INOCULATING STUDENTS’ IDENTITY IN EFL CLASSES

Meinarni Susilowati

meinarni\_susilowati@yahoo.com

ABSTRACT

This paper aims at reporting how teachers inoculate their students’ identity in their English as a foreign language (EFL) classes. It is empirically proved that teachers represent their identity and, at the same time, consciously influence their students. This is positively perceived by the students and they further explained that their teacher identity representation influences, to a certain extent, their identity building. However, from the previous studies, there is no yet empirical finding on how the teachers realize their identity. Therefore, investigating the teachers’ effort in inoculating their students’ identity in classroom is really worth doing. The data from the questionnaire and interviewed revealed that teachers have indicated to make any effort to build their students’ identity from the earlier stages of their teaching. It is interesting to note that these are done through various ways which tend to be sporadically and spontaneously done in classroom interactions. In many cases, the identity shaping functions more as ‘additional values’ which are attached to the material being taught. Some cultural factors are considered effective triggers for the teachers to explore chances to influence their students’ identity. However, a conclusion should be carefully made considering some limitations of the present study.