructing novice NNES teachers' identity. In addition, it provides on how academic identity, teacher's identity, and institutional identity are heard.

Keywords: novice teachers · teacher identity construction · academic identity · institutional identity

1   Introduction

Teacher identity is one of the most important elements of language instruction today. According to Boomer [1], each classroom adopts the ethos of the teacher. Teachers will hardly ever be aware of how their actions in the classroom are assisting students in learning interpersonal dynamics and dynamic interaction as long as they are not really aware of their identity. When teachers strongly value and thoroughly develop NNES identities, the teaching process will be more effective. Rather than adhering to the Native English Speaker (NES) standard, according to Widodo's study of non-native English speaking (NNES) teachers [2]. It is also supported with Liu's that studied on personal narratives show how the teacher's identity may be a significant educational resource in establishing much closer relationships with their students [3].

Indonesia, one of the countries which has a large number of NNES teachers, especially in language learning, demands teachers to professionally teach at least four English skills as English language is learned from elementary school to high school. In university contexts, the students on one hand study more specifically the competence since they major in English. One the other hand, non-English department students still have the opportunity to learn English in one of the courses. To achieve the good skill, both absolutely need the teacher's assistance. Thus, the teachers themselves must know their ability as well as awareness in teaching. Unfortunately, novice language teacher has no firm identity so that they usually confront challenges in teaching learning environments that construct their identity [4].

Undoubtedly knowing that the previous studies of Indonesian novice teachers in EFL settings are varied. The study declared that the novice teacher identity can be constructed by the social, cultural, political, and historical factors in the institution [5]. Understanding its influential factors could lead the teacher to be stricter, more patient, and observant as the process of their identity construction. More specifically other research investigated the transformation of English novice teachers and contribution of Community of Practice to their identity transformation [6]. It turned out that imagined identity owned by the teacher could be transformed into practiced identity and Community of Practice could contribute to their identity transformation. To gain professional identity as language teachers, it is found that the teachers mostly attempt to construct as the transition from becoming student to teacher emerges. During the transition period, the teachers construct the identity level from self-esteem, self-efficacy, professional commitment, job satisfaction, work motivation, task orientation and future perspective.

Additionally, fully understanding teacher identities will help both teacher professional development and classroom activities [7]. According to his theory, teaching is "a continuous process". As a result, developing as a teacher involves ongoing reflection on someone's teacher identity. The study resulted a shocking finding that individuals who were given the opportunity to pay more attention to their changing teacher identities reported feeling much more confident and a sense of "wholeness and life." [7].

Since it influences the way in which students learn, the identity of the teacher is still significant. Knowledge teacher identities can help researchers and teacher educators gain a greater understanding of how teachers develop their own images of themselves as educators [8]. Researchers can therefore obtain the instructional images that teachers make an attempt to acquire by looking into teacher identities [9]. Significantly, Sing and Richard assert that the researchers might perceive the creation of teacher identity to infer "ways in which teachers achieve, maintain, and develop their identity, their sense of self, in and through a career which are of vital significance in understanding the actions and commitments of teachers in their work" [10]. Thus, cultivating an awareness of teachers' identities requires better insight of the patterns that influence their decision-making processes, attitudes, behaviors, and belief that guides their everyday educational practices.

2   Literature Review

This section reviews two concepts relevant to the topic: teacher identity and English as foreign language (EFL) and Yazan's framework for language teacher identity.

2.1 Teacher Identity and English as Foreign Language (EFL)

According to [11], identity is dynamic, multiple, adaptable, multiple, fluid, and dynamic from a post-structuralist perspective. The environment where a person was born and raised, the language used in their community, and their culture all have unique differences depending on their background. Other academics highlight that identity is a sense of someone's relationship to another's surroundings and the other's relationships with others in one's society, both of which are built over the course of time and across location [11, 12]. The global identity of native speakers, as desired by L2 learners, is preferred [8]. They hold the view that they are a part of all cultures because of their global identity.

The teachers' understanding and consciousness of the emerging internationalization of English as ELF had an impact on their local identities. Many times, the unintentional spread of English can cause someone to become lost in their native culture and even lose their sense of identity. According to another study, when a language's role is in jeopardy, it may even cause other languages to become its local or mother tongue [13]. Therefore, when there are errors in language usage, people tend to think that language is crucial in determining the differences between linguistically varied groups of societies.

Due to the global spread of English as in the international communities, speakers from the variety of linguistic and cultural backgrounds tend to use EFL as their preferred familiar language [14]. Additionally, a researcher claimed that the processes and techniques used by teachers to communicate are locally and collaboratively taught, performed, and negotiated to accomplish the objective of ELF communication, which is to increase mutual understanding and competence [3].

The word English Lingua Franca can be used by users to demonstrate their global identity, local identity, or even glocal identity (a combination of local and global identity). This term can help users understand who they are as members of the global community. On the other side, users can even share an identity with other ELF speakers to represent their local and ELF identities, giving them more self-assurance [14]. Since the identity is regarded dynamic, fluid, and constructible, in addition to satisfying the users' desires, it can also be created using the users' prior knowledge of ELF [9, 11].

2.2 YAZAN's Framework for Language Teacher Identity

In Yazan framework, to attain the language teacher identity, teacher identity and teacher learning are intertwined and other relevant factors play paramount roles [15]. The factors are teacher cognition, teachers' participation in communities of practice, contextual factors, contextual factors, teacher biographies and teacher emotions. Figuring out how to instruct is imperative since it very well may be believed to be "normative and life-long, arising out of and through encounters in friendly settings: as students in classroom and schools, as members in proficient educator training programs, and later as instructors in the organizations where instructors work" [7]. Meanwhile, teacher cognition should be accomplished to know educators' constellations of "convictions, information, speculations, mentalities, pictures, suppositions, allegories, originations, points of view about educating, instructors, learning, students, subject, educational plans, materials, educational exercises, self" [16].

Afterwards, participating in communities is also substantial. Borg claims that "becoming a member of a new community of practice is not just about learning new satisfaction yet in addition about procuring new practices, values, and perspectives which empower specific identities to be understood [16]." However, the micro and macro context are two other elements which can influence the identity. Moreover, Yazan states that it is basic to fundamentally look at the sociocultural settings in which L2 Teacher's Cognition figuring out how to show processes occur if we have any desire to all the more likely archive and comprehend how TCs foster professional knowledge and develop as educators [15]. For educator life stories, Knowles characterizes biography in teacher education settings as "those developmental [prior] experiences of preservice and starting educators which have impacted" their conceptions about educating and learning and, later, their teaching practice in the classroom [17]. As teaching is generally connected with human interaction, teacher emotions are likewise influencing the identity. Teaching will continuously deal with the enthusiasm creatures who interface with their students and all their work and their classes with joy, inventiveness, challenge and bliss".

It was much more familiar regarding how the constructions and development of the teachers' identity [5, 6], the teachers' professional identities should be investigated with regard to how they perceived and observed English as a Lingua Franca in higher education [13]. In light of this, understanding how novice NNES teachers manage their identity alternatives through the academic cultures and communities they participate in is critically important. Along with this study, the researchers examine the identity construction of four NNES teachers as language practitioners and acquire a deeper understanding of the significant efforts they undertake to ensure that their voice as NNESTs in English language education is heard. Thus, this research attempts to figure out the question of what is the novice NNEST's method to construct their identity as well as their efforts in order their voice is well-received.

3 Method

This study employs a qualitative approach with narrative study design which attempted to seek the novice non-native English teacher identity construction. Four study participants were chosen to represent various teacher identities. The names of the study subjects are all fictitious. To get perspectives from study participants on a certain issue that is investigated through experiences, data are obtained from written reflection and semi-structured interviews. A framework of the teacher's identity was used to provide guidance for the written reflection in order to keep the participants on topic. Semi-structured questions were asked to the participants in line with their reflection's replies after receiving the written reflection. In order to learn more about their identification and reliability, an interview was conducted.

4 Findings and Discussion

This part delivers the findings of the research. The findings are based on the two main data, written reflection and in-depth interview. The data of written reflection and interview are categorized based on the following topic.

4.1 Findings

4.1.1 The Beginning of Becoming a University Teacher

Mr. Ahmad, Mrs. Amy and Mrs. Sarah (Pseudonym) started their reflection with the beginning story of becoming English instructor. Mrs. Ahmad explained:

> *I never wanted to be an educator when I was a student. Luckily, in the wake of moving on from my Master Degree, I have a ton of chances to educate and give English coaching to some secondary school and new alumni undergraduates. Around then, I had adequate expertise and capability in instructing that caused me to merit being an educator so I thought the legitimate calling for me was a teacher.*

Luckily, his teaching experience was got when he was in undergraduate. Even though, it was not formally done, it helped him so much. In interview, he said:

> I'VE Learnt a Lot About Teaching Learning Since I Was in Undergraduate. This Helped Me to Prepare Everything for Teaching.

Mrs. Amy began her reflection with the past experience in part-time teaching. She said:

> *I began teaching English part-time in 2010. However, I have been beginning my full career as an English educator starting around 2018. At the present, I teach a translation and interpreting course in the English literature department. The department requests that me teach the course in light of my working experience.*

In interview, she persisted that her experience was really helpful.

> I Insisted in Pursuing Knowledge of Teaching. From Experience I've Got, I Know the Assignment of Becoming Instructor. It's Helpful.

Additionally, Mrs. Sarah began working as an English teacher full-time in 2015. She taught an Intensive English Program at a language center in one of Islamic universities in Malang. She first joins the institution as a temporary lecturer for three years before being hired on as a permanent non-civil servant. In interview, she said:

> I Remember My LEcturer's Statement Given When He Taught Me that the Foundation of Teaching Knowledge Should Be Powerful. THAt's What I Always Keep in My Mind.

4.1.2 The Efforts to Be a Part of Member

The participants claimed that that they had made lots of efforts to be a part of faculty members where they were working at. Mrs. Ahmad's involvement with training helped him much to have and construct certainty of being an educator. Mr. Ahmad put forth attempts to adjust when he began to show in college. His teacher identity was gradually gained in the act of the instructing system. At the point when he learned at college, he

placed that to teach means to be an expert and officially involved individual. Despite the fact that he got a few showing rehearsals when he was as yet an undergraduate. He said:

I felt that I was just "a worker" who relies upon others. Nonetheless, when I had the obligation to show the students straightforwardly in the classroom, I was mindful that turning into a college educator isn't generally so basic and simple as he naturally suspected.

In interview, he persisted that to be known, someone should perform based on his or her capacity. He said:

I've written a lot of works, including book and article. For some occasion, I joined research activity and presented my article in conference. That's my passion. Hoped that I am acknowledged and will be more professional.

As one of active members in the institution, Mrs. Amy is required to on only participate in general activities like meetings, research contests, but also show her readiness to speak with the senior individuals. She with certainty plays out that since her status as another government worker should be displayed as new-youthful energetic instructors. She explained:

At the point when she entered the Faculty as a new civil servant, I was acquainted by an old educator with assistance me get to know reading material, the cycles of showing in the main year. Along these lines, I could make fast changes with new circumstances. I accomplishes some authoritative work as I was answerable for the student and alumni development unit.

Different from other participants, Mrs. Sarah made an effort to participate in as many faculty or departmental events as possible in order to be a more engaged instructor. She added:

I want to show that I am an active and capable teacher. At first year, the department asked me to teach Basic English skill for the first semester. Yet, I am actually majoring in literature. At the first time, it feels like I do not teach based on my expertise. But I tried to enjoy teaching basic English skills because I do not have choices and as a new member, I must follow the rules.

4.1.3   The Views Toward Teacher Status as Well as Student-Teacher Relation

For the participants, they have their own thoughts and views on their status and relation with their students. Mr. Ahmad's perspective on qualified EFL educators suited the current prerequisite for college instructors and demonstrates that he adjusted the more up to date considerations in the program of educators preparing. He was persuaded and brief in language teaching and linguistics studies as his mastery. Since he was definitely not an extremely durable educator, he in every case beneficially distributed his scholarly writing in certain journals, either national or international journals. It was done on the grounds that the interest from scientific research he believed was not so numerous as different educators with a similar expert title. However, from the strain that existed, he

transformed this tension into a trigger to invigorate him to get to the next level. He believes:

> You Can Think Further and Become Speedier Through Doing Scholastic Exploration, and You Can Profit from Partaking in, Particularly When You Consolidate Your Showing Practice and Scholarly Examination.

Mr. Ahmad mentioned that his position was a non-permanent instructor and not an active member while looking into his membership in the college. He was "moving toward the inside of the institutional community from the outside." Even if the Faculty or University he joined had collective exercises, he was simply a junior member and a non-permanent instructor in the foundation. Additionally, he said that faculty members often operate independently, so he was reckless about any managerial position and teaching and writing academic research turned into his focus.

His expressions made the questioner imagine that Mr. Ahmad gets less genuine to talk, yet he was fine that he didn't need such sort of importance. He expected a scientific research group could enlist him due to his energy which is firmly connected to him. He saw that he was opposed and compelled by the skyline; he was excluded from others' research projects as he owned his projects.

On views of his relation with the students, he said in interview that everyone could share with him. He explained:

> I Am Opened to Everyone Who Wants to Share Knowledge with. Not Only Students Can, but also Other Members of Faculty Can Work with.

Henceforth, Mrs. Amy achieved her identity for the most part from instructing and research practice. She emphasized that the teacher should have a limited interaction with the students. For her safety and the approval of an equal and friendly relationship, she prefers to keep the pair apart. She also clarified that she is a person who has a strong sense of being a teacher. She strived to be experienced and be respectable before understudies. She pinpointed.

> *I contemplate how to assist students with learning, so I will utilize less time on talking current news or jokes. I will be a companion with my students yet as the nearest connection has a limit. Our personal charm will be dramatically reduced if we let them know your private life easily. The students will regard the educator up to a restricted distance raises the instructor's very own fascinate with a touch of baffling person.*

In interview, Mrs. Amy persisted:

> I Restricted My Interaction with Students. It Does not Mean that I Completely Mind Interacting with Them. I just Protect Myself from Being Exploited for Other Agenda. Honestly, I Enjoy Interacting with Everyone.

Mr. Aidan has a good image in students' perspective. He made sense of that since his comprehension was great of being a college EFL educator and held his belief of showing in the classroom. In Mr. Aidan's thought, to teach means to direct. Consequently, the role of instructors ought to be a "guide" instead of different figures. He gave full and

exceptional consideration to instruct students as "whole person", and accentuated their profound experience through the study hall. He explained:

A teacher's role is helping students' learning. Teachers are richer in knowledge and experience than students, so a teacher should be a guide. I don't think that we are friends. We do have friendship, but teachers should give other things more than friendship. Conservatively, the students will continuously be deferential toward their educator, despite the fact that the instructor is sufficiently affable. Whenever the students call you a companion, it doesn't mean a companion as they can treat you in their age. Profound experience through language educating is a point and the most essential thing that an educator is expected to show in the classroom.

Mr. Aidan claimed that "frames" and "records" had supported him in placing a timeline on his teaching approach. By engaging in a reflective exercise, Mr. Aidan highlighted a few positive interactions and problematic areas that should be developed in instruction. " He developed considerable experience after spending so many years teaching English. He always put out a summary of the lessons he had learnt from his pupils at the conclusion of each semester so that he could become better the next one. He would then continue to do what was right. He would present an outline before starting a course that included the teaching objective, the teaching content learning result, and his prerequisites. He always explained to students his teaching style, expectations for them, learning strategies, and evaluation strategies in the first session of a new semester. Because he frequently said Rule No. 1, Rule No. 2, and so forth, the students in his class would typically initially see him as being tough. But these rules held true. These teaching experiences build up gradually.

In interview, Mrs. Aidan explained many times the importance of preparation before teaching.

I Read a Lot About the Concept of Teaching Before I Train Myself to Be an Educator. Since then, My Knowledge of Teaching Increased.

My passion is educating and managing. Since I hold this passion, I'll do anything that suits my passion. In addition, everything I've done is only for my professionalism. One thing, to be administrative worker helped me to be recognized by other people in institution.

I Have a Habit that Can Control My Behavior During Teaching. By Writing a Journal Every Semester, I Can Evaluate Myself. I Think It's Better.

Mr. Aidan's perspective on education and scientific research significantly altered. He demonstrated his preferences with regard to modern academic research. The change occurs when he concentrated in Melbourne as a conference researcher. He perceived his enthusiasm for academic study as "intrinsic," and his time spent there gave him plenty of fresh ideas. When contacted, Mr. Aidan is currently choosing to pursue a PHD. Curriculum and Teaching Theory in Education was his area of study. He expected that the absence of concentrating on unknown dialect instruction was controlled by the psychology and pedagogy hypothesis; "EFL instructors ought to leap out and study according to different viewpoints." Right now, his excitement for scientific research was

going up. He knew that it was profoundly essential to dominate educating and scientific research since instructing could be worked with through scientific research. In the past three years, Mr. Aidan was occupied with administrative work in the office. Thus, the mix of instructing and administrative work ordinarily had constrained him a considerable amount.

4.2 Discussion

4.2.1 Influential Factors Toward Novice NNES TEACHer's Identity

The applicable ways how the participants construct their identity are found from their statements in the reflection and interview. By using Yazan's framework, here are the factors that are mostly affecting the participants' teacher identity construction. Different from [5] findings, the researchers reveal that teacher cognition, teachers' participation in communities of practice, contextual factors, teacher emotions and teacher biographies are influential in constructing novice NNES teachers' identity. The most influential element in constructing teacher's identity in early year of teaching is teacher cognition. The four participants posit that their knowledge, assumptions and conceptions of teaching assist them to be fully mastery of teaching the students. The excerpts are found in the interview.

> Mrs. Sarah: *"I remember my lecturer's statement given when he taught me that the foundation of teaching knowledge should be powerful. That's what I always keep in my mind."*

The statements above show that the fundamental element before starting to educate is cognition. A belief will be formed gradually since the knowledge of teaching has been obtained through the teacher's experience. The more the teacher get deep insight of teaching, the stronger the belief they have. Moreover, in the early year of teaching the teacher face the students and communicate with them frequently, the teacher' identity will appear. The teacher knowledge and cognition is inseparable from cognition [15].

Furthermore, teachers' participation in communities of practice is another aspect affecting the identity of novice NNES teacher. From the written reflection, the four participants proclaimed that they strive very hard to be included in community. Since they become teachers, they have participated in some activities in the institution. This involvement is an effort to be recognized by other members. Their participation shapes their enrollment and socially arranged personality development since they desultorily arrange, edge, trial, and specialty their ways of life as they take part in the expert exercises and collaborate with the other local area individuals [15]. Additionally, it reinforces their self-identification as emerging L2 teachers who are seeking others 'recognition and endorsement in the community [18]. The supporting statements are shown in excerpts below.

> Mr. Ahmad: *"I've written a lot of works, including book and article. For some occasion, I joined research activity and presented my article in conference. That's my passion. Hoped that I am acknowledged and will be more professional."*

All participants define them self as friendly and helpful educators during teaching learning process. They claimed that they are welcomed, but Mrs. Amy was a bit restricted with the students.

"*The educator ought to have a restricted relationship with students.*" (Mrs. Amy)

These characteristics of teacher involve emotions in which it is essential to be recognized colleagues, students and other members and for the successful learning process. Emotions give us more profound experiences into what makes a difference and concerns instructors have in question, the examination of feelings can add to the expanded and nuanced comprehension of their responsibility and way of life as [17]. The excerpts below show the participant's emotions as teacher.

Mr. Aidan: *"I have a habit that can control my behavior during teaching. By writing a journal every semester, I can evaluate myself. I think It's better"*

Teacher biography is the less influential aspect since the detailed information about the teacher experience was not obtained from the participants. However, the least is the experience that the participants talked. Their experience in teaching brought them to be good teacher, still not professional. Like Mrs. Amy, her experienced reached more than 10 years as part-time instructor. This helped her to be better teacher in university level. This experience is line with the concept of TCs' biographies and their preconceptions shaped by these biographies stand out as "important constituents of teachers' professional identity formation" [19].

4.2.2 The Ways the Teachers' Voice is Heard

According to the teachers' reports, the identity that they bring to the classroom may be divided into three parts: firstly, the person's academic identity; secondly, teacher's identity itself; the last, person's institutional identity. It will never be possible for the teacher identity to stand alone as a single concept since it is important the elements might lead the voices to be heard. Those features will never be split into each other and will always be related toward the teaching life and work life. As a competent teacher, they should be educated and be capable of providing knowledge to their students, therefore having a deeper understanding of who they are can also help them in their teaching duties.

Academic Identity The concept of an academia, their place of employment, and the taking of disciplines are the three components of the academic identity [20]. This particular study had the final two as its main subjects. Those participants' identifying expertise in their own area is academically related and is referred to as the scholars, according to the university EFL teacher. The various areas of specialization give their identities as teachers a respect and honor image. Where the academic identity of the teacher aligns with the research-oriented.

The four participants in the study present their research-focused teacher. Mrs. Sarah is named as the participant, Ms. Amy shows awareness, Mr. Ahmad and Mr. Aidan actively participate in the study procedure.

Teacher Identity Through their interactions and communications with their students in the classrooms, teacher's identity might be identified. It is evident in the manner in which they transfer knowledge to their students and instruct them through lessons. A teacher's identity was also shaped by how they perceived their obligations to their professions and pupils as teachers. The support of the students can assist a teacher develop a strong sense of self for the awareness and relationships with the students that still relate to the learning theories.

High tolerance is renowned for Mr. Ahmad as a teacher, but he also upholds responsibility for his students. In order to keep her students from invading her private boundaries, Mrs. Amy decides to describe her friend's physique to them. Students like to refer to Ms. Sarah as their "friend." Mr. Aidan will gladly serve as a mentor for his students.

Institutional Identity The sense of belonging to one community, in this case a university, is referred to as the institutional identity. They collaborate, participate in activities, and carry out administrative tasks in this institute that are a balance to the other identities. This identity is tied to a teacher's position and affiliation with their own institution.

Mr. Ahmad is perceived by his own institution as an inactive member who lacks the freedom to express himself. Mrs. Amy is characterized as an active member who balances her other identities by working on some administrative tasks. Ms. Sarah is a professor at a university who doesn't want any more administrative job assigned to her by the institution. Even though Mr. Aidan has a far stronger reputation than the other three, his institution looks to him to be a leader.

The two approaches that Wenger suggested to form their identity were participation and non-participation, or participation that may be complete, peripheral, or marginal [19]. The four participants' responses varied from one to another, as evidenced by the diverse stages of their individual professions, employment situations, and engagement in their separate fields of the community.

According to the participant narratives' findings, Mr. Aidan's identity is at the core of the community in which he actively participates and where he leads his institution. While Mr. Ahmad and Ms. Sarah practically share the same identity, Mr. Ahmad is significantly higher because of his more "legitimate" title. The anxieties and concerns are also distinct from one another, with Mr. Ahmad worrying about his unclear future while Mrs. Amy and Ms. Sarah hesitate about their incomplete paperwork throughout this time. Mr. Aidan was more concerned and concentrated on her pursuit of a PhD.

The teaching-learning community's environment is another important factor in determining identity. As Ms. Sarah and Mr. Ahmad proclaimed, communication between teachers and students plays a significant part in the classroom activities and has nothing to do with students' proficiency in the English language or their major. Additionally, it gave teachers a sense of satisfaction to be teachers that the students' self-confidence seemed superb in the teaching role.

5   Conclusion

The research reveals that teacher cognition, teachers' participation in communities of practice, contextual factors, teacher emotions and teacher biographies are influential in

constructing novice NNES teachers' identity. This study might also have implications. First, the institution's management can encourage instructors to actively develop their abilities in a classroom environment and offer them a greater voice in decision-making through the evaluation of the teaching process. Teachers who feel confident in their ability to make a difference in their students' development will constantly seek to increase their motivation to complete tasks, their sense of self, and their organizational commitment. Second, the institution's head might be a facilitator who is constantly willing to lend a hand. The community may benefit from the transformation and ascent of the new member. These methods enable the community to enhance its excellence and keep its own reputation.

In the modern world, the development of a teacher's identity is increasingly concerned with education of the whole person. It is necessary to be more both professional and personal as a teacher. The training program aims to broaden the teacher's expertise in the larger aspects, but it does not ignore their humanity or their responsibility for their judgments in the workplace. Because of those instances from the selected individuals, there are many fears and concerns. Actually, the teacher can increase their expertise and confidence for the next teaching-learning process with the aid of training programs and other activities.

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