REDEFINING IDENTITY: THE INTERNATIONAL SCHOOL LANGUAGE TEACHERS' NARRATIVES OF THE PAST AND PRESENT ENTERPRISE

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Abstract
Researchers have been studying pre-service and in-service language teacher identity for more than two decades across countries. However, there is few research conducted in Indonesia regarding in-service language teacher identity in an international school. The present study aims at investigating international school language teachers' prior experience and current teaching enterprise inredefining their professional and personal identity. The study employs qualitative method embracing questionnaire and in-depth interviews. There are 6 participants including teachers of Indonesian, English, Chinese, French, and Spanish language subjects. This study found that language teachers at AHS perceived their professional identity through the production of metaphors and the recalling of pastand present teaching enterprise. Further exploration on the language teacher identity construction in Indonesia is then needed.

Keywords: international school, language teacher identity, metaphor, professional identity

Introduction
Succeeding the emerging interest on teacher identity studies, researchers have been studying pre-service and in-service language teacher identity for the last decade across countries. Most of the studies explored the identity (of language teachers) through five ways embracing the influence of contextual factors on teachers and their practice, the variety of discourses, the narratives to explain selves and teaching lives, the metaphors regarding the roles of teacher, and the constant 'reinventing' of themselves that teachers undergo (Beauchamp and Thomas, 2009, p. 175).

Research on pre-service language teacher identity has been conducted through the years. In Indonesian context, Kuswandono (2014) discussed how thirteen preservice teachers (PSTs) in Guru University in Indonesia describe themselves in relation to their professional identity through reflective practice during their campus-based practicum. This study suggested that teacher education needs to provide more reflective dialogues to shape PSTs' identity and

professionalism. Another study on language teacher identity focused on Indonesian pre-service teachers' identities in a microteaching context: learning to teach English in an Indonesian teacher education program (Riyanti and Sarroub, 2016). Employing ethnographic research tools investigating 11 participants in West Kalimantan, this study suggested that that pre-service teachers' identity development is influenced by their conceptualization of what constitutes sound English teaching in their multilingual setting.

Investigation on the in-service language teacher have also been conducted to explore the transformation of teacher identities. In Indonesian context, Astuti (2016) conducted a study on the professional identity of English as a Foreign Language novice teachers as practitioner of cooperative learning. This study presented four challenges to the development of the target professional identity which are the unavailability of community of cooperative learning practitioners, hegemony vs. identity development, agency in the midst of tensions, and institutional identity vs. professional identity.

From the related studies presented formerly, it should be noted that the in-service language teacher identity in an international school in Indonesia, however, has not been addressed in current studies. Few studies discuss on what it means to be a language teacher in an international school in Indonesia. The purpose of the present study, therefore, is to explore the international school language teachers' prior personal and professional experience and their current teaching enterprise in attempts to redefine their identities. Aim High School, a certified International Baccalaureate world school, was chosen to be investigated.

Literature Review

Understanding language teacher identity requires understanding on teacher identity in general. Unlike many professions, Palmer (2010, p. 17) states that teaching is always done at the dangerous intersection of personal and public life. To understand how teachers construct and define their identity, therefore, it is suggested to understand the concept of teacher personal and professional identity. Employing a sociocultural perspective, Olsen (2008, p. 136) views teacher identity as a label influenced by contexts, prior constructs of self, social positioning, and meaning systems. Karabay (2016, p. 2) posits that teacher identity refers to the construct of the professional personality that is formed during career advancement. The present study characterizes language teacher identity as a mix of individual and professional label including both allotted and asserted personality which is transformative and built through the course of language teaching.

Prior personal and professional experience are believed to bring influence to the construction of language teacher's identity. Olsen (2008, p. 25) presents prior personal experience as those related to the influence of family and schooling. Prior professional experience includes experience of working with kids. This section presents the significance of prior personal and professional experience and the borderland discourse teachers have encountered during the journey of language teaching.

The role of others influences the individual's construction of identity (Alsup, 2006). Significant others include family, friends, partners, or peers. They play significant roles in the individual's professional development. Individual's decision in being a teacher is influenced by the role models, including past teachers. Castañeda (2011) argues that what past teachers did as result of their daily practice, behavior, discourse or subject knowledge, for example, seemed to have had an impact on the aspirations of individuals, either positively or negatively. Knowles and Holt-Reynolds (1991) argue that experiences as a student and as a teacher tended to have the most powerful influence on how new teachers chose to teach. Alsup (2006, p. 78) also states that experience is a powerful factor when learning to teach. It is believed that prior professional experience a teacher encountered during teacher education or beginning career takes part in teacher identity construction. Beauchamp and Thomas (2009) define discourse as the kind of interaction that has the power to confront teachers' ideas about themselves and their profession. Alsup (2006) suggests the term borderland discourse as a moment where teachers employ critical thinking and reflection in making hard choices that modify personal or professional discourses. The tension teachers encountered during teacher education period and during early teaching experience contributes to the construction of teacher identity.

Due to its nature, language teacher identity transforms through the journey of teaching. Teacher identity could shift with every new teaching skill, new expectation from students and teachers, new social context, new question and new idea (Issa, Ai-Feng, and Zhi-Lian, 2010).This transformation then happens not only during teacher education but also during professional life as a teacher. Teacher's metaphor (Karabay, 2016), teacher's knowledge and belief (Alsup, 2006), and community membership (Castaneda, 2011) are believed to give significant contributions to the construction of language teacher identity.

Karabay (2016) suggests a metaphor study to investigate teachers' or prospective teachers' views about their teaching identities. Research on teacher identity construction through metaphor has been conducted by investigating prospective teachers (Mellado, Montaña, Luengo, and Bermejo, 2014; Duru, 2015; Arslana and Karatas, 2015; Karabay, 2016), novice teachers (Thomas and Beauchamp, 2011; Fisher-Ari and Lynch, 2015), head teachers (Argyropoulou and Hatira, 2014), and higher education teachers (Billot and King, 2015). Karabay (2016, p. 8) reveals categories of metaphors of the teacher's roles as knowledge providers, nurturers, instructors and directors, molders and formers, power indicators, and curers.

International Baccalaureate curriculum (Baccalaureate, 2008) demands language teachers to play important roles in the international school community. This curriculum recognizes that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. Language teachers in this curriculum are required to position themselves both as a facilitator of language learning as well as a unique individual representing their cultural identity.

This study addresses two research questions derived from the literature. The first question seeks to find out what metaphors the language teachers in Aim High

School adopt to represent their professional identities. The second question aim to find out how the language teachers in Aim High School construct meanings of their prior experience and current teaching enterprise related to their self and professional identities transformation.

Method

This study implemented qualitative methods in collecting and analyzing the data. Ary, Jacobs, Sorensen, and Walker (2013) state that qualitative method focuses the study on understanding social phenomena from the perspective of the human participants in natural settings. Social phenomena of the language teachers' identity construction reflected on their narratives has been the concern of this study.

This study was conducted in Aim High School (AHS). Established in 1989, AHS is the only certified International Baccalaureate school in Yogyakarta. English is used as the primary means of communication in delivering lessons from three international curriculum applied of International Baccalaureate and Cambridge for secondary students, and International Primary Curriculum for primary students. AHS was chosen since this school employs teachers from various educational backgrounds and citizenship to teach students from diverse citizenship as well. As the curriculum focus on the use of language and the encouragement of students' mother tongue, language teachers play important roles both as a facilitator of language learning as well as a unique individual representing their cultural identity.

This study examined the prior experience and current teaching enterprise influencing the language teachers' identity of 6 language teachers at Aim High School. The language subjects taught cover Chinese, English, Indonesian, Spanish, and France. Questionnaires in English and interviews in Javanese, Indonesian, and English had been conducted to collect the data. The questionnaires complied two parts presenting participants' demographics and open-ended questions to explore participants' prior experience and current teaching enterprise. Participants' demography with their names written as pseudonyms were presented in a table to see the participants' nationality, educational background, language taught, age, years of teaching language at AHS, and total years of teaching language.

Result and Discussion

The study found that all of the participants were female with age ranged from 24 to 40. Most of them had worked in AHS at least for 3 years except one new English teacher, Vivian, who had just worked for 3 months. Most of the participants had previously worked as language teachers ranged from 2.5 to 19 years before working at AHS except the French language teacher (Freya). The result showed that not all participants had backgrounds on language education study. From 2 participants who graduated from English education study program, one was teaching English but the other one was teaching Indonesian language.

This study found six metaphors provided by the participants: Shakespeare's novel, a book in a large library, a fishing rod supplier, love, a chosen landscape

(soil), and a GPS device. The chosen metaphors were categorized under the categorization suggested by Karabay (2016) embracing traditional roles (knowledge provider, molder and former, power indicator, curer) and modern roles (nurturer, instructive and directive). It is believed that the traditional roles of language teachers focus more on the teachers as the resource/leader while modern roles of language teachers focus more on how to meet the individual needs and interests of students as well as to guide students in the learningteaching process. Karanezi, Rapti, and Halimi (2015) argue that the traditional teaching methodologies with teacher in the center were not anymore able to meet the needs of teaching methodologies changes at schools. Focusing on promoting critical thinking, modern teaching methodologies, with the student in the center, are being implemented all over the world. Three participants (Vivian, Sarah, and Freya)provided metaphors representing traditional language teacher's role as knowledge providers embracing Shakespeare's novel, a book in a large library, and a chosen landscape (soil) respectively. One participant (Megan) represented modern language teacher's role as a nurturer, focusing on how teachers acted as love which takes a hand, opens a mind and touches a heart.Two other participants (Nancy and Cara) respectively provided metaphors representing modern language teacher's instructive and directive role embracing a fishing rod supplier and a GPS device. It means that half of the participants represent language teacher's traditional roles, and the other half represent modern roles of language teachers.

Traditional role metaphors focus on the knowledge and skills of language teachers. A metaphor of Shakespeare's novel claimed that language teachers had broad knowledge of English language, broad perspective, broad self-expression. A metaphor of a book in a large library declared that a language teacher had one specific talent to help children. A metaphor of a chosen landscape (soil) argued that if language teachers are joyful and optimistic then the students will feel their energy and will be joyful too, but if the language teachers are not in a good mood, their lesson will be not interesting.The modern role metaphors, in contrary, focus more on how to guide the students in achieving their personal aspirations. A metaphor of love stated that being a good teacher is not only teaching the student academically but also considering to touch their heart. A metaphor on a fishingrod supplier asserted that language teacher is giving guidance while student developing. Another metaphor of a GPS device professed that language teacher shows the students the way to connect with the world for any purpose, like the GPS which shows the route to any place the driver's heading. The study alsofound that participants who adopted the traditional role metaphors had less language teaching experience than those who provided modern role metaphors. Three participants who adopted the traditional role metaphors had worked as language teachers for 2.5 years, 3 years, and 5 years respectively. The other three participants had taught languages for 8, 14, and 19 years respectively.

McLeod (2008) suggests four categories of self-image identification embracing physical description, social roles, personal traits, and existential statements. Physical description includes physical conditions such as height or colors of eyes. Social roles embrace the roles people play such as student, housewife, or member of the football team. Personal traits involve self

characteristics or likes/dislikes. Existential statement is more abstract that can range from "I'm a child of the universe" to "I'm a human being" to "I'm a spiritual being". Aypay and Aypay (2011) also support this categorization by suggesting 4 respective categories incorporating physical, social, reflective, and oceanic statements. This study then employs categorization comprising physical description, social roles, reflective personal traits, and existential statements.

This study found that all of the participants provided statements of social roles. Most of the participants provided statements of reflective personal traits. Physical description was provided by one participant, followed by existential statement provided by one participant. Most of the participants identified their roles in the society supporting the argument by Burke and Stets (2009) as cited in Trask (2016, p. 326) that identity is a set of constructions that clarify who one is when occupying a particular role in society and as a member of a specific group,as well as owning the characteristics which contribute to the uniqueness of oneself. Most of the teacher participants declared themselves as teachers in general. Some of them added more roles they played in the society such as a student, a sales staff, a widow, a member of various organizations, a member of a family, a friend, a colleague, a designer, a traveller, an exchange student, alanguage teacher, a design teacher, an immigrant, a child in a family. Reflective personal traits were provided by most of the participants. The traits covered the love of learning, a grateful person, a positive person, a passionate person, a lucky one, a sociable kid. Even though Vivian did not provide reflective personal traits, she introduced her physical description covering her name and birth date. From the description, it is clear that younger participants did not provide reflective personal traits. This finding is inconsistent with the research in the literature as stated by McLeod (2008) and Aypay & Aypay (2011) that young people define themselves in terms of personal traits while older people tend to describe themselves in terms of social roles. Megan was the only one to provide existential statement where she considered herself as a world citizen. She elaborated this spiritual statement by mentioning that whenever she saw her life and the world from the positive side, world always gave its best for her life.This statement supports Webster's (2005) that spiritual quality of personal identity isexistential in character due to a person's ability to see the relation of life purposes.

The study also found that age was significant in identifying teachers' ability to position themselves in the society. Older teacher participants (above 25 years old) tend to be able to identify their social roles and elaborate them personally than the younger participants. This indicated that age played important role in the identification of self-image.

The study found that there were 4 participants raised by a family of teachers. One participant was not born in a teacher family but had been influenced by a religion teacher upon pursuit of teaching. The other teacher participant gained interest in teaching after getting married and mothering her children. This is consistent with Alsup's (2006) argument that significant others (family, friends, partners, or peers) play significant roles in the individual's professional development.

The study found that most of the participants provide good and bad images towards their past teachers. The participants recalled negative daily practices of their past teachers such as being too theoretical and being old-fashioned. Positive behavior of past teachers were recalled as respectful, fearless, patient, caring, always fine, perfect, helping, motivating, responsible, and highly appreciated. Negative behavior of being not motivating the students was also mentioned. More than half of the participants revealed that past teachers' discourse for being strict and supportive in the same time gave them positive image about teachers.Past teachers' subject knowlede was also recalled as positive images embracing smart, knowledgeable, creative, innovative, dynamic, and varied. This finding supports Castañeda (2011) that past teachers' daily practice, behaviour, discourse or subject knowledge seemed to have hadan impact on the aspirations of individuals, either positively ornegatively.

All participants evoked their favorite teachers who influenced their perspectives about teaching. The participants provided positive characteristics of their past teachers as role models embracing how they show good quality of teaching and how they treat students personally. Being open minded, calm but powerful, never afraid to share opinions, creative, innovative, influencing, inspiring, and experienced were the teaching qualities shown by the participants' past teachers. Most of the participants adored their past teachers who were strict but friendly in the same time. They also focused on the students' learning as they were open for discussion, supporting, guiding, motivating,engaging, and trusting the students. This findings also support Olsen (2008) that individual's decision in being a teacher results from the influence of role models.

The study found that most of the participants had previously worked as a language teacher at one or more institutions before working as a language teacher at Aim High School. Although Vivian and Sarah were regarded as fresh graduates and new language teacher at AHS, they had former experience of teaching languages during their undergraduate program. This helped them evoked their teaching achievement and teaching challenges during teaching practices. Freya was the only participant who considered AHS as the first workplace to teach French language. Despite the fact that she did not have background on educationalstudy and had no plan in teaching, she finally coped with the difficulties in starting teaching after obtaining help from her friend.

All six participants are women and it supports Olsen's (2011) argument that perhaps it is no surprise that gender emerged asa variable within their decisions to enter teaching.There were three gender-relatedinfluences on language teachers' reasons for entry embracing "playing teacher" activity, female education workers, and mothering. This study found that the participants provided two gender-related influences embracing female education workers and mothering. Vivian, Sarah, Megan, and Freya had mothers who worked as teachers. Nancy recalled how her female religion teacher influenced her for choosing a teaching profession while Cara believed the influence was from within as she encountered her mothering role.This finding of reasons for entry was highly connected with the section on family/friends influence.

The study found that the participants considered their qualification for teaching as their reasons for being a teacher. Vivian clearly stated that she choseto be a teacher since she graduated from a teacher education program. Sarah believed that her love of being around children elevated her reason in choosingthis profession. While Nancy was aware of her ability to share knowledge, Megan perceived that she was able to have a dynamic job. Other than ability to share knowledge, Freya focused on her quality for working in a team. Working with other people was the reason for entry into the teaching profession stated by Cara. This finding supports Olsen's (2011) that reasons for entry focused on a perceivedpersonal compatibility with the job of teaching. This study, however, found a better explanation on the urge of the participants for being a teacher. Most of the participants revealed that the reason for entry into the teaching profession was emerged from their love of using the language, sharing knowledge, and working with people.Vivian argued that language was fun. While Sarah loved to be around with children and teenagers, Freya loved working with a teamand Cara loved working with people. While Nancy and Freya both loved sharing knowledge, Megan proudly loved teaching itself.

The study found that each participant was unique in relation with educational background. There were only two of the participants graduated from teacher education study. Other than that, among all the participants, there was only one teacher teaching the same subject as they studied in the university. Vivian had been teaching "in-field" as she graduated from English teacher education study and taught English language. However, her identity as a Non-native speaker of English in an international school made her unique. Another participant, Cara, similarly graduated from an English teacher education but taught Indonesianlanguage rather than English. Her Indonesian nationality helped her cope with the subject knowledge. Megan was also an Indonesian citizen teaching Indonesian language but graduated from English letters faculty. The knowledge of Englishuse then became a benefit for Cara and Megan to communicate with students as English was the mere language of delivery at AHS. Nancy was Indonesian, teaching Chinese, and graduated from psychology major. It was her experience of studying abroad in china than qualified her as a Non-native Chinese speaker.Sarah was Spanish, teaching Spanish, and graduated from management study while Freya was French, teaching French, but graduated from art and design major.

Most of the participants did not experience teacher education but they were native to the language taught. This phenomenon of teaching 'out-of-field' supports McConney & Price (2009) as cited in Hobbs (2013) regarding a technicalmeaning where teachers do not have education-related and discipline- related qualifications. The identity complexity of the language teachers at AHS implied that teachers might face borderland discourses or tensions during teaching. Vivian's concern about students attitude came as she realized afterteaching at AHS that students seemed to be inattentive as they were born native speakers of English where they did not need to learn how to speak English.English teaching in an international school was not only about skills but also attitude and culture.

Problems regarding education-related qualification were also encountered by Sarah, Nancy, and Freya. Sarah had to learn how to teach by doing and observing her mother and brother, who did not experience teacher education as well. Even though having multiple previous workplaces, Nancy stillhad a problem in classroom management and finding best-fit books for teaching Chinese language. Freya, having no plan to teach language, had to learn how to teach from her friend.

Megan was believed to be settle in the profession as she seemed to be able to cope with the tensions. Megan stated that she did not feel comfortable with the administrative works of traditional curriculum in Indonesian education so she moved to an international school. Meanwhile, Cara did not state the tension of working on administrative works but focused more on the students' awareness of the importance of the language.

This study found that there were two areas of concern suggested by the participants regarding the significance of being a language teacher in their current teaching practice. They were the language significance and the personal qualification.Cara elaborated the importance of language as a universal tool to learn and discuss things across subjects as well as revealed that being a teacher increased her knowledge of other subject areas. Vivian focused on the importance of language teacher as teaching language was not only about transferring knowledge but also mixing it with culture, point of view or perspective, ideas, and genres. Sarah suggested that language was fun and it was easy to seek students attention in learning language. Nancy pointed that Chinese language was not difficult but challenging. Personal qualifications were mentioned by Megan as shewas open-minded, loved to discuss things with students, and offered innovative and interesting ways of learning. Another personal qualification was stated by Freya as she tried not to bring her soul states into classroom and to always be in a good mood.

The study also found that all participants provided positive attitude in coping with the multiculturalism in an international school.Vivian and Megan stated that eventhough it was considerd hard or challenging, they still enjoyed and tried to understand the situation. Megan shows how she understood how to cope with problems emerged in a multicultural situation and to suggest solution for the setbacks. Megan suggested that a good communication was the key to cope with the multicultural atmosphere.

Being asked about the aspirations to accomplish from being a language teacher, the participants affirmed that they had the desire to help students learn languages. Vivian wanted to help Indoneasian people speak English. Sarah wishedto help people learn language and culture by establishing a language institute. Nancy aspired to support students to learn Chinese art and culture as well as to experience the learning atmosphere through competition, field trip, and study tour. Megan pursued her dream of encouraging foreigners to learn Indonesian by publishing bilingual books and videos. Freya had a dream to support students' desire of learning languages by organizing a field trip to respective country of the language. Cara would like to make students to be proud of Indonesia after

engaging in any activities conducted. This might be concluded that all participants put students as the central focus upon teaching language.

Conclusion

First, metaphors produced by the language teachers showed how they perceived their teacher's role employing traditional view (teacher-centered) and modern view (student-centered). The metaphors produced by language teachers were dynamic and subject to change due to their teachers' professional practice.

Second, language teachers' prior experience and current teaching enterprise were interconnected and significant in the transformation of the language teacher identity. It was impossible not to link up self-image identification, prior personal experience, prior professional experience, reasons for entry, teacher education experience, current teaching context/practice, and career plans encountered by the language teachers at AHS.

Third, each issue investigated in this study revealed deductive assumption as well as implication regarding the language teachers' identity transformation. The importance of language, personal qualifications, and positive attitude towards language teaching are vital in maintaining the language teachers' consistence in the current profession.

Fourth, through the discourses and challenges encountered during teaching, language teachers at AHS humbly revealed their pursuit of helping other people thrive through language teaching and learning. This shows that the aspiration of modern teacher's role is already kept safe by teachers in their heart. This implies that the language teachers at AHS are prepared to learn and acquire knowledge and beliefs through professional development.

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